

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
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 613

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.

Foundations Linguistics (LingF1/LingF2)

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 24.01.2024 1502 - 103

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

Bemerkung Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *Prerequisites* – none / *Further Information* – yasmin.troitzschel@engsem.~

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

Introduction to Linguistics I

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

Do wöchentl. 10:00 - 12:00 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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: 30
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 17.01.2024 1502 - 615

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 Modul: LingF2

Registration – Stud.IP 01.09. - 30.09.2023 / *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

LingF4

English Dialectology

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

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course will provide you with an overview of 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 Module: LingF4, M5/M9

Registration – StudIP 01.09. - 30.09.2023 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

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

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 24.01.2024 1502 - 103

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

Bemerkung Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *Prerequisites* – none / *Further Information* – yasmin.troitzschel@engsem.~

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

Introduction to Linguistics I

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

Do wöchentl. 10:00 - 12:00 19.10.2023 - 25.01.2024 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	Modul: LingF1 Registration – Stud.IP 01.09. - 18.10.23 / <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.

Introduction to Linguistics I

Vorlesung, SWS: 2
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 19.10.2023 - 25.01.2024 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	Modul: LingF1 Registration – Stud.IP 01.09. - 18.10.23 / <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: 30
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 17.01.2024 1502 - 615

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	Modul: LingF2 Registration – Stud.IP 01.09. - 30.09.2023 / <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.

LingF4

English Dialectology

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

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course will provide you with an overview of 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 Module: LingF4, M5/M9

Registration – StudIP 01.09. - 30.09.2023 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Advanced Linguistics (LingA1/LingA2)

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

- Registration* – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~
- Literatur The following textbook will be used in class and is highly recommended for purchase:
- Schmitt, Holger. 2018. *Language in the Public Space. An Introduction to the Linguistic Landscape*. ISBN 978-1-9829-2542-0 (independently published).
- Please make sure that you order your copy of the book asap.

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:

will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.
- Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.
- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 1502 - 703

Kommentar This course is designed as 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.-30.09.2023 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~

Literatur Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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/.

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

Reader – Copyshop Stork (Körnerstraße 3) from 12.10.2023 and Stud.IP

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / <i>Prerequisites</i> – none / <i>Further Information</i> – lujain.youssef@engsem.~
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
Brinker, Felix

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 103

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

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
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

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 free of charge from Copyshop Stork (Körnerstraße) and on 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 17.10.2023 - 23.01.2024 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.

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: American Science Fiction Cinema

Seminar, SWS: 2, Max. Teilnehmer: 20
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 709

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American science fiction film 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 appeals and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Blade Runner* (1992) and the Wachowski's *The Matrix* (1999) as well as more recent films such as Boots Riley's *Sorry to Bother You* (2018), and Daniel Kwan and Daniel Scheinert's *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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. – 30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture / *Further information* – felix.brinker@engsem.~

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

Colonialism and the Bildungsroman

Seminar, SWS: 2, Max. Teilnehmer: 25

Fagan, Abigail

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 21.02.2024 1502 - 609

Kommentar

In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Elif Batuman's *The Idiot* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized or otherwise othered subjects.

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.

Please note: This course will begin on October 11 and meet each Wednesday of the semester *except* October 25, November 1, and November 8; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung

Registration – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

Please purchase Elif Batuman's *The Idiot* (I will be using the 2017 Penguin edition, but any edition is fine) and Cherie Dimaline's *The Marrow Thieves* (I will be using the 2017 Jacaranda edition).

Literature in the Early Republic

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch, Ilka

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar

This course focuses on the 1790s in the United States, which was both a formative period in American literature and the foundational decade of the nation. Around the turn of the century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country was still formulating its own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, or different ethnic and religious groups. At the time, "Republicanism" as an ideal of American citizenship still prescribed how individuals should become politicized in their daily lives. In this class, we will consider a number of texts from the time, including sentimental literature, for instance William Hill Brown's *The Power of Sympathy* (1789), and gothic novels (Charles Brockden Brown's *Edgar Huntly* (1799)).

Bemerkung

Registration – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur

Please purchase any edition of Charles Brockden Brown's *Edgar Huntly*. Be aware that booksellers offer a variety of unedited print-on-demand books that are often full of mistakes (things like "CreateSpace" don't even include page numbers).

The Penguin Classics or Hackett editions are valuable, in fact, Hackett's has the most useful footnotes. I will provide scans for all other texts.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar This BritF3 seminar accompanies but does not substitute the BritF2 Survey of British Literatures and Cultures. Participation in the BritF2 lecture series (Vorlesung) is mandatory in order to profit from the various exercises conducted in this BritF3 seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey and explore their representations of class, gender and race in their respective historical and generic contexts. Our particular focus will be on William Shakespeare's comedy *As You Like It* and Mary Shelley's *Frankenstein*. 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, websites and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – AmerBritF1; recommended: BritF2

aylica.boock@stud.~

Literatur Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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. Julie 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 texts 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 06.10.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate "the affective turn" that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about "surface reading" but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 /
 Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and
 Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
 Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix's launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as "Peak TV." Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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

Modul: AmerA, NAS4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
 Literature and Culture, MA: none / Further Information –florian.groß@engsem.~

Literatur

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
 Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town

	records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.
Bemerkung	Modul: AmerA, AAS2/3/5, NAS2/3/5
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar	The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, "looked different and exhibited cultural values different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the <i>Carnegie Institution</i> and the <i>American Breeders Association</i> . The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion <i>and</i> immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.
Bemerkung	Modul: AmerA, AAS2/5, NAS2/5
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
Literatur	All texts for this class will be made available on StudIP.

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar	More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis
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from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FüBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English

and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – aylica.boock@stud.uni-hannover.de
Literatur	<i>Required Reading</i> Agatha Christie, <i>Death on the Nile</i> (1937) Agatha Christie, <i>The Mousetrap</i> (1952) Malcolm Pryce, <i>Aberystwyth Mon Amour</i> (2001) Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023) Please purchase your own copies of Christie's <i>Death on the Nile</i> and Pryce's <i>Aberystwyth Mon Amour</i> and read at least Christie's novel <i>Death on the Nile</i> (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119
Kommentar	How has British drama evolved from the 16 th to the 21 st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's <i>Home, I'm Darling</i> (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.		
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~		
Literatur	<i>Required Reading and Purchase</i> Wade, Laura. <i>Home, I'm Darling</i> . Methuen Drama, 2021. All other text covered in this seminar will be provided on Stud.IP.		

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Anand, Mulk Raj. <i>Untouchable</i> (1935) Forster, E. M. <i>Howards End</i> (1910) Woolf, Virginia. <i>Mrs Dalloway</i> (1925) Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023) Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop. Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

Kommentar	This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses. As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i> .
Bemerkung	<i>Reader</i> – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ <i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 th ed. Manchester University Press, 2017. Brontë, Charlotte. <i>Jane Eyre</i> . 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" (2023) Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i> . The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.

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

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate "the affective turn" that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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	Modul: AmerA, AAS3, NAS3/4 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis

Bemerkung	Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.
	Modul: AmerA, AAS2, NAS2/4
Literatur	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~
	Please purchase Bram Stoker's <i>Dracula</i> (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix's launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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	Modul: AmerA, NAS4 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung	Modul: AmerA, AAS2/3/5, NAS2/3/5 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist

	<p>hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion <i>and</i> immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.</p>
Bemerkung	<p>Modul: AmerA, AAS2/5, NAS2/5</p>
Literatur	<p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~</p> <p>All texts for this class will be made available on StudIP.</p>

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*
Agatha Christie, *Death on the Nile* (1937)
Agatha Christie, *The Mousetrap* (1952)
Malcolm Pryce, *Aberystwyth Mon Amour* (2001)
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)
Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on

Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel 14:00 - 15:00 15.01.2024 - 15.01.2024 1502 - 703

Mo 10:00 - 16:00 05.02.2024 - 09.02.2024 1502 - 703

Block 10:00 - 16:00 05.02.2024 - 09.02.2024 1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

Kommentar	<p>This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.</p> <p>As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i>.</p>
Bemerkung	<p>Reader – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ Registration – Stud.IP 01.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~</p>
Literatur	<p><i>Required Reading</i></p> <p>Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i>. 4th ed. Manchester University Press, 2017.</p> <p>Brontë, Charlotte. <i>Jane Eyre</i>. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i>. The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.</p> <p>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</p>

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	<p>This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:</p> <p>will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.</p> <p>Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.</p>
Bemerkung	<p>Module LingA1/2, M7/9</p> <p>Registration – Stud.IP 01.09.2023-30.09.2023 / Prerequisites – LingF1-LingF4, M1-M3 (DEL) / Size restriction – none / Further information –rainer.schulze@engsem.~</p>
Literatur	<p>Recommended reading:</p>

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.
- Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.
- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 703
Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.		
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~		
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class		

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00	13.10.2023 - 26.01.2024	1502 - 709
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 learner corpora. 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 Ziegésár.		
Bemerkung	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00	10.10.2023 - 23.01.2024	1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape		

(LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

- Leech, Geoffrey. 2014. *The Pragmatics of Politeness*. Oxford: Oxford University Press.
 - Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.
- Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 <i>Registration</i> – StudIP 01.09. - 30.09.2023 / <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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The

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

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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 Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation (1)

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

Mo wöchentl. 08:00 - 10:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (2)

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (3)

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

Mo wöchentl. 12:00 - 14:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (4)

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

Mo wöchentl. 14:00 - 16:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (5)

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

Fr wöchentl. 08:00 - 10:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (6)

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

Fr wöchentl. 10:00 - 12:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation - Block Course March

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

Block 09:00 - 14:00 27.03.2024 - 30.03.2024 1502 - 615
+SaSo

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

Vocabulary and Pronunciation - Block Course October

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

Block 09:00 - 14:00 02.10.2023 - 06.10.2023 1502 - 615

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1211 - 105

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1502 - 609

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 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 strengthen their reading and writing skills.

Bemerkung *Registration* – email Anne Gans / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Grammar (Group 1) - Blockkurs

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

Mo Einzel 09:00 - 13:00 12.02.2024 - 12.02.2024 1502 - 615

Do Einzel	09:00 - 13:00	15.02.2024 - 15.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	19.02.2024 - 19.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	22.02.2024 - 22.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	26.02.2024 - 26.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	29.02.2024 - 29.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	04.03.2024 - 04.03.2024	1502 - 615
Do Einzel	09:00 - 13:00	07.03.2024 - 07.03.2024	1502 - 615
Kommentar	This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.		

Bemerkung *Registration – StudIP 01.09.2023-15.09.2023 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Size restriction – 25 / Further Information – anne.gans@engsem.~*

Grammar (Group 2) - Blockkurs

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

Di Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	27.02.2024 - 27.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	01.03.2024 - 01.03.2024	1502 - 615
Di Einzel	09:00 - 13:00	05.03.2024 - 05.03.2024	1502 - 615
Fr Einzel	09:00 - 13:00	08.03.2024 - 08.03.2024	1502 - 615
Kommentar	This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.		

Bemerkung *Registration – StudIP 01.09.2023-15.09.2023 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Size restriction – 20 / Further Information – anne.gans@engsem.~*

Advanced Language Practice (SP3/SP4)

SP3

Composition (1) - online

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

Mo wöchentl.	08:00 - 10:00	09.10.2023 - 22.01.2024	
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	<i>Registration – StudIP 01.09.-15.09.23 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~</i>		

Composition (2)

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

Di wöchentl. 08:00 - 10:00 10.10.2023 - 23.01.2024 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.-15.09.23 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

Composition (3) - online

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

Mi wöchentl. 08:00 - 10:00 11.10.2023 - 24.01.2024

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.-15.09.23 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

Composition (4)

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

Do wöchentl. 08:00 - 10:00 12.10.2023 - 25.01.2024 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.-15.09.23 / Prerequisites – SP1 + SP2 / Assessment Tasks – SL: two written tasks / Further Information – jill.schneller@engsem.~*

Composition (5)

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

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 613

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

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.-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition Make-up - online

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

Do wöchentl. 18:00 - 20:00 12.10.2023 - 25.01.2024

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 01.09.23-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4

Advanced Composition (Blockkurs)

Seminar/Übung, Max. Teilnehmer: 30
Schneller, Jill

Di	Einzel	09:00 - 13:00	06.02.2024 - 06.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	09.02.2024 - 09.02.2024	1502 - 609
Di	Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 609
Di	Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 609

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
Kuhns Woltin, Alexander

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 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>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. - 30.09.2023 / 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 12.10.2023 - 25.01.2024 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>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>
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Bemerkung	Registration – StudIP 01.09. - 30.09.2023 / 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

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 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.

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.-30.09.2023 / 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.

DidF2

Assessment Literacy for Future EFL Teachers (Lehrauftrag Christian Fischer)

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

Do wöchentl. 18:00 - 20:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar Creating and grading pupils' exams is the bread and butter of any EFL teacher. This course is designed to prepare aspiring FL educators for this key aspect of their future employment. Students will be guided through designing exams and assessment in the various realms of language reception and production, beginning with vocabulary and grammar examinations, moving on to listening tests, and concluding with assessments of speaking, mediation, and writing. Real-world, anonymized examples from school encompassing a wide range of year groups and evaluation systems (German ABITUR and International Baccalaureate) will be used – not only to provide examples, but also to allow students to "try their hand at marking." In addition, students will be introduced to digital tools that may aid teachers in the marking process. Examples of project-based formative assessment will provide students with a sense of what is possible in the (increasingly important) field of "alternative forms of assessment".

Bemerkung	To receive course credit (<i>Studienleistung</i>) students give a presentation on different tools for AWE (Automated Writing Evaluation), such as Grammarly, Quillbot or Text Inspector. Registration – StudIP 01.09.-30.09.23 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de
Literatur	Contextual “sparknotes” knowledge of Frankenstein (Shelley), Hamlet (Shakespeare) and Gran Torino (C. Eastwood), such as characters, motifs, themes, and plot development. Surkamp, C., & Viebrock, B. (2018). Teaching English as a Foreign Language: An Introduction. J.B. Metzler, chapter 14. Hinger, B., & Stadler, W. (2016). Testen und Bewerten fremdsprachlicher Kompetenzen im Unterricht: Ein Einführung.

Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 11.10.2023 - 24.01.2024 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (*Studienleistung*) you will have to present one micro teaching and collaboratively work on one teaching sequence.

Bemerkung Registration – StudIP 01.09. - 30.09.2023 / Prerequisites – DidF / Further Information – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

Developing Tasks and Material for ELT

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

Fr Einzel 10:00 - 12:00 13.10.2023 - 13.10.2023 1502 - 703

Fr Einzel 10:00 - 12:00 17.11.2023 - 17.11.2023 1502 - 703

Fr Einzel 10:00 - 12:00 01.12.2023 - 01.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 15.12.2023 - 15.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 19.01.2024 - 19.01.2024 1502 - 703

Kommentar Textbooks still dominate the foreign language classroom, especially at secondary level 1. In fact, textbooks offer a wide variety of different texts and activities that can be used productively in EFL lessons. However, for successful, competence-oriented teaching that also meets the learner's individual needs, it is necessary for teachers to go beyond the textbook to develop appropriate materials and tasks for their learners. In this seminar, students will develop a critical awareness in the area of task and materials evaluation and design. They will acquire the ability to design their own learning tasks based on given materials and different approaches (competence tasks, genre learning, dramabased approaches, etc.) as well as to test and evaluate their own materials. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own tasks and material.

Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.

Bemerkung Registration – StudIP / Size restriction – 25 / Prerequisites – DidF1 / Further Information – katharina.delius@engsem.uni-hannover.de

Literatur See the StudIP course for further instructions.

Language Practice Elective (SPE1/SPE2) (außerschulisch)

SP E1

Diverse Landscapes of Anglophone Countries

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This class will introduce students to the diverse nature of some of the major Anglophone countries and will focus on their histories, geographies, politics, cultures and traditions.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: various tasks. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Presentation Skills

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 615

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Master NAS: NAS7

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Sprachpraxis Refresher

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 615

Kommentar Have you completed SP1-4 but feel your language skills could use some refreshing or extension? Then this class is for you! The course will be divided into two halves: grammar, and style and composition. The course content will be based on the needs and desires of the students enrolled in the class and can thus consist of both revision of

material covered in SP1-4 as well as an extension of those topics or topics that were not covered in SP1-4.

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 us via email if you would appreciate notes for specific kinds of content.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: written task. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

SP E2

Diverse Landscapes of Anglophone Countries

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This class will introduce students to the diverse nature of some of the major Anglophone countries and will focus on their histories, geographies, politics, cultures and traditions.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: various tasks. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Presentation Skills

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 615

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Master NAS: NAS7

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Sprachpraxis Refresher

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 615

Kommentar Have you completed SP1-4 but feel your language skills could use some refreshing or extension? Then this class is for you! The course will be divided into two halves: grammar, and style and composition. The course content will be based on the needs and desires of the students enrolled in the class and can thus consist of both revision of material covered in SP1-4 as well as an extension of those topics or topics that were not covered in SP1-4.

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 us via email if you would appreciate notes for specific kinds of content.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: written task. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	<p>This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.</p> <p>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 the instructor via email if you would appreciate notes for specific kinds of content.</p>
Bemerkung	<p>Modul: AmerA, AAS1/2/3, NAS1/2/3</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar	<p>This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood’s major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre’s ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele’s sci-fi horror movie <i>Get Out</i> (2017), Boots Riley’s sci-fi satire <i>Sorry to Bother You</i> (2018), the alien abduction film <i>The Vast of Night</i> (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert’s multiverse-spanning sci-fi epos <i>Everything Everywhere All At Once</i> (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.</p> <p>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.</p>
Bemerkung	<p>Modul: AmerA, AAS3, NAS3/4</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	<p>In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformatory methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.</p> <p>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.</p> <p>Please note: This course will begin on October 12 and meet each Thursday of the semester <i>except</i> October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on Friday, December 1 from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.</p>
Bemerkung	<p>Modul: AmerA, AAS1/3/5, NAS1/3/5</p> <p>Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar	<p>In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch <i>Nosferatu</i> (Friedrich Wilhelm Murnau, 1922), <i>Dracula</i> (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation <i>Blacula</i> (1972), and <i>Bram Stoker's Dracula</i> (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.</p>
Bemerkung	<p>Modul: AmerA, AAS2, NAS2/4</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~</p>
Literatur	Please purchase Bram Stoker's <i>Dracula</i> (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix’s launch of *House of Cards* (2013-18) and *Orange Is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix’s lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television’s reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television’s history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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 Modul: AmerA, NAS4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion and immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

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

*BritA***Advanced Shakespeare**

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

- Literatur *Required Reading and Purchase*
- Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
- Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*

Agatha Christie, *Death on the Nile* (1937)

Agatha Christie, *The Mousetrap* (1952)

Malcolm Pryce, *Aberystwyth Mon Amour* (2001)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40

Neumann, Janna-Lena

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119
Kommentar	How has British drama evolved from the 16 th to the 21 st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's <i>Home, I'm Darling</i> (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.		
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~		
Literatur	Required Reading and Purchase Wade, Laura. <i>Home, I'm Darling</i> . Methuen Drama, 2021. All other text covered in this seminar will be provided on Stud.IP.		

Caribbean and Black British Literature and Culture

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

Di wöchentl.	16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
Kommentar	This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, <i>The History of Mary Prince</i> (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection <i>i is a long memoried woman</i> (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative <i>Cambridge</i> (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. <i>Cambridge</i> (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel <i>The Lonely Londoners</i> (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.		
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~		
Literatur	Required Reading Nichols, Grace. <i>i is a long memoried woman</i> (1983) Phillips, Caryl. <i>Cambridge</i> (1991) Prince, Mary. <i>The History of Mary Prince</i> (1831) Selvon, Samuel. <i>The Lonely Londoners</i> (1956) Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023) Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.		

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the

	analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i> .
Bemerkung	<i>Reader</i> – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ <i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 th ed. Manchester University Press, 2017. Brontë, Charlotte. <i>Jane Eyre</i> . 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" (2023) Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i> . The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP. Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class: will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises. Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.
Bemerkung	Module LingA1/2, M7/9 <i>Registration</i> – Stud.IP 01.09.2023-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Size restriction</i> – none / <i>Further information</i> –rainer.schulze@engsem.~
Literatur	<i>Recommended reading</i> : - Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. <i>Expressions, Speech Acts and Discourse</i> . Cambridge: Cambridge University Press. - Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i> . Oxford: Oxford University Press. - Rühlemann, Christoph. 2019. <i>Corpus Linguistics for Pragmatics. A Guide for Research</i> . London and New York: Routledge. Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as: How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts,

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2

Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as: How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of

Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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

Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar

In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung

Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about "surface reading" but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur All course texts will be made available on StudIP.

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	<p>In or about 2013, U.S. serial television changed. With Netflix's launch of <i>House of Cards</i> (2013-18) and <i>Orange is the New Black</i> (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as "Peak TV." Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.</p> <p>With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, <i>Stranger Things</i> (Netflix 2016-), <i>The Bear</i> (Hulu, since 2022), <i>Beef</i> (Netflix, since 2023), and <i>Poker Face</i> (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.</p> <p>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.</p>
Bemerkung	<p>Modul: AmerA, NAS4</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar	<p>To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.</p>
Bemerkung	<p>Modul: AmerA, AAS2/3/5, NAS2/3/5</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
 Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar	The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, "looked different and exhibited cultural values different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the <i>Carnegie Institution</i> and the <i>American Breeders Association</i> . The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion <i>and</i> immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.
Bemerkung	Modul: AmerA, AAS2/5, NAS2/5 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
Literatur	All texts for this class will be made available on StudIP.

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar	More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely <i>Much Ado About Nothing</i> and <i>Hamlet</i> . Finally, we will consider a prominent 20th-century rewriting of Shakespeare's <i>Hamlet</i> , namely Tom Stoppard's <i>Rosencrantz and Guildenstern are Dead</i> .
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~
Literatur	William Shakespeare. <i>Much Ado About Nothing</i> . Edited by Claire McEachern, Arden, 2016. William Shakespeare. <i>Hamlet</i> . Edited by Ann Thompson, Neil Taylor, Arden, 2016. Tom Stoppard. <i>Rosencrantz and Guildenstern Are Dead</i> (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – aylica.boock@stud.uni-hannover.de
Literatur	<p><i>Required Reading</i></p> <p>Agatha Christie, <i>Death on the Nile</i> (1937)</p> <p>Agatha Christie, <i>The Mousetrap</i> (1952)</p> <p>Malcolm Pryce, <i>Aberystwyth Mon Amour</i> (2001)</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please purchase your own copies of Christie's <i>Death on the Nile</i> and Pryce's <i>Aberystwyth Mon Amour</i> and read at least Christie's novel <i>Death on the Nile</i> (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.</p>

British Drama Across the Centuries

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

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl.	16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
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Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman*

(1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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 *Reader* – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/
Registration – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

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" (2023)

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 for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.

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

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – LingF1-LingF4, M1-M3 (DEL) / Further information –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	<p>This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:</p> <p>will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.</p> <p>Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.</p>
Bemerkung	<p>Module LingA1/2, M7/9</p> <p><i>Registration</i> – Stud.IP 01.09.2023-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Size restriction</i> – none / <i>Further information</i> –rainer.schulze@engsem.-</p>
Literatur	<p>Recommended reading:</p> <ul style="list-style-type: none"> - Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. <i>Expressions, Speech Acts and Discourse</i>. Cambridge: Cambridge University Press. - Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i>. Oxford: Oxford University Press. - Rühlemann, Christoph. 2019. <i>Corpus Linguistics for Pragmatics. A Guide for Research</i>. London and New York: Routledge. <p>Study material and readings will be made available during the semester.</p>

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	<p>This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.</p>
Bemerkung	<p>Module: LingA1, M5/9</p> <p><i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.-</p>
Literatur	<p>Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class</p>

Learner Corpus Research

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

Fr	wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
Kommentar	<p>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 learner corpora. They will be supplemented by relevant concepts proposed by Second Language</p>

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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – LingF1-LingF4, M1-M3 (DEL) / Further information –rainer.schulze@engsem.~

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.

Professionalisierungsbereich: Schlüsselkompetenzen

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

Diverse Landscapes of Anglophone Countries

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Annel| Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This class will introduce students to the diverse nature of some of the major Anglophone countries and will focus on their histories, geographies, politics, cultures and traditions.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: various tasks. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 11.10.2023 - 24.01.2024 1501 - -119

So wöchentl. 14:00 - 18:00 03.12.2023 - 21.01.2024 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* – 11.10.2023, 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 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

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

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Presentation Skills

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 615

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Master NAS: NAS7

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Sprachpraxis Refresher

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 615

Kommentar Have you completed SP1-4 but feel your language skills could use some refreshing or extension? Then this class is for you! The course will be divided into two halves: grammar, and style and composition. The course content will be based on the needs and desires of the students enrolled in the class and can thus consist of both revision of material covered in SP1-4 as well as an extension of those topics or topics that were not covered in SP1-4.

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 us via email if you would appreciate notes for specific kinds of content.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration – StudIP 01.09.2023-15.09.2023 / Prerequisites – none / Assessment Tasks – SL: written task. PL: (SPE only) 110-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
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 24.01.2024 1502 - 103

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

Bemerkung Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *Prerequisites – none / Further Information – yasmin.troitzschel@engsem.~*

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

Introduction to Linguistics I

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

Do wöchentl. 10:00 - 12:00 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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: 30
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 17.01.2024 1502 - 615

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

Bemerkung	This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics. Modul: LingF2
	Registration – Stud.IP 01.09. - 30.09.2023 / Prerequisites – LingF1 / Further Information – yasmin.troitzschel@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

LingF3

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 1502 - 703

Kommentar This course is designed as 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.-30.09.2023 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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/.

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

Reader – Copyshop Stork (Körnerstraße 3) from 12.10.2023 and Stud.IP

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / <i>Prerequisites</i> – none / <i>Further Information</i> – lujain.youssef@engsem.~
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
Brinker, Felix

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 103

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

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
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

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 free of charge from Copyshop Stork (Körnerstraße) and on 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 17.10.2023 - 23.01.2024 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.

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

*AmerF3***Beginning Film Analysis: American Science Fiction Cinema**

Seminar, SWS: 2, Max. Teilnehmer: 20
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 709

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American science fiction film 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 appeals and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Blade Runner* (1992) and the Wachowski's *The Matrix* (1999) as well as more recent films such as Boots Riley's *Sorry to Bother You* (2018), and Daniel Kwan and Daniel Scheinert's *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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. – 30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture / *Further information* – felix.brinker@engsem.~

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

Colonialism and the Bildungsroman

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

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 21.02.2024 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Elif Batuman's *The Idiot* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized or otherwise othered subjects.

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.

Please note: This course will begin on October 11 and meet each Wednesday of the semester *except* October 25, November 1, and November 8; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Elif Batuman's *The Idiot* (I will be using the 2017 Penguin edition, but any edition is fine) and Cherie Dimaline's *The Marrow Thieves* (I will be using the 2017 Jacaranda edition).

Literature in the Early Republic

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch, Ilka

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This course focuses on the 1790s in the United States, which was both a formative period in American literature and the foundational decade of the nation. Around the turn of the century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country was still formulating its own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, or different ethnic and religious groups. At the time, "Republicanism" as an ideal of American citizenship still prescribed how individuals should become politicized in their daily lives. In this class, we will consider a number of texts from the time, including sentimental literature, for instance William Hill Brown's *The Power of Sympathy* (1789), and gothic novels (Charles Brockden Brown's *Edgar Huntly* (1799)).

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur Please purchase any edition of Charles Brockden Brown's *Edgar Huntly*. Be aware that booksellers offer a variety of unedited print-on-demand books that are often full of mistakes (things like "CreateSpace" don't even include page numbers).

The Penguin Classics or Hackett editions are valuable, in fact, Hackett's has the most useful footnotes. I will provide scans for all other texts.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar This BritF3 seminar accompanies but does not substitute the BritF2 Survey of British Literatures and Cultures. Participation in the BritF2 lecture series (Vorlesung) is mandatory in order to profit from the various exercises conducted in this BritF3 seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey and explore their representations of class, gender and race in their respective historical and generic contexts. Our particular focus will be on William Shakespeare's comedy *As You Like It* and Mary Shelley's *Frankenstein*. 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, websites and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – AmerBritF1; recommended: BritF2

aylica.boock@stud.~

Literatur Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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. Julie 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 texts 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 06.10.2022 and Stud.IP

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation (1)

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

Mo wöchentl. 08:00 - 10:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (2)

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (3)

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

Mo wöchentl. 12:00 - 14:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (4)

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

Mo wöchentl. 14:00 - 16:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (5)

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

Fr wöchentl. 08:00 - 10:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (6)

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

Fr wöchentl. 10:00 - 12:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation - Block Course March

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

Block 09:00 - 14:00 27.03.2024 - 30.03.2024 1502 - 615
+SaSo

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

Vocabulary and Pronunciation - Block Course October

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

Block 09:00 - 14:00 02.10.2023 - 06.10.2023 1502 - 615

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1211 - 105

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1502 - 609

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 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 strengthen their reading and writing skills.

Bemerkung *Registration* – email Anne Gans / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Grammar (Group 1) - Blockkurs

Seminar, SWS: 2, Max. Teilnehmer: 20

Gans, Anne

Mo Einzel	09:00 - 13:00	12.02.2024 - 12.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	15.02.2024 - 15.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	19.02.2024 - 19.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	22.02.2024 - 22.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	26.02.2024 - 26.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	29.02.2024 - 29.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	04.03.2024 - 04.03.2024	1502 - 615
Do Einzel	09:00 - 13:00	07.03.2024 - 07.03.2024	1502 - 615
Kommentar	This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.		

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem.~

Grammar (Group 2) - Blockkurs

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

Di Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	27.02.2024 - 27.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	01.03.2024 - 01.03.2024	1502 - 615
Di Einzel	09:00 - 13:00	05.03.2024 - 05.03.2024	1502 - 615
Fr Einzel	09:00 - 13:00	08.03.2024 - 08.03.2024	1502 - 615
Kommentar	This course allows students to revise and extend their knowledge of the usage of grammatical structures, style and vocabulary through an investigative approach.		

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Size restriction* – 20 / *Further Information* – anne.gans@engsem.~

Advanced Language Practice (SP3/SP4)

SP3

Composition (1) - online

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

Mo wöchentl.	08:00 - 10:00	09.10.2023 - 22.01.2024	
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	<i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~		

Composition (2)

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

Di wöchentl. 08:00 - 10:00 10.10.2023 - 23.01.2024 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.-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (3) - online

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

Mi wöchentl. 08:00 - 10:00 11.10.2023 - 24.01.2024

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.-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (4)

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

Do wöchentl. 08:00 - 10:00 12.10.2023 - 25.01.2024 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.-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition (5)

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

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 613

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

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.-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

Composition Make-up - online

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

Do wöchentl. 18:00 - 20:00 12.10.2023 - 25.01.2024

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 01.09.23-15.09.23 / *Prerequisites* – SP1 + SP2 / *Assessment Tasks* – SL: two written tasks / *Further Information* – jill.schneller@engsem.~

SP4**Advanced Composition (Blockkurs)**

Seminar/Übung, Max. Teilnehmer: 30
Schneller, Jill

Di	Einzel	09:00 - 13:00	06.02.2024 - 06.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	09.02.2024 - 09.02.2024	1502 - 609
Di	Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 609
Di	Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 609
Fr	Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 609

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

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 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>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. - 30.09.2023 / 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 12.10.2023 - 25.01.2024 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>
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	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.
Bemerkung	Registration – StudIP 01.09. - 30.09.2023 / 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

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 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>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.-30.09.2023 / 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.

DidF2

Assessment Literacy for Future EFL Teachers (Lehrauftrag Christian Fischer)

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

Do wöchentl. 18:00 - 20:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar	<p>Creating and grading pupils' exams is the bread and butter of any EFL teacher. This course is designed to prepare aspiring FL educators for this key aspect of their future employment. Students will be guided through designing exams and assessment in the various realms of language reception and production, beginning with vocabulary and grammar examinations, moving on to listening tests, and concluding with assessments of speaking, mediation, and writing. Real-world, anonymized examples from school encompassing a wide range of year groups and evaluation systems (German ABITUR and International Baccalaureate) will be used – not only to provide examples, but also to allow students to "try their hand at marking." In addition, students will be introduced</p>
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to digital tools that may aid teachers in the marking process. Examples of project-based formative assessment will provide students with a sense of what is possible in the (increasingly important) field of "alternative forms of assessment".

Bemerkung	To receive course credit (Studienleistung) students give a presentation on different tools for AWE (Automated Writing Evaluation), such as Grammarly, Quillbot or Text Inspector. Registration – StudIP 01.09.-30.09.23 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de
Literatur	Contextual "sparknotes" knowledge of Frankenstein (Shelley), Hamlet (Shakespeare) and Gran Torino (C. Eastwood), such as characters, motifs, themes, and plot development. Surkamp, C., & Viebrock, B. (2018). Teaching English as a Foreign Language: An Introduction. J.B. Metzler, chapter 14. Hinger, B., & Stadler, W. (2016). Testen und Bewerten fremdsprachlicher Kompetenzen im Unterricht: Ein Einführung.

Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 11.10.2023 - 24.01.2024 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (*Studienleistung*) you will have to present one micro teaching and collaboratively work on one teaching sequence.

Bemerkung Registration – StudIP 01.09. - 30.09.2023 / Prerequisites – DidF / Further Information – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

Developing Tasks and Material for ELT

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

Fr Einzel 10:00 - 12:00 13.10.2023 - 13.10.2023 1502 - 703

Fr Einzel 10:00 - 12:00 17.11.2023 - 17.11.2023 1502 - 703

Fr Einzel 10:00 - 12:00 01.12.2023 - 01.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 15.12.2023 - 15.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 19.01.2024 - 19.01.2024 1502 - 703

Kommentar Textbooks still dominate the foreign language classroom, especially at secondary level 1. In fact, textbooks offer a wide variety of different texts and activities that can be used productively in EFL lessons. However, for successful, competence-oriented teaching that also meets the learner's individual needs, it is necessary for teachers to go beyond the textbook to develop appropriate materials and tasks for their learners. In this seminar, students will develop a critical awareness in the area of task and materials evaluation and design. They will acquire the ability to design their own learning tasks based on given materials and different approaches (competence tasks, genre learning, dramabased approaches, etc.) as well as to test and evaluate their own materials. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own tasks and material.

Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.

Bemerkung Registration – StudIP / Size restriction – 25 / Prerequisites – DidF1 / Further Information – katharina.delius@engsem.uni-hannover.de

Literatur See the StudIP course for further instructions.

Professionalisierungsbereich Schlüsselkompetenzen

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

Diverse Landscapes of Anglophone Countries

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne | Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This class will introduce students to the diverse nature of some of the major Anglophone countries and will focus on their histories, geographies, politics, cultures and traditions.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: various tasks. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

English Theatre Workshop

Workshop, SWS: 6
Bennett, Peter

Mi wöchentl. 14:00 - 18:00 11.10.2023 - 24.01.2024 1501 - -119

So wöchentl. 14:00 - 18:00 03.12.2023 - 21.01.2024 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* – 11.10.2023, 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 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

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

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Presentation Skills

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 615

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Master NAS: NAS7

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Sprachpraxis Refresher

Seminar, SWS: 2, Max. Teilnehmer: 20
Gans, Anne| Schneller, Jill

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 615

Kommentar Have you completed SP1-4 but feel your language skills could use some refreshing or extension? Then this class is for you! The course will be divided into two halves: grammar, and style and composition. The course content will be based on the needs and desires of the students enrolled in the class and can thus consist of both revision of material covered in SP1-4 as well as an extension of those topics or topics that were not covered in SP1-4.

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 us via email if you would appreciate notes for specific kinds of content.

This course may be taken for the following credits:

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

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: written task. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Masterstudiengang Lehramt an Gymnasien - Fach Englisch

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

Chat GPT/AI as a study buddy? - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 17:00 - 20:00 17.01.2024 - 17.01.2024 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Diversity in the EFL Classroom (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 01.11.2023 - 01.11.2023 1502 - 615

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I Traumann
Thema: Diversity in the EFL Classroom

Seminar II Becker-Rolfs
Thema: Feedback

Seminar III Kuhrs Woltin
Media Competences

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 22.02.2024 - 21.03.2024 1502 - 615

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Sehnde, IGS Stöcken & Schillerschule) 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 *Registration – StudIP / Size restriction – 15 / Prerequisites – DidPA / Further Information –alexander.kuhrs.woltin@engsem.uni-hannover.de*

Literatur *Required Reading:*

See course page on StudIP.

Fachpraktikum (2)

Fachpraktikum, SWS: 2
Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 23.02.2024 - 22.03.2024 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Sehnde, IGS Stöcken & Schillerschule) 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 *Registration – StudIP / Size restriction – 15 / Prerequisites – DidPA / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de*

Literatur *Required Reading:*

See course page on StudIP.

Feedback - Zusatzveranstaltung im Block

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

Mi wöchentl. 14:00 - 17:00 18.10.2023 - 18.10.2023 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung *Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / Further Information – carolin.becker-rolfs@engsem.uni-hannover.de*

Games - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 16:00 - 19:00 25.10.2023 - 25.10.2023 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 09.10.2023 - 22.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.

Bemerkung *Registration* – StudIP 01.09.-30.09.2023 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de

Literatur Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019.

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. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 615

Kommentar	<p>Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionalen kommunikativen Kompetenzen planen sowie erproben.</p> <p>Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.</p> <p>Als Studienleistung leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de</p>
Literatur	<p>Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019.</p> <p>Der Kauf dieses Grundlagenwerks wird vorausgesetzt.</p> <p>Zusätzliche Texte werden via StudIP bereitgestellt.</p>

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 615

Kommentar	<p>Dieses Seminar ist obligatorisch für alle Lehramtsstudierenden. Im M.Ed. ist diese Veranstaltung Teil des Moduls Fachpraktikum Englisch. Wir werden verschiedene Unterrichtsaufzeichnungen analysieren und Unterrichtssequenzen gemäß funktionalen kommunikativen Kompetenzen planen sowie erproben.</p> <p>Der Fokus liegt auf Unterrichtsplanungen aus der und für die Praxis. Schwerpunkte bilden dabei u.a. die Lerngruppenanalyse, didaktische Überlegungen, sachanalytische Perspektivierungen, methodische Überlegungen und Lernperspektiven. Neben binnendifferenzierenden Unterrichtsmaßnahmen wird auf den Kompetenzerwerb als Basis für Unterrichtsplanungsentwürfe fokussiert. Die Veranstaltung ist stufen- und schulartenübergreifend angelegt.</p> <p>Als Studienleistung leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de</p>
Literatur	<p>Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019.</p> <p>Der Kauf dieses Grundlagenwerks wird vorausgesetzt.</p> <p>Zusätzliche Texte werden via StudIP bereitgestellt.</p>

Advanced Methodology (DidA) (Erst-, Zweitfach und Kleine Fakultas)

Films in ELT (A)

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

Fr Einzel	08:00 - 10:00	13.10.2023 - 13.10.2023	1502 - 703
Fr Einzel	08:00 - 10:00	03.11.2023 - 03.11.2023	1502 - 703
Fr Einzel	08:00 - 10:00	17.11.2023 - 17.11.2023	1502 - 703
Fr Einzel	08:00 - 10:00	01.12.2023 - 01.12.2023	1502 - 703
Fr Einzel	08:00 - 10:00	15.12.2023 - 15.12.2023	1502 - 703
Fr Einzel	08:00 - 10:00	19.01.2024 - 19.01.2024	1502 - 703
Kommentar	<p>Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (<i>Studienleistung</i>), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (<i>Prüfungsleistung</i>).</p> <p>Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.</p>		
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de</p>		
Literatur	<p>Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): <i>Filme im Englischunterricht. Grundlagen, Methoden, Genres</i>. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.</p>		

Films in ELT (B)

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

Fr wöchentl.	12:00 - 14:00	13.10.2023 - 13.10.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	03.11.2023 - 03.11.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	17.11.2023 - 17.11.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	01.12.2023 - 01.12.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	15.12.2023 - 15.12.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	19.01.2024 - 19.01.2024	1502 - 703
Kommentar	<p>Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (<i>Studienleistung</i>), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (<i>Prüfungsleistung</i>).</p> <p>Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.</p>		
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de</p>		
Literatur	<p>Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): <i>Filme im Englischunterricht. Grundlagen, Methoden, Genres</i>. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.</p>		

Teaching Literature with iPads: A Monster Calls by Patrick Ness

Seminar, SWS: 2, Max. Teilnehmer: 20
Hatala, Svenja

Do wöchentl. 16:00 - 18:00 12.10.2023 - 25.01.2024

Kommentar We have seen an increase in the use of digital media in the EFL classroom in recent years, which is partly due to the pandemic and the resulting remote learning students and teachers had to face. The German Conference of Ministers of Education and Cultural Affairs (KMK) has also updated its guidelines on "Teaching and Learning in the Digital World" (2021), so that students acquire a certain level of digital literacy at school. This seminar will look at chances and limitations of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop a lesson plan and corresponding materials for EFL students in Year 8 based on the novel *A Monster Calls* by Patrick Ness (2011).

To receive course credit (*Studienleistung*), you will have to regularly attend the seminar and present a digital application. For your examination credits (*Prüfungsleistung*) you will have to a) develop and present a reading comprehension quiz based on the novel, b) plan and present a lesson based on the novel, and c) write a corresponding exposé regarding your planned lesson.

Bemerkung Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.

Registration – StudIP 01.09. - 30.09.2023 / Size restriction – 20 / Prerequisites – DidF / *Further Information* svenja.hatala@engsem.uni-hannover.de

Literatur See course page on StudIP.

Teaching Speaking

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

Fr Einzel 14:30 - 18:30 03.11.2023 - 03.11.2023 1502 - 703

Sa Einzel 09:00 - 15:00 04.11.2023 - 04.11.2023 1502 - 703

Fr Einzel 14:30 - 18:30 01.12.2023 - 01.12.2023 1502 - 703

Sa Einzel 09:00 - 15:00 02.12.2023 - 02.12.2023 1502 - 703

Kommentar Enabling students to speak fluently and spontaneously is an important goal in the foreign language classroom. Yet, many teachers are facing questions of how to choose appropriate material, develop suitable tasks, activate all learners most effectively and assess the speaking competence. This seminar aims at looking at the theory of speaking as a skill, examining different teaching approaches and methods and develop and discuss own teaching materials and learning tasks. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (*Prüfungsleistung*).

Please note that this is a block seminar which will take place on the following dates:
03/11: 14:30-18:30; 04/11: 09:00-15:00; 01/12: 14:30-18:30; 02/12: 09:00-15:00

Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – katharina.delius@engsem.uni-hannover.de

Literatur See the StudIP course for further instructions.

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood’s major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre’s ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele’s sci-fi horror movie *Get Out* (2017), Boots Riley’s sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert’s multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix’s launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix’s lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television’s reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television’s history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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 Modul: AmerA, NAS4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion and immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

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

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FüBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

- Literatur *Required Reading and Purchase*
- Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
- Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*

Agatha Christie, *Death on the Nile* (1937)

Agatha Christie, *The Mousetrap* (1952)

Malcolm Pryce, *Aberystwyth Mon Amour* (2001)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

Seminar, SWS: 2, Max. Teilnehmer: 40

Neumann, Janna-Lena

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119
Kommentar	How has British drama evolved from the 16 th to the 21 st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's <i>Home, I'm Darling</i> (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.		
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~		
Literatur	Required Reading and Purchase Wade, Laura. <i>Home, I'm Darling</i> . Methuen Drama, 2021. All other text covered in this seminar will be provided on Stud.IP.		

Caribbean and Black British Literature and Culture

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

Di wöchentl.	16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
Kommentar	This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, <i>The History of Mary Prince</i> (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection <i>i is a long memoried woman</i> (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative <i>Cambridge</i> (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. <i>Cambridge</i> (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel <i>The Lonely Londoners</i> (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.		
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~		
Literatur	Required Reading Nichols, Grace. <i>i is a long memoried woman</i> (1983) Phillips, Caryl. <i>Cambridge</i> (1991) Prince, Mary. <i>The History of Mary Prince</i> (1831) Selvon, Samuel. <i>The Lonely Londoners</i> (1956) Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023) Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.		

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the

	analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i> .
Bemerkung	<i>Reader</i> – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ <i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 th ed. Manchester University Press, 2017. Brontë, Charlotte. <i>Jane Eyre</i> . 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" (2023) Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i> . The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP. Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class: will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises. Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.
Bemerkung	Module LingA1/2, M7/9 <i>Registration</i> – Stud.IP 01.09.2023-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Size restriction</i> – none / <i>Further information</i> –rainer.schulze@engsem.~
Literatur	<i>Recommended reading</i> : - Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. <i>Expressions, Speech Acts and Discourse</i> . Cambridge: Cambridge University Press. - Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i> . Oxford: Oxford University Press. - Rühlemann, Christoph. 2019. <i>Corpus Linguistics for Pragmatics. A Guide for Research</i> . London and New York: Routledge. Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Linguistic Landscape(s)

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p> <p>This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:</p> <p>How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?</p> <p>This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p>
Bemerkung	Module: LingA1/2, M8/9 <i>Registration</i> – Stud.IP 01.09.-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Further information</i> –rainer.schulze@engsem.~
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.

Research Methods

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

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course is restricted to DEL (Masterstudiengang Deutsche und Englische Linguistik) students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

This course will introduce students to the main methods used in the elicitation, analysis, interpretation and presentation of linguistic data. The research methods presented in this course include corpus linguistics, the sociolinguistic interview, acoustic phonetics and experimental studies. They will be furthermore illustrated by a selection of studies covering a wide range of linguistic topics from the areas of sociolinguistics, language change, language acquisition and pragmatics.

Bemerkung Module: LingA1/A2, M3.2

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – none for DEL students /

Further Information –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / Prerequisites – LingF1-LingF4, M1-M3 (DEL) / Size restriction – none / Further information –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 703
Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.		
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~		
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class		

Linguistic Landscape(s)

Seminar, SWS: 2
Schulze, Rainer

Di wöchentl.	12:00 - 14:00	10.10.2023 - 23.01.2024	1502 - 703
Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p> <p>This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:</p> <p>How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?</p> <p>This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p>		
Bemerkung	Module: LingA1/2, M8/9		

- Registration* – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~
- 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.

Research Methods

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

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course is restricted to DEL (Masterstudiengang Deutsche und Englische Linguistik) students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

This course will introduce students to the main methods used in the elicitation, analysis, interpretation and presentation of linguistic data. The research methods presented in this course include corpus linguistics, the sociolinguistic interview, acoustic phonetics and experimental studies. They will be furthermore illustrated by a selection of studies covering a wide range of linguistic topics from the areas of sociolinguistics, language change, language acquisition and pragmatics.

Bemerkung Module: LingA1/A2, M3.2

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – none for DEL students / *Further Information* –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

Intermediate and Advanced Linguistics (LingF3/LingA1/LingA2) (Zweifach)

LingF3

Phonetics & Phonology

Vorlesung, SWS: 2
Altendorf, Ulrike

Fr wöchentl. 10:00 - 12:00 13.10.2023 - 26.01.2024 1211 - 105

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 Modul: LingF3, M1.2

Registration – Stud.IP 01.09. - 30.09.2023 / *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

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar	<p>In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.</p> <p>This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as:</p> <p>How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?</p> <p>This seminar is primarily aimed at advanced university students of language and linguistics. No previous experience with LL studies is required, but participants should have a firm background in linguistics. Thus, participants are expected to have a proper understanding of what linguistic fields such as morphology, syntax, semantics and pragmatics are all about; they should also be able to read basic phonetic transcription and understand phonemic representation.</p>
Bemerkung	Module: LingA1/2, M8/9 <i>Registration</i> – Stud.IP 01.09.-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Further information</i> –rainer.schulze@engsem.~
Literatur	<p>The following textbook will be used in class and is highly recommended for purchase:</p> <p>Schmitt, Holger. 2018. <i>Language in the Public Space. An Introduction to the Linguistic Landscape</i>. ISBN 978-1-9829-2542-0 (independently published).</p> <p>Please make sure that you order your copy of the book asap.</p>

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2

Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:

will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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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.?

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Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood’s major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre’s ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele’s sci-fi horror movie *Get Out* (2017), Boots Riley’s sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert’s multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35

Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformatory methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix’s launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix’s lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television’s reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television’s history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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 Modul: AmerA, NAS4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
Literature and Culture, MA: none / Further Information –florian.groß@engsem.~
All texts for this class will be made available on StudIP.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~
All texts for this class will be made available on StudIP.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion and immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
All texts for this class will be made available on StudIP.

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for
FüBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial
Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and
Detective Fiction', published in the 20th century, whose detectives, such as Sherlock
Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English
and international cultural landscape. We will begin by addressing questions of genre
conventions, focusing on character conceptions of detectives, plot design and narration.
We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952),
which began life as a short radio play before it opened in London's West End to become
the world's longest-running play. Turning to a detective novel of the so-called Golden
Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre
conventions and the middlebrow, while reframing this prototypical detective fiction into
a postcolonial perspective. Moving to the 21st century, the final text discussed will be
Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in
Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3
for FüBA students, none for others / *Size restriction* – 40 / *Further Information* –
aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*
Agatha Christie, *Death on the Nile* (1937)
Agatha Christie, *The Mousetrap* (1952)
Malcolm Pryce, *Aberystwyth Mon Amour* (2001)
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial
Studies" (2023)

Please purchase your own copies of Christie's *Death on the Nile* and Pryce's
Aberystwyth Mon Amour and read at least Christie's novel *Death on the Nile* (1937)
before the course begins. The theoretical texts covered in the seminar will be provided on
Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they
are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel 14:00 - 15:00 15.01.2024 - 15.01.2024 1502 - 703
Mo 10:00 - 16:00 05.02.2024 - 09.02.2024 1502 - 703
Block 10:00 - 16:00 05.02.2024 - 09.02.2024 1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the

	analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i> .
Bemerkung	<i>Reader</i> – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ <i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 th ed. Manchester University Press, 2017. Brontë, Charlotte. <i>Jane Eyre</i> . 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" (2023) Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i> . The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP. Please read Charlotte Brontë's novel during term break, i.e. before the course begins.

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	This seminar will investigate "the affective turn" that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature. 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 the instructor via email if you would appreciate notes for specific kinds of content.
Bemerkung	Modul: AmerA, AAS1/2/3, NAS1/2/3 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung	Modul: AmerA, AAS1/3/5, NAS1/3/5 Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4
Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about "surface reading" but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1
Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix's launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as "Peak TV." Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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 Modul: AmerA, NAS4
Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5
Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, "looked different and exhibited cultural values different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

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

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

- Literatur William Shakespeare. *Much Ado About Nothing* . Edited by Claire McEachern, Arden, 2016.
- William Shakespeare. *Hamlet* . Edited by Ann Thompson, Neil Taylor, Arden, 2016.
- Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).
- Students are strongly advised to read *Much Ado About Nothing* before the course begins.
- Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP

Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre

conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – aylica.boock@stud.uni-hannover.de
Literatur	<p><i>Required Reading</i></p> <p>Agatha Christie, <i>Death on the Nile</i> (1937)</p> <p>Agatha Christie, <i>The Mousetrap</i> (1952)</p> <p>Malcolm Pryce, <i>Aberystwyth Mon Amour</i> (2001)</p> <p>Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please purchase your own copies of Christie's <i>Death on the Nile</i> and Pryce's <i>Aberystwyth Mon Amour</i> and read at least Christie's novel <i>Death on the Nile</i> (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.</p>

British Drama Across the Centuries

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

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119
Kommentar	How has British drama evolved from the 16 th to the 21 st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's <i>Home, I'm Darling</i> (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.		
Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~		
Literatur	<p>Required Reading and Purchase</p> <p>Wade, Laura. <i>Home, I'm Darling</i>. Methuen Drama, 2021.</p> <p>All other text covered in this seminar will be provided on Stud.IP.</p>		

Caribbean and Black British Literature and Culture

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

Di	wöchentl. 16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
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Kommentar	<p>This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, <i>The History of Mary Prince</i> (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection <i>i is a long memoried woman</i> (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative <i>Cambridge</i> (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. <i>Cambridge</i> (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel <i>The Lonely Londoners</i> (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.</p>
Bemerkung	<p><i>Registration</i> – Stud.IP 01.-30.09.2023 / <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</i></p> <p>Nichols, Grace. <i>i is a long memoried woman</i> (1983)</p> <p>Phillips, Caryl. <i>Cambridge</i> (1991)</p> <p>Prince, Mary. <i>The History of Mary Prince</i> (1831)</p> <p>Selvon, Samuel. <i>The Lonely Londoners</i> (1956)</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.</p> <p>Please read at least <i>The History of Mary Prince</i> during term break, i.e. before the course begins.</p>

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	<p>This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel <i>Howards End</i> (1910), Virginia Woolf's short modernist text <i>Mrs Dalloway</i> (1925) and Mulk Raj Anand's equally short and modernist novel <i>Untouchable</i> (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.</p>
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Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<p><i>Required Reading</i></p> <p>Anand, Mulk Raj. <i>Untouchable</i> (1935)</p> <p>Forster, E. M. <i>Howards End</i> (1910)</p> <p>Woolf, Virginia. <i>Mrs Dalloway</i> (1925)</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.</p> <p>Please read at least Forster's novel during term break, i.e. before the course begins.</p>

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

Kommentar	<p>This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.</p> <p>As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey lecture we will apply the theories to Charlotte Brontë's novel <i>Jane Eyre</i> (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's <i>Beginning Theory</i>.</p>
Bemerkung	<p><i>Reader</i> – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/ <i>Registration</i> – Stud.IP 01.-30.09.2023 / <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</i></p> <p>Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i>. 4th ed. Manchester University Press, 2017.</p> <p>Brontë, Charlotte. <i>Jane Eyre</i>. Norton, 2016 (or: Oxford World's Classics or Penguin Classics editions complete with introduction and notes).</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please buy your own copies of Brontë's novel and of Peter Barry's <i>Beginning Theory</i>. The theoretical texts covered in the seminar will be available in a reader for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.</p> <p>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</p>

LingA1**Expressions, Speech Acts and Discourse**

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

*LingA2***Expressions, Speech Acts and Discourse**

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

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

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood’s major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre’s ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele’s sci-fi horror movie *Get Out* (2017), Boots Riley’s sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert’s multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about "surface reading" but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix's launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as "Peak TV." Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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	Modul: AmerA, NAS4 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung	Modul: AmerA, AAS2/3/5, NAS2/3/5 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Looock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and

Bemerkung	discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yeziarska against the historical, cultural, and social background of the New Immigration. Modul: AmerA, AAS2/5, NAS2/5
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
Literatur	All texts for this class will be made available on StudIP.

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~
Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will

have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.
To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*
Agatha Christie, *Death on the Nile* (1937)
Agatha Christie, *The Mousetrap* (1952)
Malcolm Pryce, *Aberystwyth Mon Amour* (2001)
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)
Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel 14:00 - 15:00 15.01.2024 - 15.01.2024 1502 - 703
Mo 10:00 - 16:00 05.02.2024 - 09.02.2024 1502 - 703
Block 10:00 - 16:00 05.02.2024 - 09.02.2024 1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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 *Reader* – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/
Registration – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3
for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* –
jana.gohrisch@engsem.~

Literatur *Required Reading*

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" (2023)

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 for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.

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

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 <i>Registration</i> – StudIP 01.09. - 30.09.2023 / <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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 703
Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.		
Bemerkung	Module: LingA1, M5/9 <i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~		
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class		

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00	13.10.2023 - 26.01.2024	1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00	10.10.2023 - 23.01.2024	1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law.		

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

Masterarbeit

Kolloquium Masterarbeit

Kolloquium, SWS: 2
Altendorf, Ulrike

Fr 14-täglich 14:00 - 16:00 13.10.2023 - 26.01.2024 1502 - 709

Kommentar Diese Veranstaltung richtet sich an Studierende, die bereits ihre Masterarbeit in der Englischen Linguistik schreiben oder demnächst zu schreiben beabsichtigen. Sollte die Teilnehmendenzahl es erlauben, sind auch Bachelorstudierende eingeladen, an diesem Kolloquium teilzunehmen, sofern sie bereits ihre Bachelorarbeit in der Englischen Linguistik schreiben oder zu schreiben beabsichtigen. Die Teilnehmer und Teilnehmerinnen erhalten Gelegenheit, ihre Themen und Arbeiten vorzustellen und zu diskutieren. Darüber hinaus werden methodische Fragen sowie Fragen zur Strukturierung und sprachlichen Gestaltung der Arbeit behandelt.

Bemerkung Further Information –ulrike.altendorf@engsem.~

Kolloquium

Exam Colloquium

Kolloquium, SWS: 2
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 613

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

Mi 14-tägig 08:00 - 10:00 18.10.2023 - 24.01.2024 1502 - 709

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 Exposés, eine vorläufige Gliederung sowie eine vom MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und eine kollegiale Beratung.

Bemerkung Bitte beachten Sie, dass das Kolloquium 14-tägig online stattfindet
Registration – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF & DidA/ *Further Information* – katharina.deliuss@engsem.uni-hannover.de

Masterstudiengang Lehramt an berufsbildenden Schulen - Fach Englisch

Intermediate and Advanced Linguistics TECH (LingF4/LingA1/LingA2)

LingF4

English Dialectology

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

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course will provide you with an overview of 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 Module: LingF4, M5/M9
Registration – StudIP 01.09. - 30.09.2023 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:

will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Ziegésár.

Bemerkung Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
 Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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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 Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
 Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
 will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness,

conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung

Module LingA1/2, M7/9

Literatur

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

Kommentar

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

Bemerkung

Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur

Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Ziegésár.

Bemerkung

Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / *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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)

DidA

Films in ELT (A)

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

Fr	Einzel	08:00 - 10:00	13.10.2023 - 13.10.2023	1502 - 703
Fr	Einzel	08:00 - 10:00	03.11.2023 - 03.11.2023	1502 - 703
Fr	Einzel	08:00 - 10:00	17.11.2023 - 17.11.2023	1502 - 703
Fr	Einzel	08:00 - 10:00	01.12.2023 - 01.12.2023	1502 - 703
Fr	Einzel	08:00 - 10:00	15.12.2023 - 15.12.2023	1502 - 703
Fr	Einzel	08:00 - 10:00	19.01.2024 - 19.01.2024	1502 - 703

Kommentar	<p>Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (<i>Studienleistung</i>), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (<i>Prüfungsleistung</i>).</p> <p>Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.</p>
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de</p>
Literatur	<p>Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): <i>Filme im Englischunterricht. Grundlagen, Methoden, Genres</i>. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.</p>

Films in ELT (B)

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

Fr	wöchentl.	12:00 - 14:00	13.10.2023 - 13.10.2023	1502 - 703
Fr	wöchentl.	12:00 - 14:00	03.11.2023 - 03.11.2023	1502 - 703
Fr	wöchentl.	12:00 - 14:00	17.11.2023 - 17.11.2023	1502 - 703
Fr	wöchentl.	12:00 - 14:00	01.12.2023 - 01.12.2023	1502 - 703
Fr	wöchentl.	12:00 - 14:00	15.12.2023 - 15.12.2023	1502 - 703
Fr	wöchentl.	12:00 - 14:00	19.01.2024 - 19.01.2024	1502 - 703

Kommentar	<p>Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (<i>Studienleistung</i>), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (<i>Prüfungsleistung</i>).</p> <p>Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.</p>
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de</p>
Literatur	<p>Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): <i>Filme im Englischunterricht. Grundlagen, Methoden, Genres</i>. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.</p>

Teaching Literature with iPads: A Monster Calls by Patrick Ness

Seminar, SWS: 2, Max. Teilnehmer: 20
Hatala, Svenja

Do wöchentl. 16:00 - 18:00 12.10.2023 - 25.01.2024

Kommentar We have seen an increase in the use of digital media in the EFL classroom in recent years, which is partly due to the pandemic and the resulting remote learning students and teachers had to face. The German Conference of Ministers of Education and Cultural Affairs (KMK) has also updated its guidelines on "Teaching and Learning in the Digital World" (2021), so that students acquire a certain level of digital literacy at school. This seminar will look at chances and limitations of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop a lesson plan and corresponding materials for EFL students in Year 8 based on the novel *A Monster Calls* by Patrick Ness (2011).

To receive course credit (*Studienleistung*), you will have to regularly attend the seminar and present a digital application. For your examination credits (*Prüfungsleistung*) you will have to a) develop and present a reading comprehension quiz based on the novel, b) plan and present a lesson based on the novel, and c) write a corresponding exposé regarding your planned lesson.

Bemerkung Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.

Registration – StudIP 01.09. - 30.09.2023 / Size restriction – 20 / Prerequisites – DidF / *Further Information* svenja.hatala@engsem.uni-hannover.de

Literatur See course page on StudIP.

Teaching Speaking

Seminar, SWS: 2, Max. Teilnehmer: 25
Kuhns Wolter, Alexander

Fr Einzel 14:30 - 18:30 03.11.2023 - 03.11.2023 1502 - 703

Sa Einzel 09:00 - 15:00 04.11.2023 - 04.11.2023 1502 - 703

Fr Einzel 14:30 - 18:30 01.12.2023 - 01.12.2023 1502 - 703

Sa Einzel 09:00 - 15:00 02.12.2023 - 02.12.2023 1502 - 703

Kommentar Enabling students to speak fluently and spontaneously is an important goal in the foreign language classroom. Yet, many teachers are facing questions of how to choose appropriate material, develop suitable tasks, activate all learners most effectively and assess the speaking competence. This seminar aims at looking at the theory of speaking as a skill, examining different teaching approaches and methods and develop and discuss own teaching materials and learning tasks. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (*Prüfungsleistung*).

Please note that this is a block seminar which will take place on the following dates:
03/11: 14:30-18:30; 04/11: 09:00-15:00; 01/12: 14:30-18:30; 02/12: 09:00-15:00

Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – katharina.delius@engsem.uni-hannover.de

Literatur See the StudIP course for further instructions.

DidPA

Chat GPT/AI as a study buddy? - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 17:00 - 20:00 17.01.2024 - 17.01.2024 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Diversity in the EFL Classroom (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 01.11.2023 - 01.11.2023 1502 - 615

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.

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- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I Traumann
Thema: Diversity in the EFL Classroom

Seminar II Becker-Rolfs
Thema: Feedback

Seminar III Kuhrs Woltin
Media Competences

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

Mi wöchentl. 14:00 - 17:00 18.10.2023 - 18.10.2023 1502 - 709

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.

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- 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: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Games - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 16:00 - 19:00 25.10.2023 - 25.10.2023 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 09.10.2023 - 22.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.

Bemerkung *Registration* – StudIP 01.09.-30.09.2023 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de

Literatur Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019.

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. 14:00 - 16:00 10.10.2023 - 23.01.2024 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 funktionalen kommunikativen Kompetenzen planen sowie erproben.

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Bemerkung	nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht. <i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de
Literatur	Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019. 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

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.
Bemerkung	<i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de
Literatur	Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019. 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 22.02.2024 - 21.03.2024 1502 - 615

Kommentar	Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Sehnde, IGS Stöcken & Schillerschule) 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
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Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblöcke angeboten:
 Eine Fachpraktikumsvorbereitungsveranstaltung Eine
 Fachpraktikumswischenevaluationsveranstaltung 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 eine verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben.

Bemerkung *Registration – StudIP / Size restriction – 15 / Prerequisites – DidPA / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de*

Literatur *Required Reading:*

See course page on StudIP.

Fachpraktikum (2)

Fachpraktikum, SWS: 2
 Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 23.02.2024 - 22.03.2024 1502 - 613

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, KGS Sehnde, IGS Stöcken & Schillerschule) 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 Veranstaltungsblöcke angeboten:
 Eine Fachpraktikumsvorbereitungsveranstaltung Eine
 Fachpraktikumswischenevaluationsveranstaltung 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 eine verbindliche Fachpraktikumsplatzzusage vorliegt. Die entsprechenden Termine für die Veranstaltungen werden über StudIP bekannt gegeben.

Bemerkung *Registration – StudIP / Size restriction – 15 / Prerequisites – DidPA / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de*

Literatur *Required Reading:*

See course page on StudIP.

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 17.10.2023 - 23.01.2024 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.

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: American Science Fiction Cinema

Seminar, SWS: 2, Max. Teilnehmer: 20
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 709

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American science fiction film 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 appeals and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Blade Runner* (1992) and the Wachowski's *The Matrix* (1999) as well as more recent films such as Boots Riley's *Sorry to Bother You* (2018), and Daniel Kwan and Daniel Scheinert's *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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. – 30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture / *Further information* – felix.brinker@engsem.~

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

Colonialism and the Bildungsroman

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

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 21.02.2024 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Elif Batuman's *The Idiot* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized or otherwise othered subjects.

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.

Please note: This course will begin on October 11 and meet each Wednesday of the semester *except* October 25, November 1, and November 8; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Elif Batuman's *The Idiot* (I will be using the 2017 Penguin edition, but any edition is fine) and Cherie Dimaline's *The Marrow Thieves* (I will be using the 2017 Jacaranda edition).

Literature in the Early Republic

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch, Ilka

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This course focuses on the 1790s in the United States, which was both a formative period in American literature and the foundational decade of the nation. Around the turn of the century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country was still formulating its own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, or different ethnic and religious groups. At the time, "Republicanism" as an ideal of American citizenship still prescribed how individuals should become politicized in their daily lives. In this class, we will consider a number of texts from the time, including sentimental literature, for instance William Hill Brown's *The Power of Sympathy* (1789), and gothic novels (Charles Brockden Brown's *Edgar Huntly* (1799)).

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur Please purchase any edition of Charles Brockden Brown's *Edgar Huntly*. Be aware that booksellers offer a variety of unedited print-on-demand books that are often full of mistakes (things like "CreateSpace" don't even include page numbers).

The Penguin Classics or Hackett editions are valuable, in fact, Hackett's has the most useful footnotes. I will provide scans for all other texts.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Masterarbeit

Kolloquium zum Studienabschluss (MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 20
Kuhrs Woltin, Alexander

Mi 14-tägig 08:00 - 10:00 18.10.2023 - 24.01.2024 1502 - 709

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 Exposés, eine vorläufige Gliederung sowie eine vom MA-Kandidat*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und eine kollegiale Beratung.

Bemerkung Bitte beachten Sie, dass das Kolloquium 14-tägig online stattfindet
Registration – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF & DidA/ *Further Information* – katharina.delius@engsem.uni-hannover.de

Zertifikatsprogramm Lehramt an Gymnasien - Fach Englisch

Foundations Linguistics (LingF1/LingF2)

LingF1

Introduction to Linguistics I

Vorlesung, SWS: 2
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 24.01.2024 1502 - 103

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

Bemerkung Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *Prerequisites* – none / *Further Information* – yasmin.troitzschel@engsem.~

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

Introduction to Linguistics I

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

Do wöchentl. 10:00 - 12:00 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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 19.10.2023 - 25.01.2024 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 Modul: LingF1

Registration – Stud.IP 01.09. - 18.10.23 / *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: 30
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 17.01.2024 1502 - 615

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 Modul: LingF2

Registration – Stud.IP 01.09. - 30.09.2023 / *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

LingF4

English Dialectology

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

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar This course will provide you with an overview of 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 Module: LingF4, M5/M9

Registration – StudIP 01.09. - 30.09.2023 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

Advanced Linguistics (LingA1/LingA2)

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / Size restriction – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703
Block	09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.
Bemerkung	Module: LingA1, M5/9 <i>Registration – Stud.IP 1.9.-30.9.2023 / Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~</i>
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9 Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl.	12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703
Kommentar	In this day and age, languages surround us everywhere; languages appear in flashy advertisements and commercials, names of buildings, streets and shops, instructions and warning signs, graffiti and cyber space. The dynamic field of Linguistic Landscape (LL) attempts to understand the motives, uses, ideologies, language varieties and contestations of multiple forms of 'languages' as they are displayed in public spaces. The rapidly growing research in LL grants it increasing importance within the field of language studies. LL research is grounded in a variety of theories, from politics and sociology to linguistics, and education, geography, economics, and law. This class will include questions of multilingualism, dominance of languages, language policies, identity creation, naming strategies, humour, etc. In our LL analyses, the focus will be on questions such as: How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In

what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)? What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

How many and what languages occur on sign holders (e.g. notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites) in a specific public space? Are the signs monolingual, bilingual, multilingual and in what ways, i.e. what combinations of languages do occur? Are different languages used for different contents and in different domains? In what forms do signs occur (notice boards, traffic signs, billboards, shop windows, posters, flags, banners, graffiti, menus, T-shirts, Facebook, Twitter, Instagram, Blogs, Websites)?

What about the language in terms of normativity: orthography, handwriting conventions, lexicon, morphology, syntax, literacy level, etc.?

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

Foundations Literature and Culture (AmerBritF1)

AmerBritF1

Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 1502 - 703

Kommentar This course is designed as 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.-30.09.2023 / *Prerequisites* – none / *Further Information* – janna-lena.neumann@engsem.~

Literatur Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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/.

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

Reader – Copyshop Stork (Körnerstraße 3) from 12.10.2023 and Stud.IP

Introduction to Literary Studies

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

Mi wöchentl. 10:00 - 12:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / *Prerequisites* – none / *Further Information* – lujain.youssef@engsem.~

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
Brinker, Felix

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 103

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – felix.brinker@engsem.~

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
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 18.10.2023 - 24.01.2024 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.-16.10.2023 / *Prerequisites* – none / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

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 free of charge from Copyshop Stork (Körnerstraße) and on 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 17.10.2023 - 23.01.2024 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.

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.-16.10.2023 / *Prerequisites* – none / *Further Information* – ruth.mayer@engsem.~

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

AmerF3

Beginning Film Analysis: American Science Fiction Cinema

Seminar, SWS: 2, Max. Teilnehmer: 20
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 709

Kommentar This seminar offers an introduction to the basics of film analysis and interpretation, using US-American science fiction film 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 appeals and ideological messages of the horror genre. To engage with these issues, the seminar considers both modern classics, such as Ridley Scott's *Blade Runner* (1992) and the Wachowski's *The Matrix* (1999) as well as more recent films such as Boots Riley's *Sorry to Bother You* (2018), and Daniel Kwan and Daniel Scheinert's *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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	<i>Registration</i> – Stud.IP 01.09. – 30.09.23 / <i>Prerequisites</i> – BA: Foundations Literature and Culture / Further information – felix.brinker@engsem.~
Literatur	All course texts will be made available on Stud.IP.

Colonialism and the Bildungsroman

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

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 21.02.2024 1502 - 609

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Elif Batuman's *The Idiot* and Cherie Dimaline's *The Marrow Thieves*. In addition to engaging these texts in terms of genre, we will also consider the ways in which these novels grapple with education and domination through group discussions of historical and theoretical contexts. Both novels play upon the genre of the *bildungsroman* by reimagining exchanges between ostensibly education-oriented institutions and colonized or otherwise othered subjects.

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.

Please note: This course will begin on October 11 and meet each Wednesday of the semester *except* October 25, November 1, and November 8; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur Please purchase Elif Batuman's *The Idiot* (I will be using the 2017 Penguin edition, but any edition is fine) and Cherie Dimaline's *The Marrow Thieves* (I will be using the 2017 Jacaranda edition).

Literature in the Early Republic

Seminar, SWS: 2, Max. Teilnehmer: 25
Brasch, Ilka

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar This course focuses on the 1790s in the United States, which was both a formative period in American literature and the foundational decade of the nation. Around the turn of the century, American cultural production was strongly influenced by but also aimed to dissociate from European models and trends. Simultaneously, the United States as a country was still formulating its own laws and political agendas, negotiating opinions on politics, religion, and social standards that differed among urban and rural populations, or different ethnic and religious groups. At the time, "Republicanism" as an ideal of American citizenship still prescribed how individuals should become politicized in their daily lives. In this class, we will consider a number of texts from the time, including sentimental literature, for instance William Hill Brown's *The Power of Sympathy* (1789), and gothic novels (Charles Brockden Brown's *Edgar Huntly* (1799)).

Bemerkung *Registration* – Stud.IP 01.09. – 30.09.23 / *Prerequisites* – BA: Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

Literatur Please purchase any edition of Charles Brockden Brown's *Edgar Huntly*. Be aware that booksellers offer a variety of unedited print-on-demand books that are often full of mistakes (things like "CreateSpace" don't even include page numbers).

The Penguin Classics or Hackett editions are valuable, in fact, Hackett's has the most useful footnotes. I will provide scans for all other texts.

Intermediate British Literature and Culture (BritF2/BritF3)

BritF2

BritF3

Practising Literary Criticism: British Literatures and Cultures

Seminar, SWS: 2, Max. Teilnehmer: 40

Boock, Aylica Celin

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar This BritF3 seminar accompanies but does not substitute the BritF2 Survey of British Literatures and Cultures. Participation in the BritF2 lecture series (Vorlesung) is mandatory in order to profit from the various exercises conducted in this BritF3 seminar. Practising the analytical terms and concepts acquired in the AmerBritF1 Introduction, we will read selected literary texts addressed in the Survey and explore their representations of class, gender and race in their respective historical and generic contexts. Our particular focus will be on William Shakespeare's comedy *As You Like It* and Mary Shelley's *Frankenstein*. 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, websites and scholarly texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – AmerBritF1; recommended: BritF2

Literatur aylica.boock@stud.~

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).

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. Julie 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 texts 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 06.10.2022 and Stud.IP

Advanced Literature and Culture (AmerA/BritA)

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35

Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate "the affective turn" that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.
Bemerkung	Modul: AmerA, AAS1/2/3, NAS1/2/3
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy

and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about "surface reading" but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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 Module: AmerA, AAS1, NAS1

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~

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

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In or about 2013, U.S. serial television changed. With Netflix's launch of *House of Cards* (2013-18) and *Orange is the New Black* (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as "Peak TV." Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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 Modul: AmerA, NAS4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused

of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung

Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS

18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar

The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, "looked different and exhibited cultural values different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung

Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS

18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

Literatur

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

BritA

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar

More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical

playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FüBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~
Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung *Reader* – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*

Agatha Christie, *Death on the Nile* (1937)

Agatha Christie, *The Mousetrap* (1952)

Malcolm Pryce, *Aberystwyth Mon Amour* (2001)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel 14:00 - 15:00 15.01.2024 - 15.01.2024 1502 - 703

Mo 10:00 - 16:00 05.02.2024 - 09.02.2024 1502 - 703

Block 10:00 - 16:00 05.02.2024 - 09.02.2024 1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung	<i>Registration</i> – Stud.IP 01.09.-30.9.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2/F3 for FÜBA students, none for others / <i>Further Information</i> – janna-lena.neumann@engsem.~
Literatur	Required Reading and Purchase Wade, Laura. <i>Home, I'm Darling</i> . Methuen Drama, 2021. All other text covered in this seminar will be provided on Stud.IP.

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set

among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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 *Reader* – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/
Registration – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

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" (2023)

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 for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.

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

Focus Module (AmerA/BritA/LingA1/LingA2)

AmerA

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate "the affective turn" that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~

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

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's

multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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

Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS

18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

Literatur

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar

In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung

Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

Literatur

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

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar	In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch <i>Nosferatu</i> (Friedrich Wilhelm Murnau, 1922), <i>Dracula</i> (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation <i>Blacula</i> (1972), and <i>Bram Stoker's Dracula</i> (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.
Bemerkung	Modul: AmerA, AAS2, NAS2/4 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~
Literatur	Please purchase Bram Stoker's <i>Dracula</i> (any complete edition will do).

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar	This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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	Module: AmerA, AAS1, NAS1 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	All course texts will be made available on Stud.IP.

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	In or about 2013, U.S. serial television changed. With Netflix's launch of <i>House of Cards</i> (2013-18) and <i>Orange is the New Black</i> (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.
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With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television's reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television's history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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	Modul: AmerA, NAS4
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung	Modul: AmerA, AAS2/3/5, NAS2/3/5
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values

different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung

Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS

18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

Literatur

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

BritA**Advanced Shakespeare**

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar

More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung

Registration – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~
William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

Literatur

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of 'Crime and Detective Fiction', published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration. We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – aylica.boock@stud.uni-hannover.de

Literatur *Required Reading*

Agatha Christie, *Death on the Nile* (1937)

Agatha Christie, *The Mousetrap* (1952)

Malcolm Pryce, *Aberystwyth Mon Amour* (2001)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please purchase your own copies of Christie's *Death on the Nile* and Pryce's *Aberystwyth Mon Amour* and read at least Christie's novel *Death on the Nile* (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.

British Drama Across the Centuries

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

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl.	16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
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Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Nichols, Grace. <i>i is a long memoried woman</i> (1983) Phillips, Caryl. <i>Cambridge</i> (1991) Prince, Mary. <i>The History of Mary Prince</i> (1831) Selvon, Samuel. <i>The Lonely Londoners</i> (1956) Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (2023) Please buy your own copies of Selvon’s and Phillip’s novels and well as Mary Prince’s slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop. Please read at least <i>The History of Mary Prince</i> during term break, i.e. before the course begins.

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar	This seminar introduces students to writings by British and Indian authors of the early 20 th century. We shall discuss E.M. Forster’s realist novel <i>Howards End</i> (1910), Virginia Woolf’s short modernist text <i>Mrs Dalloway</i> (1925) and Mulk Raj Anand’s equally short and modernist novel <i>Untouchable</i> (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand’s text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said’s colonial discourse analysis to establish his concept of “contrapuntal reading” as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Anand, Mulk Raj. <i>Untouchable</i> (1935) Forster, E. M. <i>Howards End</i> (1910) Woolf, Virginia. <i>Mrs Dalloway</i> (1925) Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (2023) Please buy your own copies of Forster’s, Anand’s and Woolf’s novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

- 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** *Reader* – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/
Registration – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~
- Literatur** *Required Reading*
- 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" (2023)
- 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 for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.
- Please read Charlotte Brontë's novel during term break, i.e. before the course begins.**

LingA1

Expressions, Speech Acts and Discourse

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

- Kommentar** This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:
- will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available

corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.

Bemerkung Module LingA1/2, M7/9

Registration – Stud.IP 01.09.2023-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Size restriction* – none / *Further information* –rainer.schulze@engsem.~

Literatur Recommended reading:

- Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. *Expressions, Speech Acts and Discourse*. Cambridge: Cambridge University Press.

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

- Rühlemann, Christoph. 2019. *Corpus Linguistics for Pragmatics. A Guide for Research*. London and New York: Routledge.

Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 703

Block 09:00 - 16:30 02.10.2023 - 06.10.2023 1502 - 709

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

Bemerkung Module: LingA1, M5/9

Registration – Stud.IP 1.9.-30.9.2023 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2nd. All other reading material will be provided in class

Learner Corpus Research

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 709

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 learner corpora. 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 Module: LingA1/2, M8/9

Registration – StudIP 01.09. - 30.09.2023 / *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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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

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

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

LingA2**Expressions, Speech Acts and Discourse**

Seminar, SWS: 2
Schulze, Rainer

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This advanced seminar provides a practical and comprehensive introduction to the growing field of interactional linguistics and corpus pragmatics. Taking a hands-on approach to showcase the applications of corpora in the exploration of core topics within interactional linguistics and pragmatics, this class:

will cover key areas of corpus-pragmatic research, including (in)direct speech acts, conversational maxims, deixis, pragmatic markers, evaluation, (im)politeness, conversational structure, and multimodality; will demonstrate the use of freely available corpora, corpus interfaces, and corpus analysis tools to conduct original pragmatic analyses; will be accompanied by data sets for additional exercises.

Bemerkung	Featuring case studies and practical tasks within each chapter, this seminar will be an essential guide for students studying or conducting their own corpus-based research in interactional linguistics and pragmatics.
	Module LingA1/2, M7/9
Literatur	<i>Registration</i> – Stud.IP 01.09.2023-30.09.2023 / <i>Prerequisites</i> – LingF1-LingF4, M1-M3 (DEL) / <i>Size restriction</i> – none / <i>Further information</i> –rainer.schulze@engsem.~
	Recommended reading: - Edmondson, Willis, Juliane House and Dániel Z. Kádár. 2023. <i>Expressions, Speech Acts and Discourse</i> . Cambridge: Cambridge University Press. - Leech, Geoffrey. 2014. <i>The Pragmatics of Politeness</i> . Oxford: Oxford University Press. - Rühlemann, Christoph. 2019. <i>Corpus Linguistics for Pragmatics. A Guide for Research</i> . London and New York: Routledge.
	Study material and readings will be made available during the semester.

Historical Linguistics

Seminar, SWS: 2
Paland, Meike

Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 703
Block	09:00 - 16:30	02.10.2023 - 06.10.2023	1502 - 709
Kommentar	This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es. In this course, time will also be reserved for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics. The course will comprise a combination of lectures and group presentations on assigned topics.		
Bemerkung	Module: LingA1, M5/9		
	<i>Registration</i> – Stud.IP 1.9.-30.9.2023 / <i>Prerequisites</i> – LingF1-LingF4 / <i>Further Information</i> –meike.paland@engsem.~		
Literatur	Culpeper&McIntyre 2015 (on Stud.IP) to be prepared for the first session on October 2 nd . All other reading material will be provided in class		

Learner Corpus Research

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

Fr wöchentl.	12:00 - 14:00	13.10.2023 - 26.01.2024	1502 - 709
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 learner corpora. 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	Module: LingA1/2, M8/9		
	Registration – StudIP 01.09. - 30.09.2023 / 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
Schulze, Rainer

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 1502 - 703

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

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

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

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

Bemerkung Module: LingA1/2, M8/9

Registration – Stud.IP 01.09.-30.09.2023 / *Prerequisites* – LingF1-LingF4, M1-M3 (DEL) / *Further information* –rainer.schulze@engsem.~

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.

Foundations Language Practice (SP1/SP2)

SP1

Vocabulary and Pronunciation (1)

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

Mo wöchentl. 08:00 - 10:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (2)

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

Mo wöchentl. 10:00 - 12:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (3)

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

Mo wöchentl. 12:00 - 14:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (4)

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

Mo wöchentl. 14:00 - 16:00 16.10.2023 - 22.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (5)

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

Fr wöchentl. 08:00 - 10:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation (6)

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

Fr wöchentl. 10:00 - 12:00 20.10.2023 - 26.01.2024 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.-13.10.23 / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

Vocabulary and Pronunciation - Block Course March

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

Block 09:00 - 14:00 27.03.2024 - 30.03.2024 1502 - 615
+SaSo

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

Vocabulary and Pronunciation - Block Course October

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

Block 09:00 - 14:00 02.10.2023 - 06.10.2023 1502 - 615

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1211 - 105

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 1502 - 609

Fr Einzel 09:00 - 14:00 06.10.2023 - 06.10.2023 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 strengthen their reading and writing skills.

Bemerkung *Registration* – email Anne Gans / *Prerequisites* – none / *Assessment Tasks* – SL: regular homework tasks, test / *Further Information* – anne.gans@engsem~

SP2

Grammar (Group 1) - Blockkurs

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

Mo Einzel	09:00 - 13:00	12.02.2024 - 12.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	15.02.2024 - 15.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	19.02.2024 - 19.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	22.02.2024 - 22.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	26.02.2024 - 26.02.2024	1502 - 615
Do Einzel	09:00 - 13:00	29.02.2024 - 29.02.2024	1502 - 615
Mo Einzel	09:00 - 13:00	04.03.2024 - 04.03.2024	1502 - 615
Do Einzel	09:00 - 13:00	07.03.2024 - 07.03.2024	1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Size restriction* – 25 / *Further Information* – anne.gans@engsem~

Grammar (Group 2) - Blockkurs

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

Di Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 615
Di Einzel	09:00 - 13:00	27.02.2024 - 27.02.2024	1502 - 615
Fr Einzel	09:00 - 13:00	01.03.2024 - 01.03.2024	1502 - 615
Di Einzel	09:00 - 13:00	05.03.2024 - 05.03.2024	1502 - 615
Fr Einzel	09:00 - 13:00	08.03.2024 - 08.03.2024	1502 - 615

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

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – SP1 / *Assessment Tasks* – SL: will be specified in class, PL: exam / *Size restriction* – 20 / *Further Information* – anne.gans@engsem~

Advanced Language Practice (SP3/SP4)

SP3

Composition (1) - online

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

Mo wöchentl. 08:00 - 10:00 09.10.2023 - 22.01.2024

Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

Composition (2)

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

Di wöchentl. 08:00 - 10:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

Composition (3) - online

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

Mi wöchentl. 08:00 - 10:00 11.10.2023 - 24.01.2024

Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

Composition (4)

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

Do wöchentl. 08:00 - 10:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

Composition (5)

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

Do wöchentl.	10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 613
Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

Composition Make-up - online

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

Do wöchentl.	18:00 - 20:00 12.10.2023 - 25.01.2024
Kommentar	<p>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.</p> <p>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.</p>
Bemerkung	<p><i>Registration</i> – StudIP 01.09.23-15.09.23 / <i>Prerequisites</i> – SP1 + SP2 / <i>Assessment Tasks</i> – SL: two written tasks / <i>Further Information</i> – jill.schneller@engsem.~</p>

SP4

Advanced Composition (Blockkurs)

Seminar/Übung, Max. Teilnehmer: 30
Schneller, Jill

Di Einzel	09:00 - 13:00 06.02.2024 - 06.02.2024 1502 - 609
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Fr Einzel	09:00 - 13:00	09.02.2024 - 09.02.2024	1502 - 609
Di Einzel	09:00 - 13:00	13.02.2024 - 13.02.2024	1502 - 609
Fr Einzel	09:00 - 13:00	16.02.2024 - 16.02.2024	1502 - 609
Di Einzel	09:00 - 13:00	20.02.2024 - 20.02.2024	1502 - 609
Fr Einzel	09:00 - 13:00	23.02.2024 - 23.02.2024	1502 - 609

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

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 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>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. - 30.09.2023 / 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 12.10.2023 - 25.01.2024 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</p>
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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.

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. - 30.09.2023 / 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

Di wöchentl. 12:00 - 14:00 10.10.2023 - 23.01.2024 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>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.-30.09.2023 / 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.

DidF2

Assessment Literacy for Future EFL Teachers (Lehrauftrag Christian Fischer)

Seminar, SWS: 2, Max. Teilnehmer: 25

Kuhrs Woltin, Alexander

Do wöchentl. 18:00 - 20:00 12.10.2023 - 25.01.2024 1502 - 703

Kommentar Creating and grading pupils' exams is the bread and butter of any EFL teacher. This course is designed to prepare aspiring FL educators for this key aspect of their future employment. Students will be guided through designing exams and assessment in the various realms of language reception and production, beginning with vocabulary and grammar examinations, moving on to listening tests, and concluding with assessments of speaking, mediation, and writing. Real-world, anonymized examples from school encompassing a wide range of year groups and evaluation systems (German ABITUR and International Baccalaureate) will be used – not only to provide examples, but also to allow students to "try their hand at marking." In addition, students will be introduced to digital tools that may aid teachers in the marking process. Examples of project-based formative assessment will provide students with a sense of what is possible in the (increasingly important) field of "alternative forms of assessment".

Bemerkung To receive course credit (Studienleistung) students give a presentation on different tools for AWE (Automated Writing Evaluation), such as Grammarly, Quillbot or Text Inspector. Registration – StudIP 01.09.-30.09.23 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de

Literatur Contextual "sparknotes" knowledge of Frankenstein (Shelley), Hamlet (Shakespeare) and Gran Torino (C. Eastwood), such as characters, motifs, themes, and plot development. Surkamp, C., & Viebrock, B. (2018). Teaching English as a Foreign Language: An Introduction. J.B. Metzler, chapter 14. Hinger, B., & Stadler, W. (2016). Testen und Bewerten fremdsprachlicher Kompetenzen im Unterricht: Ein Einführung.

Classroom analysis - engaging methods and means

Seminar, SWS: 2, Max. Teilnehmer: 30
Traumann, Sven

Mi wöchentl. 14:00 - 16:00 11.10.2023 - 24.01.2024 1502 - 615

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating student performance in class and promoting cooperative learning. Students are required to actively take part in the seminar to experience methods and practice useful techniques for classroom situations. Apart from analyzing videos, we will try out certain methods, have a look at students' performance in written and oral form and consider how a positive classroom atmosphere can be created.

To receive course credit (*Studienleistung*) you will have to present one micro teaching and collaboratively work on one teaching sequence.

Bemerkung Registration – StudIP 01.09. - 30.09.2023 / Prerequisites – DidF / Further Information – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

Developing Tasks and Material for ELT

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

Fr Einzel 10:00 - 12:00 13.10.2023 - 13.10.2023 1502 - 703

Fr Einzel 10:00 - 12:00 17.11.2023 - 17.11.2023 1502 - 703

Fr Einzel 10:00 - 12:00 01.12.2023 - 01.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 15.12.2023 - 15.12.2023 1502 - 703

Fr Einzel 10:00 - 12:00 19.01.2024 - 19.01.2024 1502 - 703

Kommentar Textbooks still dominate the foreign language classroom, especially at secondary level 1. In fact, textbooks offer a wide variety of different texts and activities that can be used productively in EFL lessons. However, for successful, competence-oriented teaching that also meets the learner's individual needs, it is necessary for teachers to go beyond the textbook to develop appropriate materials and tasks for their learners. In this seminar,

students will develop a critical awareness in the area of task and materials evaluation and design. They will acquire the ability to design their own learning tasks based on given materials and different approaches (competence tasks, genre learning, dramabased approaches, etc.) as well as to test and evaluate their own materials. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own tasks and material.

Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.

Bemerkung

Registration – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – katharina.delius@engsem.uni-hannover.de

Literatur

See the StudIP course for further instructions.

Advanced Methodology (DidA)

DidA

Films in ELT (A)

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

Fr Einzel	08:00 - 10:00	13.10.2023 - 13.10.2023	1502 - 703
Fr Einzel	08:00 - 10:00	03.11.2023 - 03.11.2023	1502 - 703
Fr Einzel	08:00 - 10:00	17.11.2023 - 17.11.2023	1502 - 703
Fr Einzel	08:00 - 10:00	01.12.2023 - 01.12.2023	1502 - 703
Fr Einzel	08:00 - 10:00	15.12.2023 - 15.12.2023	1502 - 703
Fr Einzel	08:00 - 10:00	19.01.2024 - 19.01.2024	1502 - 703

Kommentar Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (*Prüfungsleistung*).

Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.

Bemerkung

Registration – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – katharina.delius@engsem.uni-hannover.de

Literatur

Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): *Filme im Englischunterricht. Grundlagen, Methoden, Genres*. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.

Films in ELT (B)

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

Fr wöchentl.	12:00 - 14:00	13.10.2023 - 13.10.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	03.11.2023 - 03.11.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	17.11.2023 - 17.11.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	01.12.2023 - 01.12.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	15.12.2023 - 15.12.2023	1502 - 703
Fr wöchentl.	12:00 - 14:00	19.01.2024 - 19.01.2024	1502 - 703

Kommentar	<p>Films offer a wide range of possibilities for foreign language teaching. They provide authentic and varied language as well as a visual context. Used in the language classroom, they can increase learners' motivation and help them develop their communicative skills. Using films in class can also develop learners' media literacy, which plays an increasingly important role in modern society. Films can both reflect and shape relevant socio-cultural discourses and can thus also contribute to the development of foreign language discourse competence. The aim of this seminar is to explore why and how teachers can use films in the foreign language classroom. We will discuss the process of viewing and analysing films and try out different teaching methods. To receive course credit (<i>Studienleistung</i>), you will have to actively participate and collaboratively develop and present a teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (<i>Prüfungsleistung</i>).</p> <p>Please note that this seminar will take place in person on the following dates: 13/10; 03/11.; 17/11.; 01/12; 15/12; 19/01. On the remaining dates we will meet online.</p>
Bemerkung	<p><i>Registration</i> – StudIP / <i>Size restriction</i> – 25 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de</p>
Literatur	<p>Reading: Henseler, Roswitha; Möller, Stefan; Surkamp, Carola (2011): <i>Filme im Englischunterricht. Grundlagen, Methoden, Genres</i>. 1. Aufl. Seelze: Klett/Kallmeyer, as well as additional texts, which will be provided on StudIP. The assigned texts need to be prepared in advance of each session.</p>

Teaching Literature with iPads: A Monster Calls by Patrick Ness

Seminar, SWS: 2, Max. Teilnehmer: 20
Hatala, Svenja

Do wöchentl. 16:00 - 18:00 12.10.2023 - 25.01.2024

Kommentar	<p>We have seen an increase in the use of digital media in the EFL classroom in recent years, which is partly due to the pandemic and the resulting remote learning students and teachers had to face. The German Conference of Ministers of Education and Cultural Affairs (KMK) has also updated its guidelines on "Teaching and Learning in the Digital World" (2021), so that students acquire a certain level of digital literacy at school. This seminar will look at chances and limitations of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop a lesson plan and corresponding materials for EFL students in Year 8 based on the novel <i>A Monster Calls</i> by Patrick Ness (2011).</p> <p>To receive course credit (<i>Studienleistung</i>), you will have to regularly attend the seminar and present a digital application. For your examination credits (<i>Prüfungsleistung</i>) you will have to a) develop and present a reading comprehension quiz based on the novel, b) plan and present a lesson based on the novel, and c) write a corresponding exposé regarding your planned lesson.</p>
Bemerkung	<p>Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.</p> <p>*****</p> <p>Registration – StudIP 01.09. - 30.09.2023 / Size restriction – 20 / Prerequisites – DidF / <i>Further Information</i> svenja.hatala@engsem.uni-hannover.de</p>
Literatur	<p>See course page on StudIP.</p>

Teaching Speaking

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

Fr Einzel	14:30 - 18:30 03.11.2023 - 03.11.2023	1502 - 703
Sa Einzel	09:00 - 15:00 04.11.2023 - 04.11.2023	1502 - 703
Fr Einzel	14:30 - 18:30 01.12.2023 - 01.12.2023	1502 - 703
Sa Einzel	09:00 - 15:00 02.12.2023 - 02.12.2023	1502 - 703
Kommentar	<p>Enabling students to speak fluently and spontaneously is an important goal in the foreign language classroom. Yet, many teachers are facing questions of how to choose</p>	

appropriate material, develop suitable tasks, activate all learners most effectively and assess the speaking competence. This seminar aims at looking at the theory of speaking as a skill, examining different teaching approaches and methods and develop and discuss own teaching materials and learning tasks. To receive course credit (*Studienleistung*), you will have to actively participate and collaboratively develop and present your own teaching proposal. Based on the feedback you receive, you will have to revise your proposal and submit a written reflection (2000 words) (*Prüfungsleistung*).

Please note that this is a block seminar which will take place on the following dates: 03/11: 14:30-18:30; 04/11: 09:00-15:00; 01/12: 14:30-18:30; 02/12: 09:00-15:00

Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF / *Further Information* – katharina.delius@engsem.uni-hannover.de

Literatur See the StudIP course for further instructions.

DidPA

Chat GPT/AI as a study buddy? - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 17:00 - 20:00 17.01.2024 - 17.01.2024 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung *Registration* – StudIP / *Size restriction* – 12 / *Prerequisites* – DidF & DidPA / *Further Information* – alexander.kuhrs.wolting@engsem.uni-hannover.de

Diversity in the EFL Classroom (Zusatzveranstaltung im Block)

Seminar, Max. Teilnehmer: 12
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 01.11.2023 - 01.11.2023 1502 - 615

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin /

einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I Traumann
Thema: Diversity in the EFL Classroom

Seminar II Becker-Rolfs
Thema: Feedback

Seminar III Kuhrs Woltin
Media Competences

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

Mi wöchentl. 14:00 - 17:00 18.10.2023 - 18.10.2023 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA /
Further Information – carolin.becker-rolfs@engsem.uni-hannover.de

Games - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12
Hatala, Svenja

Mi wöchentl. 16:00 - 19:00 25.10.2023 - 25.10.2023 1502 - 709

Kommentar Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes *Draft* ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der drei DidPA-Block-Begleittermine bei einer Dozentin / einem Dozenten ihrer Wahl verbindlich zu belegen, um das Modul „Fachpraktikum Englisch“ komplett abzuschließen.

Neben Einblicken in aktuelle englischunterrichtspraktische Themen, soll die Fachpraktikumsreflexion und ein kollegiales Feedback zu spezifischen Fragen zu dem eigenen Fachpraktikumsbericht im Fokus dieser **verbindlichen** Begleitveranstaltung stehen.

Es handelt sich um eine verbindliche Blockveranstaltungen von 270 Minuten Länge:

- a.) Impulsbeitrag zu aktuellen Themen aus der Praxis für die Praxis (Termine und Themen s. unten)
- b.) Impulsgeleitete Reflexion des absolvierten Fachpraktikums
- c.) Wiederholung verbindlicher Formalia des Fachpraktikumsberichts einschließlich kollegialer Beratung / Feedback

Bitte melden Sie sich via StudIP an und ordnen Sie sich einer Blockveranstaltung zu. Die Blockveranstaltungen sind auf max. 12 Teilnehmer*innen begrenzt.

Seminar I: Feedback (Carolin Becker-Rolfs)

Seminar II: Games (Svenja Hatala)

Seminar III: Diversity in the EFL Classroom (Sven Traumann)

Seminar IV: Chat GPT/AI as a study buddy?

Bemerkung Registration – StudIP / Size restriction – 12 / Prerequisites – DidF & DidPA / *Further Information* – alexander.kuhrs.woltin@engsem.uni-hannover.de

Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 09.10.2023 - 22.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.

Bemerkung	<i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de
Literatur	Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019. 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. 14:00 - 16:00 10.10.2023 - 23.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.

Bemerkung *Registration* – StudIP 01.09.-30.09.2023 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de

Literatur Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019.

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

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 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 funktionalen kommunikativen 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 leisten Sie eine Präsentation, arbeiten an spezifischen Aufgaben und planen eine kompetenzorientierte Englischunterrichtsstunde. Nach Ihrem Fachpraktikum nehmen Sie einen Blockkonsultationstermin zur Komplementierung Ihrer SL wahr (siehe KVV). Die Prüfungsleistung ist der Fachpraktikumsbericht.

Bemerkung	<i>Registration</i> – StudIP 01.09.-30.09.2023 / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – carolin.becker-rolfs@engsem.uni-hannover.de// alexander.woltin@engsem.uni-hannover.de
Literatur	Rommerskirchen, Barbara. Englisch kompetent unterrichten: Ein Leitfaden für die Praxis. Helbing Verlag, 2019. 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
Mayer, Ruth

Mo wöchentl. 16:00 - 18:00 09.10.2023 - 22.01.2024 1502 - 613

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.

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.

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Literary Theory Now

Seminar, SWS: 2, Max. Teilnehmer: 35
Brasch, Ilka

Di wöchentl. 12:00 - 14:00 17.10.2023 - 23.01.2024 1502 - 609

Kommentar This course combines the study of literary theory with the engagement with different methods of literary analysis. We will follow contemporary debates about theory and method in literary studies, and we will turn to theories of the twentieth century to help us understand the ways in which earlier approaches remain relevant or tend to be challenged. For instance, we will follow contemporary arguments about “surface reading” but also revisit New Historicism. This class will not provide an overview of the different stages of theorization from the past to the present, but instead is 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	Module: AmerA, AAS1, NAS1 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.23; MAAS, MNAS 18.09.-30.09.23 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – ilka.brasch@engsem.~
Literatur	All course texts will be made available on Stud.IP.

AAS1

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung	Modul: AmerA, AAS1/2/3, NAS1/2/3 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Theories and Methods of Literary Studies

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

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 709

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 *Reader* – copy shop Stork (Körnerstraße) from 09 October 2023 and Stud.IP/
Registration – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

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" (2023)

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 for purchase from Copyshop Stork (Körnerstraße 3) and on Stud.IP.

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

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.

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

- Kommentar** This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.
- 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 the instructor via email if you would appreciate notes for specific kinds of content.
- Bemerkung** Modul: AmerA, AAS1/2/3, NAS1/2/3
- Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
- Literatur** All texts for this class will be made available on StudIP.

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

- Kommentar** In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.
- Bemerkung** Modul: AmerA, AAS2, NAS2/4
- Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~
- Literatur** Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

- Kommentar** To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more

nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, "looked different and exhibited cultural values different from those of America's 'native stock.'" Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant's and T. Lothrop Stoddard's pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement's profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion and immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

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

AAS2

Advanced Shakespeare

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

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 703

Kommentar More than 400 years after Shakespeare's death, his plays are still ubiquitous on British and international stages. Even in Germany, Shakespeare's status as a canonical playwright is reaffirmed constantly through stage and movie adaptations and through

his central position in English teaching, both at school and university. The aim of this advanced class will be to read Shakespeare's plays in the context of Gender Studies and Cultural Materialism in order to investigate constructions of gender and class in the bard's famous comedies and tragedies. After discussing the historical, cultural and political contexts of Elizabethan drama (based on previous knowledge from BritF2/F3), we shall analyse and interpret selected sonnets (using the categories of literary analysis from AmerBritF1). Subsequently, we shall explore Shakespeare's oeuvre by reading two plays in detail, namely *Much Ado About Nothing* and *Hamlet*. Finally, we will consider a prominent 20th-century rewriting of Shakespeare's *Hamlet*, namely Tom Stoppard's *Rosencrantz and Guildenstern are Dead*.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FüBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~
Literatur William Shakespeare. *Much Ado About Nothing*. Edited by Claire McEachern, Arden, 2016.

William Shakespeare. *Hamlet*. Edited by Ann Thompson, Neil Taylor, Arden, 2016.

Tom Stoppard. *Rosencrantz and Guildenstern Are Dead* (any edition).

Students are strongly advised to read *Much Ado About Nothing* before the course begins.

Reader – Stud.IP

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
 Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: AmerA, AAS1/2/3, NAS1/2/3

Registration – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* –lujain.youssef@engsem.~

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

British Crime and Detective Fiction

Seminar, SWS: 2, Max. Teilnehmer: 40
 Boock, Aylica Celin

Di wöchentl. 10:00 - 12:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar In this seminar, we will examine literary texts from the popular genre of ‘Crime and Detective Fiction’, published in the 20th century, whose detectives, such as Sherlock Holmes, Miss Marple or Hercule Poirot, have ever since been part of the English and international cultural landscape. We will begin by addressing questions of genre conventions, focusing on character conceptions of detectives, plot design and narration.

We will then examine Agatha Christie's murder mystery play *The Mousetrap* (1952), which began life as a short radio play before it opened in London's West End to become the world's longest-running play. Turning to a detective novel of the so-called Golden Age, Christie's *Death on the Nile* (1937), we will continue to explore questions of genre conventions and the middlebrow, while reframing this prototypical detective fiction into a postcolonial perspective. Moving to the 21st century, the final text discussed will be Malcolm Pryce's postmodern crime novel *Aberystwyth Mon Amour* (2001), which is set in Wales and follows the modes of the 'whodunit' and the 'hardboiled'.

To profit from this 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 practised in BritF3.

Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – aylica.boock@stud.uni-hannover.de
Literatur	<p><i>Required Reading</i></p> <p>Agatha Christie, <i>Death on the Nile</i> (1937)</p> <p>Agatha Christie, <i>The Mousetrap</i> (1952)</p> <p>Malcolm Pryce, <i>Aberystwyth Mon Amour</i> (2001)</p> <p>Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)</p> <p>Please purchase your own copies of Christie's <i>Death on the Nile</i> and Pryce's <i>Aberystwyth Mon Amour</i> and read at least Christie's novel <i>Death on the Nile</i> (1937) before the course begins. The theoretical texts covered in the seminar will be provided on Stud.IP. You can find the "Guidelines" on Stud.IP, on the departmental website and they are for sale at the copyshop.</p>

Caribbean and Black British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Nichols, Grace. <i>i is a long memoried woman</i> (1983) Phillips, Caryl. <i>Cambridge</i> (1991) Prince, Mary. <i>The History of Mary Prince</i> (1831) Selvon, Samuel. <i>The Lonely Londoners</i> (1956) Gohrisch, Jana. “Guidelines and Reading Material British and Postcolonial Studies” (2023) Please buy your own copies of Selvon’s and Phillip’s novels and well as Mary Prince’s slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop. Please read at least <i>The History of Mary Prince</i> during term break, i.e. before the course begins.

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch *Nosferatu* (Friedrich Wilhelm Murnau, 1922), *Dracula* (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation *Blacula* (1972), and *Bram Stoker's Dracula* (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.

Bemerkung Modul: AmerA, AAS2, NAS2/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~

Literatur Please purchase Bram Stoker's *Dracula* (any complete edition will do).

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of “contrapuntal reading” as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.
Bemerkung	<i>Registration</i> – Stud.IP 01.-30.09.2023 / <i>Prerequisites</i> – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / <i>Size restriction</i> – 40 / <i>Further Information</i> – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i> Anand, Mulk Raj. <i>Untouchable</i> (1935) Forster, E. M. <i>Howards End</i> (1910) Woolf, Virginia. <i>Mrs Dalloway</i> (1925) Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023) Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop. Please read at least Forster's novel during term break, i.e. before the course begins.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / *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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called "New Immigration" (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners

who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung

Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS

18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~

Literatur

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

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.

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar

This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood’s major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre’s ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele’s sci-fi horror movie *Get Out* (2017), Boots Riley’s sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert’s multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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

Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~
 Literatur All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
 Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformatory methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
 Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town

Bemerkung	records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.
	Modul: AmerA, AAS2/3/5, NAS2/3/5
Literatur	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~
	All texts for this class will be made available on StudIP.

AAS3

British Drama Across the Centuries

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

Mo Einzel	14:00 - 15:00	15.01.2024 - 15.01.2024	1502 - 703
Mo	10:00 - 16:00	05.02.2024 - 09.02.2024	1502 - 703
Block	10:00 - 16:00	05.02.2024 - 09.02.2024	1501 - -119

Kommentar How has British drama evolved from the 16th to the 21st century, and why? Building on the Survey Lecture (BritF2), this course will cover some major developments, periods and genres in the history of British drama. Beginning with Shakespeare and his contemporaries and ending with Laura Wade's *Home, I'm Darling* (2018), we will investigate plays from six centuries of British literary history. Other featured playwrights will include John Gay, Oscar Wilde, and Samuel Beckett. In addition to text- und context-oriented approaches, we will consider the performance and staging of dramatic texts.

Bemerkung *Registration* – Stud.IP 01.09.-30.9.2023 / *Prerequisites* – AmerBritF1, BritF2/F3 for FÜBA students, none for others / *Further Information* – janna-lena.neumann@engsem.~

Literatur Required Reading and Purchase

Wade, Laura. *Home, I'm Darling*. Methuen Drama, 2021.

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

Caribbean and Black British Literature and Culture

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

Di wöchentl.	16:00 - 18:00	10.10.2023 - 23.01.2024	1502 - 703
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Kommentar This seminar introduces students to Anglophone Caribbean literature and culture beginning with poetry by Derek Walcott from St Lucia written in the 1970s. Moving back historically, we will look at the first slave narrative by a black woman, *The History of Mary Prince* (1831), discussing the generic features as well as the life story as told to a British abolitionist. Then, we will read poems from the collection *i is a long memoried woman* (1983) by Guyanese-British poet Grace Nichols, who employs a moderate Creole to visualise black women's histories. Next, we will study the postmodern neo-slave narrative *Cambridge* (1991) by Caryl Phillips from St Kitts, who grew up in Leeds. *Cambridge* (1991) contrasts two narrators, the daughter of a plantation owner and an enslaved man, and leaves it to the readers to negotiate the contradictions between their tales. The last text is the generically hybrid and, despite all odds, funny novel *The Lonely Londoners* (1956) by Indo-Trinidadian writer Samuel Selvon, featuring Caribbean men migrating to Britain after the Second World War. 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 consists of three code-oriented thesis statements on three of the assigned texts to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Nichols, Grace. *i is a long memoried woman* (1983)

Phillips, Caryl. *Cambridge* (1991)

Prince, Mary. *The History of Mary Prince* (1831)

Selvon, Samuel. *The Lonely Londoners* (1956)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Selvon's and Phillip's novels and well as Mary Prince's slave narrative in a scholarly edition. The poems by Derek Walcott and Grace Nichols will be made available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least *The History of Mary Prince* during term break, i.e. before the course begins.

Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie *Get Out* (2017), Boots Riley's sci-fi satire *Sorry to Bother You* (2018), the alien abduction film *The Vast of Night* (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos *Everything Everywhere All At Once* (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.

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 Modul: AmerA, AAS3, NAS3/4

Registration – Stud.IP FüBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~

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

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformatory methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it

as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post-and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / 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.

Popular Culture, Media and the Public Sphere (NAS4) Contemporary US-American Independent Science Fiction Film

Seminar, SWS: 2, Max. Teilnehmer: 35
Brinker, Felix

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 703

Kommentar	<p>This seminar engages with contemporary examples of US-American science fiction cinema, focusing on critically lauded films that have been produced outside of Hollywood's major film studio system. Combining a range of different scholarly perspectives – including work on the economic structure of the independent film industry in the US, theories of science fiction, and film-theoretical approaches to the audiovisual spectacles and appeals of this type of film – the seminar will zoom in on the genre's ability to negotiate, comment on, and think through pressing social, cultural, and political concerns (such as capitalist exploitation, the legacy of enslavement, and the realities of anti-Black racism in the US). To do so, we will examine several recent genre-bending science fiction films, including Jordan Peele's sci-fi horror movie <i>Get Out</i> (2017), Boots Riley's sci-fi satire <i>Sorry to Bother You</i> (2018), the alien abduction film <i>The Vast of Night</i> (2019, directed by Andrew Patterson), as well as Daniel Kwan and Daniel Scheinert's multiverse-spanning sci-fi epos <i>Everything Everywhere All At Once</i> (2022). Please be aware that this seminar requires a (temporary) subscription to a streaming provider (most likely, Amazon Video) in order to watch the films we will discuss.</p> <p>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.</p>
Bemerkung	<p>Modul: AmerA, AAS3, NAS3/4</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –felix.brinker@engsem.~</p>
Literatur	All texts for this class will be made available on StudIP.

Dracula

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth

Mo wöchentl. 10:00 - 12:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar	<p>In this class we will be concerned with the Trans-Atlantic and transmedial career of Dracula, tracing the Count from Transylvania to England, Germany, into the United States and back again across the Atlantic to Europe, with a possible detour to Sesame Street. We will look at the gradual iconization of the serial figure, its passage from the gothic novel to the horror film and beyond, and we will take this as a chance to discuss questions of genre and media specificity, alterity, sexuality, gender, and race. We will discuss Bram Stoker's novel, watch <i>Nosferatu</i> (Friedrich Wilhelm Murnau, 1922), <i>Dracula</i> (Tod Browning, featuring Bela Lugosi, 1931), one or two of the Christopher Lee films of the 1970s, the blaxploitation <i>Blacula</i> (1972), and <i>Bram Stoker's Dracula</i> (Francis Ford Coppola, 1993), in addition to various other instances of vampiric (re)incarnation. Please buy and read the novel before the semester starts.</p>
Bemerkung	<p>Modul: AmerA, AAS2, NAS2/4</p> <p>Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –ruth.mayer@engsem.~</p>
Literatur	Please purchase Bram Stoker's <i>Dracula</i> (any complete edition will do).

Post-Network Television Series in the Streaming Age

Seminar, SWS: 2, Max. Teilnehmer: 35
Groß, Florian

Do wöchentl. 14:00 - 16:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar	<p>In or about 2013, U.S. serial television changed. With Netflix's launch of <i>House of Cards</i> (2013-18) and <i>Orange is the New Black</i> (2013-2019), a new iteration of post-network television was introduced: original serial content produced and distributed directly through streaming platforms. Other streaming providers followed Netflix's lead and an</p>
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unprecedented amount of serial content was released within an increasingly competitive television market that soon came to be known as “Peak TV.” Through streaming, (serial) television has moved beyond the scheduled distribution form of linear TV, but also significantly redefines the kind of digital reception introduced by the (re-)release of series through DVD box sets.

With a focus on these most recent developments, this class aims to familiarize students with U.S. serial television’s reconfigured production and reception contexts as well as the concepts and tools to analyze its serial, visual, and narrative aesthetics. After a brief look at U.S. television’s history and the history of theoretical approaches to studying television, we will focus on a number of case studies—including, but not limited to, *Stranger Things* (Netflix 2016-), *The Bear* (Hulu, since 2022), *Beef* (Netflix, since 2023), and *Poker Face* (Peacock, since 2023). Please be aware that this seminar involves a lot of watching television analytically and also requires a (temporary) subscription to streaming providers in order to watch the series we will discuss.

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	Modul: AmerA, NAS4 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –florian.groß@engsem.~
Literatur	All texts for this class will be made available on StudIP.

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.

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung	Modul: AmerA, AAS1/2/3, NAS1/2/3 Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur	All texts for this class will be made available on StudIP.

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformatory methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth| Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
 18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
 Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion *and* immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
 Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
 Literatur All texts for this class will be made available on StudIP.

AAS5

Affect Studies

Seminar, SWS: 2, Max. Teilnehmer: 35
 Youssef, Lujain

Do wöchentl. 10:00 - 12:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar This seminar will investigate “the affective turn” that emerged in the second half of the 20th century and has, since then, gained increasing attention. Exploring this interdisciplinary movement, we will examine how affect has brought renewed attention to emotions, bodies, feelings, and affective experiences, and the way they shape and are represented in American literature. We will focus on the theoretical works of influential scholars in the field of affect studies such as Sara Ahmed and Brian Massumi. We will also explore how affective experiences inform narrative structures, character development, and reader responses, while also considering the social, cultural, and historical contexts that shape emotional landscapes within literature.

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 the instructor via email if you would appreciate notes for specific kinds of content.
Bemerkung	Modul: AmerA, AAS1/2/3, NAS1/2/3
	Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS 18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information –lujain.youssef@engsem.~
Literatur	All texts for this class will be made available on StudIP.

British and Postcolonial Studies

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

Di wöchentl. 18:00 - 20:00 10.10.2023 - 23.01.2024 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 practise how to find a topic and how to develop a corpus, how to formulate and refine research questions and thesis statements, how to structure a term paper and a final thesis as well as how to do academic research using both digital tools and printed sources. Students will practise how to read scholarly texts critically and how to survey the state of research on a specific topic, text or film. Moreover, students will have the chance to present their individual projects to improve their scholarly discussion skills and to profit from the comments of their fellow students. The non-graded course work consists of two research questions and three thesis statements to hand in and discuss in class.

Bemerkung Reader – Copyshop Stork (Körnerstraße) from 09 October 2023 and Stud.IP
Registration – Stud.IP 01.09.-30.09.2023 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur *Required Reading and Purchase*
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023).
Levy, Andrea. *The Long Song* (2010)

Critical Pedagogy

Seminar, SWS: 2, Max. Teilnehmer: 35
Fagan, Abigail

Do wöchentl. 12:00 - 14:00 12.10.2023 - 25.01.2024 1502 - 609

Kommentar In this course, we will consider key texts in critical pedagogy, a discourse that emerged in the Americas in the late 1960s. Adherents to critical pedagogy understand education to be intimately related to democracy and to social justice. Critical pedagogy began as a critique that imagined reformative methods for creating class-equitable social structures within and beyond educational institutions. Later scholars and activists from the United States and Canada, among many other countries, have also understood it as a key element in the realization of structural change, especially for campaigns to end race-based discrimination. This course pairs readings in and discussions about critical pedagogy with discussions of research methods that foreground Indigenous survival and epistemologies. Though critical pedagogy is an international and transnational

discourse, our discussions will typically focus on the significance of critical pedagogy and research methods for students, scholars, and educators in the United States and Canada specifically. Authors considered throughout this course include Paulo Freire, Sandy Grande, bell hooks, and Leanne Betasamosake Simpson.

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.

Please note: This course will begin on October 12 and meet each Thursday of the semester *except* October 26, November 2, and November 9; to make up for the missing course meetings, we will meet on **Friday, December 1** from 12:00 to 17:00 at a museum in Hannover. More details will follow in October or can be provided in advance upon request.

Bemerkung Modul: AmerA, AAS1/3/5, NAS1/3/5

Registration – Stud.IP Lehramt 01.09.-15.09.2023; MAAS, MNAS 18.09.-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~

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

Early 20th-Century British and Indian Fiction

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

Mi wöchentl. 10:00 - 12:00 11.10.2023 - 24.01.2024 1502 - 703

Kommentar This seminar introduces students to writings by British and Indian authors of the early 20th century. We shall discuss E.M. Forster's realist novel *Howards End* (1910), Virginia Woolf's short modernist text *Mrs Dalloway* (1925) and Mulk Raj Anand's equally short and modernist novel *Untouchable* (1935). While the novels of Forster and Woolf are set among the British upper and middle classes exploring their involvement in the British Empire, Anand's text is set in colonial India and focusses on a hereditary latrine cleaner and member of the lowest caste, the Dalit. We will begin with Edward Said's colonial discourse analysis to establish his concept of "contrapuntal reading" as the theoretical paradigm for this seminar. We will recapitulate the features of realist and modernist modes of writing from the BritF2 Survey Lecture British Literatures and Cultures to then discuss, in chronological order, each novel over four weeks. 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 consists of three code-oriented thesis statements, one on each novel, to be handed in at the end of January.

Bemerkung *Registration* – Stud.IP 01.-30.09.2023 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading*

Anand, Mulk Raj. *Untouchable* (1935)

Forster, E. M. *Howards End* (1910)

Woolf, Virginia. *Mrs Dalloway* (1925)

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2023)

Please buy your own copies of Forster's, Anand's and Woolf's novels in scholarly Penguin or Oxford editions. All other texts assigned for the seminar will be available on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

Please read at least Forster's novel during term break, i.e. before the course begins.

Puritan Cultures

Seminar, SWS: 2, Max. Teilnehmer: 35
Mayer, Ruth | Steffan, Katerina

Mo wöchentl. 12:00 - 14:00 09.10.2023 - 22.01.2024 1502 - 609

Kommentar To think about Puritanism invites to think in stereotypes. For centuries, Puritans were represented as dour, life-hating, and prudish in popular culture, and often also academia. Women, particularly, often tend to be represented as mere victims – repressed, joyless, and badly dressed, apart from the occasional exception who was then promptly accused of witchcraft. In our class, we will investigate such assumptions, and paint a more nuanced picture of early New England Puritans by critically engaging with Puritan ideologies of gender, race, and class and analyzing their religion and worldview, their relations to Native Americans, and their social, family and village life. We will thus read a variety of different sources: excerpts from elite discourse (treatise, advice and conduct literature), popular texts (sermons, poems, captivity narratives), private documents (diaries, letters, conversion narratives) and legal documents (petitions, church and town records and documentation of court cases), making use of approaches of feminism, post- and decolonial critique, and religious history.

Bemerkung Modul: AmerA, AAS2/3/5, NAS2/3/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / 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.

Russian-Jewish Immigrant Literature

Seminar, SWS: 2, Max. Teilnehmer: 35
Loock, Kathleen

Di wöchentl. 14:00 - 16:00 10.10.2023 - 23.01.2024 1502 - 609

Kommentar The growing ethnic and cultural diversity of U.S. society during the era of the so-called “New Immigration” (1880–1924) generated strong nativist sentiments toward the great number of newcomers from Southern and Eastern Europe. Many of those who defined their ethnicity as Anglo-Saxon felt increasingly threatened by an influx of foreigners who, according to Rodger Streitmatter, “looked different and exhibited cultural values different from those of America’s ‘native stock.’” Nativists responded with a demand for immigration restriction that was popularized in the nativist press, by the racist theories in Madison Grant’s and T. Lothrop Stoddard’s pseudo-scientific studies, and by eugenic organizations such as the *Carnegie Institution* and the *American Breeders Association*. The movement’s profound impact on U.S. legislation soon became manifest in the increasingly restrictive and discriminating immigration laws Congress passed between 1903 and 1924. In this course, we will study U.S. immigration history and legislation, the rise of nativism, and popular assimilation theories such as the concept of the Melting Pot and the position of Cultural Pluralism. With our focus on Russian-Jewish immigrants, we will then examine one of the dominant immigrant groups and a principal target of nativist hostility. We will investigate the push and pull factors for their immigration, their religious customs and traditions, the living conditions in the overcrowded tenement houses in New York, as well as their literary output. As many literary works written by Russian-Jewish immigrants can and should be read as political interventions with the aim to influence both American public opinion and immigration legislation, we will closely analyze and discuss autobiographical and fictional writings by Abraham Cahan, Mary Antin, and Anzia Yezierska against the historical, cultural, and social background of the New Immigration.

Bemerkung Modul: AmerA, AAS2/5, NAS2/5

Registration – Stud.IP FÜBA, M.Ed etc. 01.09.-15.09.2023; MAAS, MNAS
18.09-30.09.2023 / Prerequisites – BA: Foundations Literature and Culture, Intermediate
Literature and Culture, MA: none / Further Information –kathleen.loock@engsem.~
All texts for this class will be made available on StudIP.

Independent Studies (NAS6)

I and the Others: Creative Writing Workshop

Seminar, SWS: 2, Max. Teilnehmer: 20
Youssef, Lujain

Mi wöchentl. 12:00 - 14:00 11.10.2023 - 24.01.2024 1502 - 613

Kommentar This seminar aims at exploring multifaceted characters and interpersonal dynamics in creative writing. In a form of a writing workshop, we will delve into the complexities of self-exploration and characters' development within storytelling. With a focus on personal experiences, and through the help of dynamic writing exercises, students are invited to read, evaluate, and draw inspiration from a variety of selected texts. Moreover, the aim of this seminar is for students to write their own stories and craft their own characters. The central theme is to locate the self in relation to the world and others in terms of culture, food, emotions, conflict, friendship, language, travel, and other possible topics.

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 the instructor via email if you would appreciate notes for specific kinds of content.

Bemerkung Modul: NAS6

Registration – Stud.IP MNAS 18.09.-30.09.23 / *Prerequisites* – none / Further information – lujain.youssef@engsem.~

Literatur All course texts will be made available on StudIP.

Independent Studies: Editing A Scholarly Journal

Seminar, SWS: 2, Max. Teilnehmer: 25
Brinker, Felix| Loock, Kathleen

Mo wöchentl. 14:00 - 16:00 09.10.2023 - 22.01.2024 1502 - 609

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 Modul: NAS6

Registration – Stud.IP MNAS 18.09.-30.09.23 / *Prerequisites* – none / Further information – kathleen.loock@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 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

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

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Presentation Skills

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

Fr wöchentl. 12:00 - 14:00 13.10.2023 - 26.01.2024 1502 - 615

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

FüBA schulisch (started since 01.10.19): SK B

TE/M LG: just for fun/interest

Master NAS: NAS7

Politics: Wahlpflicht

Bemerkung *Registration* – StudIP 01.09.2023-15.09.2023 / *Prerequisites* – none / *Assessment Tasks* – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / *Further Information* – anne.gans@engsem.~

Professional Skills/Kolloquium: Advanced Editorial Practice (for members of the In Progress core editorial team) - ONLINE

Kolloquium, SWS: 2
Brinker, Felix| Mayer, Ruth

Kommentar Intended for members of the core editorial team of our graduate journal *In Progress*, this professional skills seminar covers the ongoing tasks needed to keep our journal running across semesters. Participation in this class is limited to students who have completed the “Editing a Scholarly Journal” independent studies course in an earlier semester and who want to continue participating in the making of the journal. Meetings of the editorial team are held online and will take place on a regular basis (usually, twice a month) throughout the whole academic year.

Bemerkung *Registration* – to participate, please contact the instructor directly / *Prerequisites* – none / *Further information* – felix.brinker@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 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

Praxis-Seminar des Literarischen Salons: Kulturveranstaltungen

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

Mi wöchentl. 12:00 - 14:00 18.10.2023 - 27.01.2024 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

Mögliche Prüfungsleistungen werden im Seminar besprochen

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".