

# 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

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Kolloquium, SWS: 2  
Mayer, Ruth

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Mi wöchentl. 18:00 - 20:00 03.04.2024 - 10.07.2024 1211 - 311

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.~

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

## Foundations Linguistics (LingF1/LingF2)

### LingF1

#### Introduction to Linguistics I

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Seminar, SWS: 2, Max. Teilnehmer: 25  
Paland, Meike

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Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 004

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

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

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

### LingF2

#### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Jalanesh, Aida

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Do wöchentl. 12:00 - 14:00 11.04.2024 - 11.07.2024 1211 - 105

Kommentar The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even

create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.

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

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

### Introduction to Linguistics II

Vorlesung, SWS: 2  
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 11.04.2024 - 11.07.2024 1211 - 307

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

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

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

### Introduction to Linguistics II

Vorlesung, SWS: 2  
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 10.04.2024 - 10.07.2024 1211 - 307

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

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

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

### Introduction to Linguistics II

Vorlesung, SWS: 2  
Troitzschel, Yasmin

Mi wöchentl. 12:00 - 14:00 10.04.2024 - 10.07.2024 1211 - 105

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

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

## Intermediate Linguistics (LingF3/LingF4)

### LingF3

#### Phonetics & Phonology for Bachelor

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

Do wöchentl. 16:00 - 18:00 04.04.2024 - 11.07.2024 1211 - 333

**Kommentar** This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

**Bemerkung** Registration – Stud.IP 1.-31.03.2024 / Prerequisites – LingF1 and LingF2 (if applicable) / Further Information –ulrike.altendorf@engsem.~

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

### LingF4

#### English Dialectology

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 307

**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** *Registration* – StudIP 1.3.-31.3.24 / *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

Seminar, SWS: 2, Max. Teilnehmer: 25  
Paland, Meike

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 004

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

Bemerkung	Registration – Stud.IP / Prerequisites – none / Further Information – meike.paland@engsem.~
Literatur	Required Reading: Herbst, Thomas. 2010. <i>English Linguistics</i> . Berlin/New York: Walter de Gruyter.

## LingF2

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 11.04.2024 - 11.07.2024 1211 - 105

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

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Jalanesh, Aida

Do wöchentl. 14:00 - 16:00 11.04.2024 - 11.07.2024 1211 - 307

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

Mi wöchentl. 10:00 - 12:00 10.04.2024 - 10.07.2024 1211 - 307

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

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Mi wöchentl. 12:00 - 14:00 10.04.2024 - 10.07.2024 1211 - 105

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While we can observe its form and structure, we can also analyse the function it fulfils.

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

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

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

### LingF4

#### English Dialectology

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

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Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 307

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 *Registration* – StudIP 1.3.-31.3.24 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

## Advanced Linguistics (LingA1/LingA2)

### LingA1

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

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Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

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Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information* –

### Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

Bemerkung *Registration* – Stud.IP 1.3.-31.3.2024 / *Prerequisites* – LingF1-LingF4 / *Further Information* – meike.paland@engsem.~

Literatur All reading material will be provided in class

### Historical Linguistics

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

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Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Language and Gender

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

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Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Language and Gender

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

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Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

## LingA2

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

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Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*

### Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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



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- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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- Literatur All reading material will be provided in class

### Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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- Literatur All reading material will be provided in class

## Foundations Literature and Culture (AmerBritF1)

*AmerBritF1*

### Introduction to Literary Studies

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

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Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 307

**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 / Prerequisites – none / Further Information – [lujain.youssef@engsem.~](mailto: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.

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

### AmerF2

### AmerF3

#### Colonialism and the Bildungsroman

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

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Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Cherie Dimaline's *The Marrow Thieves* and Ishmael Reed's *Japanese by Spring*. In addition to engaging these texts in terms of genre, we will also consider how 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.

**Bemerkung** Registration – Stud.IP / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – [abigail.fagan@engsem.~](mailto:abigail.fagan@engsem.~)

**Literatur** Cherie Dimaline, *The Marrow Thieves* (any edition is fine; I will be using the 2017 Jacaranda edition) and Ishmael Reed, *Japanese by Spring* (I will be using the 1996 Penguin Books edition). Please note that it can take around a month for many German bookstores to deliver these books, so please order them as soon as possible. Be in touch if you have trouble getting a copy of *The Marrow Thieves* by early April. All other texts will be made available on StudIP.

#### Crime and Conspiracy Fictions

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Seminar, SWS: 2, Max. Teilnehmer: 25  
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 004

**Kommentar** This seminar examines two closely related literary genres in which resourceful investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logic, ideological underpinnings, and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so, we will read classical detective fiction and more recent examples (including Thomas Pynchon's 1966 novel *The Crying of Lot 49*), discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives and detective movies (such as Rian Johnson's 2019 film *Knives Out*), and consider the parallels to so-called 'conspiracy theories.'

**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 / Prerequisites – AmerBritF1 / Further information – felix.brinker@engsem.~

**Literatur** Please purchase Thomas Pynchon's (short but convoluted) novel *The Crying of Lot 49*. The book is available in a variety of different editions and formats; you can buy the version that is the cheapest or most convenient for you.

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

### The Literature and Culture of the 1960s

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 333

**Kommentar** The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will study the 1960s by reading Sylvia Plath's *The Bell Jar* (1963) and Thomas Pynchon's *The Crying of Lot 49* (1966). We will also study the Civil Rights Movement by reading texts from Martin Luther King, Jr. and James Baldwin, and we will watch the film adaptation of *To Kill a Mockingbird* (1962).

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

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

**Literatur** You can use any edition of Plath's and Pynchon's novels, but make sure to read the text in a way that enables you to highlight sections or takes notes in the margins. Do not rely on audio books. All other texts will be made available on StudIP.

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

### *BritF2*

#### Survey of British Literatures and Cultures

Vorlesung, SWS: 2  
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024 1211 - 105

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

In all probability, the lecture series will be recorded and may be viewed on Stud.IP.

**There are two examination dates students can choose from: 22 August 2024 and 20 February 2025 (10:00-11:00 hrs, lecture hall to be announced).**

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

**Literatur** *Recommended Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024)

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

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

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

Poplawski, Paul, ed. *English Literature in Context*. 2<sup>nd</sup> ed. (2017)

Poplawski, Paul, ed. *Studying English Literature in Context* (2022)

### *BritF3*

#### Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1502 - 003

**Kommentar** This BritF3 seminar accompanies but does not substitute the BritF2 Survey on 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 lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (longer excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will work with definitions of terms and concepts by using relevant specialist literature, such as encyclopedias, dictionaries, websites and scholarly texts.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, recommended: BritF2 / Further Information –jana.gohrisch@engsem.~

Literatur	<i>Required Reading and Purchase</i>
	Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024).
	Shakespeare, William. <i>Othello</i> (Arden edition).
	All other material (including the longer excerpts from <i>Robinson Crusoe</i> ) will be provided on Stud.IP.

## Survey of British Literatures and Cultures Follow-Up

Seminar, SWS: 2, Max. Teilnehmer: 35  
Gohrisch, Jana

Di wöchentl. 18:00 - 20:00 02.04.2024 - 09.07.2024 1211 - 333

**Kommentar** This BritF3 seminar is a revision course based on the Survey of British Literatures and Cultures (BritF2). It does not replace the regular BritF3. As a follow-up to the lecture series, this special offer will help students to revise the lecture contents by providing exercises and selected new material. We will begin with a thorough recap of the terminology acquired in the AmerBritF1 Introduction including a session on theories and methods of Literary Studies. This basic knowledge is the key to understanding the lecture series. To improve their academic English, students will learn how to use the slides to enhance their vocabulary and fluency in speaking about complex issues. We will conclude this special BritF3 seminar with an extended exam preparation.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2 / Further Information –jana.gohrisch@engsem.~

**Literatur** Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024) The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

The material will be provided on Stud.IP.

## Advanced Literature and Culture (AmerA/BritA)

*AmerA*

### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the

social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence. Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~

Bemerkung

Literatur

Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar

As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

Bemerkung

Registration – Stud.IP / 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.

### Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar

In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team

of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur

Will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar

From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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

Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur

All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

Kommentar

California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations

to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

Literatur All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

Kommentar In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current



work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung Registration – Stud.IP / 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.

### *BritA*

#### **19th-Century British Literature and Culture**

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

#### **British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's <i>Waverley</i> (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy <i>The Plough and the Stars</i> (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21 <sup>st</sup> -century, we will discuss Hilary Mantel's acclaimed historical novel <i>Wolf Hall</i> (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation <i>Wolf Hall</i> (2015) directed by Peter Kosminsky.
Bemerkung	Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de
Literatur	<i>Required Reading</i> Walter Scott, <i>Waverley</i> (1814)  All other text covered in this seminar will be provided on Stud.IP.

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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	Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~
Literatur	<i>Required Reading</i>  Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4 <sup>th</sup> 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" (2024)  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 free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.  <b>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</b>

## Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

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

*AmerA*

### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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:

Bemerkung	death). Please note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence. Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~
Literatur	Alison Bechdel, <i>Fun Home</i> (2006); Toni Morrison, <i>Beloved</i> (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, “If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression.” This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

**Bemerkung** Registration – Stud.IP / 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.

### Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division’s ongoing “Hollywood Memories” research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
Literatur	Will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating “the other,” normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for “the man” to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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	Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~
Literatur	All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than ‘just another’ U.S. state. Since the state’s admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California’s ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state’s historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt’s paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

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

Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further Information</i> – anna-lena.oldehus@engsem.~
Literatur	All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this

	course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.
Bemerkung	Registration – Stud.IP / 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.

**BritA****19th-Century British Literature and Culture**

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

**Bemerkung** Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

**Literatur** *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

**British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the

life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

## Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

## Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with



Emlyn Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldoni's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Emlyn Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

## LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information* –

### Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

Bemerkung *Registration* – Stud.IP 1.3.-31.3.2024 / *Prerequisites* – LingF1-LingF4 / *Further Information* –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

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

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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

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

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### LingA2

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel	08:30 - 17:30	21.05.2024 - 21.05.2024	1211 - 311
Mi Einzel	08:30 - 17:30	22.05.2024 - 22.05.2024	1211 - 311
Do Einzel	08:30 - 17:30	23.05.2024 - 23.05.2024	1211 - 311
Kommentar	<p>„Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.</p> <p>Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).</p> <p>Das Seminar kann für LingA oder DidA angerechnet werden</p>		
Bemerkung	<p><i>Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information –</i></p>		

### Historical Linguistics

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

Mi wöchentl.	10:00 - 12:00	03.04.2024 - 10.07.2024	1211 - 333
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.</p>		
Bemerkung	<p>Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~</p>		
Literatur	<p>All reading material will be provided in class</p>		

### Historical Linguistics

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

Fr wöchentl.	10:00 - 12:00	05.04.2024 - 12.07.2024	1211 - 004
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.</p>		
Bemerkung	<p>Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~</p>		
Literatur	<p>All reading material will be provided in class</p>		

### Language and Gender

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

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Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Language and Gender

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

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Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Foundations Language Practice (SP1/SP2)

SP1

SP2

#### Grammar (Group 1)

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

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Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 2)**

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 3)**

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 4)**

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

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Size restriction – 25 / Further Information – anne.gans@engsem.~

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

*SP3*

*SP4*

### **Advanced Composition (Group 1) - ONLINE**

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

Mo wöchentl. 08:00 - 10:00 08.04.2024 - 08.07.2024

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 2)

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

Di wöchentl. 08:00 - 10:00 02.04.2024 - 09.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 3) - ONLINE

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

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024

**Bemerkung zur Gruppe** ONLINE

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 4)

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

Do wöchentl. 08:00 - 10:00 04.04.2024 - 11.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 5)

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition Online Make-up - ONLINE

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

Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024

Bemerkung zur ONLINE  
Gruppe

Kommentar Advanced Language Practice

This course allows all students taking SP4 in the current semester the opportunity to ask further questions and make up lessons that they missed.

Bemerkung Registration – will be done automatically / Prerequisites – taking SP4 in the current semester / Assessment Tasks – none / Size restriction – none / Further Information – jill.schneller@engsem.~

## 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: 30  
Kuhrs Woltin, Alexander

Mo wöchentl. 14:00 - 16:00 08.04.2024 - 08.07.2024 1211 - 333

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



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

The course is based on Grimm, N. et al. (2015). Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung Registration – StudIP 01.-31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

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

### Introduction to Teaching English as a Foreign Language

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 004

Kommentar This introductory methodology course is obligatory for all student teachers, and we recommend participation in the 3<sup>rd</sup> or 4<sup>th</sup> 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 01.03. - 31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

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

### DidF2

#### Developing Tasks and Material for ELT

Seminar, SWS: 2, Max. Teilnehmer: 25  
Delius, Katharina

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 311

Bemerkung zur Gruppe Achtung: online Termine

**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, drama-based 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: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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

**Literatur** See the StudIP course for further instructions.

**DidF2 Fischer**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Fischer, Christian

Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024 1211 - 333

**Bemerkung** Registration – StudIP 01.03.-31.03.24 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de

**Digital foreign language teaching: How to use and produce digital media**

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

Mo wöchentl. 16:00 - 18:00 08.04.2024 - 08.07.2024 1211 - 333

**Kommentar** The future role of foreign language teachers requires the seamless integration of the digital world into foreign language teaching. With the revised scholastic standards (KMK, 2023), the focus is shifting to "foreign language-specific digital competencies." This seminar will provide practical ideas on integrating digital media and tools into functional foreign language competencies (NKC, 2015/2017) for teaching and learning processes. We will examine the range of podcasts, learning apps, explainer videos, and AI with their many possible applications while always considering the opportunities and challenges of these innovative media and tools. The aim is to prepare you as a future English teacher with new impulses for the digital change in foreign language teaching. Course credits: Before each seminar, you will have to read selected texts that will serve as a basis for regular and active participation, as well as collaborative presentations on specific topics and developing digital media products.

**Bemerkung** Registration – StudIP 01.03.-31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

**Literatur** see StudIP

**Teaching Literature with iPads: The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Hatala, Svenja

Mo 01.04.2024 - 13.07.2024  
 Do wöchentl. 16:00 - 18:00 04.04.2024 - 11.07.2024  
 Bemerkung zur KKS Hannover  
 Gruppe

**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 limits of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop materials for EFL students in Year 8 based on the memoir *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer (2015).

To receive course credit (Studienleistung), you will have to a) actively participate in the seminar, b) create a digital reading/ vocab quiz for one chapter of the memoir and c) in a group, create a digital escape room for the memoir.

**Bemerkung** \*\*\*\*\*

Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.

You will need you own I-Pad

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*Registration – StudIP / Size restriction – 20/ Prerequisites – DidF1 / Further Information – svenja.hatala@engsem.uni-hannover.de*

**Literatur** Kamkwamba, William and Bryan Mealer. *The Boy Who Harnessed the Wind*. Klett, 2023. (Other versions will do as well.) Further reading material will be provided via StudIP.

## Language Practice Elective (SPE1/SPE2) (außerschulisch)

### SP E1

#### AFI's 100 Years... 100 Songs

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 311

**Kommentar** The American Film Industry's 100 Years...100 Songs is a list of the top 100 songs in American cinema of the 20<sup>th</sup> century. The list was unveiled by the American Film Institute on June 22, 2004, and was created by a panel of jurors selected by AFI, who voted from a list of 400 nominated songs. We will use the songs as a vehicle to investigate the use of language, grammar and stylistic devices in the lyrics and how the songs' themes and films represent ideas and events of the 20<sup>th</sup> century.

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks based on the songs from the list. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

## Diverse Landscapes of Anglophone Countries

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 333

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

### Presentation Skills

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Seminar, SWS: 2, Max. Teilnehmer: 12  
Gans, Anne

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 311

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

### SP E2

#### AFI's 100 Years... 100 Songs

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 311

Kommentar The American Film Industry's 100 Years...100 Songs is a list of the top 100 songs in American cinema of the 20<sup>th</sup> century. The list was unveiled by the American Film Institute on June 22, 2004, and was created by a panel of jurors selected by AFI, who voted from a list of 400 nominated songs. We will use the songs as a vehicle to investigate the use of language, grammar and stylistic devices in the lyrics and how the songs' themes and films represent ideas and events of the 20<sup>th</sup> century.

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks based on the songs from the list. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

### **Diverse Landscapes of Anglophone Countries**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 333

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 01.03.-15.03.2024 / 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: 12  
Gans, Anne

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 311

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

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

### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

Bemerkung Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~

Literatur Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

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

Bemerkung Registration – Stud.IP / 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.

### Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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 Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur All literature will be made available on StudIP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

**Literatur** All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

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



Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further Information</i> – anna-lena.oldehus@engsem.~
Literatur	All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.
Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further information</i> – felix.brinker@engsem.~
Literatur	All texts for this class will be made available on StudIP.

### *BritA*

#### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19 <sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel <i>North and South</i> (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy <i>The Importance of Being Earnest</i> (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.
Bemerkung	Stud.IP/ <i>Registration</i> – Stud.IP 01.-31.03.2024 / <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>

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung	Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~
Literatur	<p><i>Required Reading</i></p> <p>Barry, Peter. <i>Beginning Theory. An Introduction to Literary and Cultural Theory</i> . 4<sup>th</sup> 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" (2024)</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 free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.</p> <p><b>Please read Charlotte Brontë's novel during term break, i.e. before the course begins.</b></p>

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldoni's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

### LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45

Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

Kommentar

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur

König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2

Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar

„Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung

*Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information*

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## Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

**Bemerkung** Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

**Literatur** All reading material will be provided in class

## Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

**Bemerkung** Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

**Literatur** All reading material will be provided in class

## Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

**Bemerkung** Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

**Literatur** All reading material will be provided in class

## Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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

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

**Bemerkung** Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

**Literatur** All reading material will be provided in class

### LingA2

#### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
 Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

**Bemerkung** *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information –*

#### Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

**Kommentar** This course takes a closer look at selected phenomena, both intra-linguistic (typological change, instances of grammaticalization) as well as extra-linguistic (language contact, prescriptivism, standardization, etc.), that have played a decisive role in the shaping of today's English, or rather, English-es . In this course, time will also be reserved

for theoretical considerations (e.g. the role of frequency in language change) as well as methodological issues, e.g. the compatibility of corpus linguistics and diachronic linguistics.

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

- Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
- Literatur All reading material will be provided in class

### Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of

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

Bemerkung	<b>+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++</b> Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
Literatur	All reading material will be provided in class

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

### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

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

**Literatur** Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past



fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

- Bemerkung** Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Looock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

## Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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	Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:lujain.youssef@engsem.~">lujain.youssef@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than ‘just another’ U.S. state. Since the state’s admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California’s ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state’s historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt’s paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:florian.gross@engsem.~">florian.gross@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is ‘the’ environment and what role does it play in our collective imagination? What does this imagination say about humans’ relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective

eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung *Registration* – Stud.IP / *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.

### BritA

#### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy

*The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

**Please read at least Gaskell’s novel during term break, i.e. before the course begins.**

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this seminar, we will examine a selection of literary texts from the sub-genre of British ‘Historical Fiction’. We will begin by addressing the genre conventions before investigating Walter Scott’s *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O’Casey’s tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel’s acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldoni's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

*LingA1***Deutsch und Englisch im Vergleich und im Kontrast / English and German in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

**Literatur** König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit

die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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## Historical Linguistics

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

## Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

## Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

	<b>+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++</b>
Bemerkung	Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
Literatur	All reading material will be provided in class

### Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

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

	<b>+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++</b>
Bemerkung	Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
Literatur	All reading material will be provided in class

### LingA2

#### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311  
Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311  
Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung	Das Seminar kann für LingA oder DidA angerechnet werden <i>Registration</i> – StudIP / <i>Size restriction</i> – 16 / <i>Prerequisites</i> – none / <i>Further Information</i> –
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### Historical Linguistics

Seminar, SWS: 2, Max. Teilnehmer: 35



Paland, Meike

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 333

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Historical Linguistics

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 004

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Language and Gender

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~

Literatur All reading material will be provided in class

### Language and Gender

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar	This course deals with the reciprocal relationship of language and gender – a topic situated within the broader field of sociolinguistics. We will look at how gender shapes language, i.e. the way language is used by the different sexes in terms of distinct genderlects as well as at how language shapes gender, i.e. the way language is used for women and men alike, so as to construct and maintain ideas of gender. This requires an in-depth look at key theoretical concepts and approaches both from the early feminist and from the more recent post-feminist eras. Thus, we will be dealing with the concepts of sex and gender from the binary dimensions of male/female and masculine/feminine to the wide range of gendered identities, taking into account issues such as cultural difference, power asymmetry, and gender inequality. Part of the class will be dedicated to the topic of linguistic sexism and the call for prescriptivist measurements in terms of an attempt to achieve political correctness through inclusive language.
Bemerkung	<b>+++ In diesem Kurs kann nur eine Studienleistung erbracht werden +++</b> Registration – Stud.IP 1.3.-31.3.2024 /Prerequisites – LingF1-LingF4 / Further Information –meike.paland@engsem.~
Literatur	All reading material will be provided in class

### Professionalisierungsbereich: Schlüsselkompetenzen

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

#### AFI's 100 Years... 100 Songs

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

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Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 311

Kommentar The American Film Industry's 100 Years...100 Songs is a list of the top 100 songs in American cinema of the 20<sup>th</sup> century. The list was unveiled by the American Film Institute on June 22, 2004, and was created by a panel of jurors selected by AFI, who voted from a list of 400 nominated songs. We will use the songs as a vehicle to investigate the use of language, grammar and stylistic devices in the lyrics and how the songs' themes and films represent ideas and events of the 20<sup>th</sup> century.

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks based on the songs from the list. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

#### Diverse Landscapes of Anglophone Countries

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

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Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 333

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 01.03.-15.03.2024 / 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 03.04.2024 - 10.07.2024 1501 - -119

So wöchentl. 14:00 - 18:00 02.06.2024 - 07.07.2024 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. The performance will take place in the second half of June.

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 – 03.04.2024, 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 10.04.2024 - 13.07.2024 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 10.04.2024 - 13.07.2024 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: 12  
Gans, Anne

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 311

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: four short oral presentations. 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

Seminar, SWS: 2, Max. Teilnehmer: 25  
Paland, Meike

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Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 004

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

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

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

## LingF2

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Jalanesh, Aida

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Do wöchentl. 12:00 - 14:00 11.04.2024 - 11.07.2024 1211 - 105

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

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Jalanesh, Aida

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Do wöchentl. 14:00 - 16:00 11.04.2024 - 11.07.2024 1211 - 307

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

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

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Mi wöchentl. 10:00 - 12:00 10.04.2024 - 10.07.2024 1211 - 307

- Kommentar** The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.
- Bemerkung** Registration – Stud.IP / *Prerequisites* – none / *Further Information* – yasmin.troitzschel@engsem.~
- Literatur** Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

### **Introduction to Linguistics II**

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

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Mi wöchentl. 12:00 - 14:00 10.04.2024 - 10.07.2024 1211 - 105

- Kommentar** The language we speak is an integral part of who we are. It reveals where we come from and at the same time shows where we want to belong. With it, we can express and even create identity and community. It connects us to the outside world and to each other. While we can observe its form and structure, we can also analyse the function it fulfils. This course is a sequel to Introduction to Linguistics I and will cover areas such as semantics and pragmatics, sociolinguistics, varieties of English, and historical linguistics.
- Bemerkung** Registration – Stud.IP / *Prerequisites* – LingF1 / *Further Information* – yasmin.troitzschel@engsem.~
- Literatur** Required Reading: Herbst, Thomas. 2010. *English Linguistics*. Berlin/New York: Walter de Gruyter.

### *LingF3*

#### **Phonetics & Phonology for Bachelor**

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

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Do wöchentl. 16:00 - 18:00 04.04.2024 - 11.07.2024 1211 - 333

- Kommentar** This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.
- Bemerkung** Registration – Stud.IP 1.-31.03.2024 / *Prerequisites* – LingF1 and LingF2 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~
- Literatur** Holger Schmitt (2011). *Phonetic Transcription: From first steps to ear transcription*. Ernst Schmidt Verlag

### **Foundations Literature and Culture (AmerBritF1)**

#### *AmerBritF1*

#### **Introduction to Literary Studies**

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

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Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 307

**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 / Prerequisites – none / Further Information – [lujain.youssef@engsem.~](mailto: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.

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

*AmerF2*

*AmerF3*

### Colonialism and the Bildungsroman

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

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Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Cherie Dimaline's *The Marrow Thieves* and Ishmael Reed's *Japanese by Spring*. In addition to engaging these texts in terms of genre, we will also consider how 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.

**Bemerkung** Registration – Stud.IP / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – [abigail.fagan@engsem.~](mailto:abigail.fagan@engsem.~)

**Literatur** Cherie Dimaline, *The Marrow Thieves* (any edition is fine; I will be using the 2017 Jacaranda edition) and Ishmael Reed, *Japanese by Spring* (I will be using the 1996 Penguin Books edition). Please note that it can take around a month for many German bookstores to deliver these books, so please order them as soon as possible. Be in touch if you have trouble getting a copy of *The Marrow Thieves* by early April. All other texts will be made available on StudIP.

### Crime and Conspiracy Fictions

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Seminar, SWS: 2, Max. Teilnehmer: 25  
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 004

**Kommentar** This seminar examines two closely related literary genres in which resourceful investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logic, ideological underpinnings, and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so, we will read classical detective fiction and more recent examples (including Thomas Pynchon's 1966 novel *The Crying of Lot 49*), discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives and detective movies (such as Rian Johnson's 2019 film *Knives Out*), and consider the parallels to so-called 'conspiracy theories.'

**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 / Prerequisites – AmerBritF1 / Further information – felix.brinker@engsem.~

**Literatur** Please purchase Thomas Pynchon's (short but convoluted) novel *The Crying of Lot 49*. The book is available in a variety of different editions and formats; you can buy the version that is the cheapest or most convenient for you.

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

### The Literature and Culture of the 1960s

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 333

**Kommentar** The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will study the 1960s by reading Sylvia Plath's *The Bell Jar* (1963) and Thomas Pynchon's *The Crying of Lot 49* (1966). We will also study the Civil Rights Movement by reading texts from Martin Luther King, Jr. and James Baldwin, and we will watch the film adaptation of *To Kill a Mockingbird* (1962).

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

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

**Literatur** You can use any edition of Plath's and Pynchon's novels, but make sure to read the text in a way that enables you to highlight sections or takes notes in the margins. Do not rely on audio books. All other texts will be made available on StudIP.



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

### *BritF2*

#### Survey of British Literatures and Cultures

Vorlesung, SWS: 2  
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024 1211 - 105

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

In all probability, the lecture series will be recorded and may be viewed on Stud.IP.

**There are two examination dates students can choose from: 22 August 2024 and 20 February 2025 (10:00-11:00 hrs, lecture hall to be announced).**

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

**Literatur** *Recommended Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024)

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

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

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

Poplawski, Paul, ed. *English Literature in Context*. 2<sup>nd</sup> ed. (2017)

Poplawski, Paul, ed. *Studying English Literature in Context* (2022)

### *BritF3*

#### Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1502 - 003

**Kommentar** This BritF3 seminar accompanies but does not substitute the BritF2 Survey on 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 lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (longer excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will work with definitions of terms and concepts by using relevant specialist literature, such as encyclopedias, dictionaries, websites and scholarly texts.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, recommended: BritF2 / Further Information –jana.gohrisch@engsem.~

Literatur	<i>Required Reading and Purchase</i> Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024). Shakespeare, William. <i>Othello</i> (Arden edition). All other material (including the longer excerpts from <i>Robinson Crusoe</i> ) will be provided on Stud.IP.
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## Survey of British Literatures and Cultures Follow-Up

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Seminar, SWS: 2, Max. Teilnehmer: 35  
Gohrisch, Jana

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Di wöchentl. 18:00 - 20:00 02.04.2024 - 09.07.2024 1211 - 333

**Kommentar** This BritF3 seminar is a revision course based on the Survey of British Literatures and Cultures (BritF2). It does not replace the regular BritF3. As a follow-up to the lecture series, this special offer will help students to revise the lecture contents by providing exercises and selected new material. We will begin with a thorough recap of the terminology acquired in the AmerBritF1 Introduction including a session on theories and methods of Literary Studies. This basic knowledge is the key to understanding the lecture series. To improve their academic English, students will learn how to use the slides to enhance their vocabulary and fluency in speaking about complex issues. We will conclude this special BritF3 seminar with an extended exam preparation.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2 / Further Information –jana.gohrisch@engsem.~

**Literatur** Required Reading and Purchase  
Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024) The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.  
The material will be provided on Stud.IP.

## Foundations Language Practice (SP1/SP2)

SP1

SP2

### Grammar (Group 1)

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

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Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 2)**

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 3)**

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 4)**

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

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Size restriction – 25 / Further Information – anne.gans@engsem.~

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

*SP3*

*SP4*

### **Advanced Composition (Group 1) - ONLINE**

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

Mo wöchentl. 08:00 - 10:00 08.04.2024 - 08.07.2024

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 2)

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

Di wöchentl. 08:00 - 10:00 02.04.2024 - 09.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 3) - ONLINE

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

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024

**Bemerkung zur Gruppe** ONLINE

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 4)

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

Do wöchentl. 08:00 - 10:00 04.04.2024 - 11.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition (Group 5)

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

### Advanced Composition Online Make-up - ONLINE

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

Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024

Bemerkung zur ONLINE  
Gruppe

Kommentar Advanced Language Practice

This course allows all students taking SP4 in the current semester the opportunity to ask further questions and make up lessons that they missed.

Bemerkung Registration – will be done automatically / Prerequisites – taking SP4 in the current semester / Assessment Tasks – none / Size restriction – none / Further Information – jill.schneller@engsem.~

## 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: 30  
Kuhrs Woltin, Alexander

Mo wöchentl. 14:00 - 16:00 08.04.2024 - 08.07.2024 1211 - 333

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

We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of

(foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and some examples of good classroom practices.

The course is based on Grimm, N. et al. (2015). Purchasing this textbook is highly recommended.

An optional tutorial will be offered.

To receive course credit (*Studienleistung*) you will have to pass two out of four online quizzes. The final examination (*Prüfungsleistung*) will be a written exam.

Bemerkung Registration – StudIP 01.-31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

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

### Introduction to Teaching English as a Foreign Language

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 004

Kommentar This introductory methodology course is obligatory for all student teachers, and we recommend participation in the 3<sup>rd</sup> or 4<sup>th</sup> 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 01.03. - 31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

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

### DidF2

#### Developing Tasks and Material for ELT

Seminar, SWS: 2, Max. Teilnehmer: 25  
Delius, Katharina

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 311

Bemerkung zur Achtung: online Termine  
Gruppe

**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, drama-based 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: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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

**Literatur** See the StudIP course for further instructions.

**DidF2 Fischer**

Seminar, SWS: 2, Max. Teilnehmer: 25  
Fischer, Christian

Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024 1211 - 333

**Bemerkung** Registration – StudIP 01.03.-31.03.24 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de

**Digital foreign language teaching: How to use and produce digital media**

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

Mo wöchentl. 16:00 - 18:00 08.04.2024 - 08.07.2024 1211 - 333

**Kommentar** The future role of foreign language teachers requires the seamless integration of the digital world into foreign language teaching. With the revised scholastic standards (KMK, 2023), the focus is shifting to "foreign language-specific digital competencies." This seminar will provide practical ideas on integrating digital media and tools into functional foreign language competencies (NKC, 2015/2017) for teaching and learning processes. We will examine the range of podcasts, learning apps, explainer videos, and AI with their many possible applications while always considering the opportunities and challenges of these innovative media and tools. The aim is to prepare you as a future English teacher with new impulses for the digital change in foreign language teaching. Course credits: Before each seminar, you will have to read selected texts that will serve as a basis for regular and active participation, as well as collaborative presentations on specific topics and developing digital media products.

**Bemerkung** Registration – StudIP 01.03.-31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

**Literatur** see StudIP

**Teaching Literature with iPads: The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Hatala, Svenja

Mo 01.04.2024 - 13.07.2024

Do wöchentl. 16:00 - 18:00 04.04.2024 - 11.07.2024

Bemerkung zur Gruppe KKS Hannover

**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 limits of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop materials for EFL students in Year 8 based on the memoir *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer (2015).

To receive course credit (Studienleistung), you will have to a) actively participate in the seminar, b) create a digital reading/ vocab quiz for one chapter of the memoir and c) in a group, create a digital escape room for the memoir.

**Bemerkung** \*\*\*\*\*

Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.

You will need you own I-Pad

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*Registration – StudIP / Size restriction – 20/ Prerequisites – DidF1 / Further Information – svenja.hatala@engsem.uni-hannover.de*

**Literatur** Kamkwamba, William and Bryan Mealer. *The Boy Who Harnessed the Wind*. Klett, 2023. (Other versions will do as well.) Further reading material will be provided via StudIP.

**Professionalisierungsbereich Schlüsselkompetenzen**

Für weitere Veranstaltungen siehe das Angebot des Zentrums für Schlüsselkompetenzen.

**AFI's 100 Years... 100 Songs**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 311

**Kommentar** The American Film Industry’s 100 Years...100 Songs is a list of the top 100 songs in American cinema of the 20<sup>th</sup> century. The list was unveiled by the American Film Institute on June 22, 2004, and was created by a panel of jurors selected by AFI, who voted from a list of 400 nominated songs. We will use the songs as a vehicle to investigate the use of language, grammar and stylistic devices in the lyrics and how the songs’ themes and films represent ideas and events of the 20<sup>th</sup> century.

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks based on the songs from the list. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

**Diverse Landscapes of Anglophone Countries**

Seminar, SWS: 2, Max. Teilnehmer: 20



Schneller, Jill

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Di	wöchentl. 10:00 - 12:00	02.04.2024 - 09.07.2024	1211 - 333
Kommentar	<p>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.</p> <p>This course may be taken for the following credits:</p> <p>FüBA außerschulisch: as SPE1 or SPE2 or SK A or SK B</p> <p>FüBA schulisch (started before 01.10.19): as 'old' SK, either Bereich A or B</p> <p>FüBA schulisch (started since 01.10.19): SK B</p> <p>TE/M LG: just for fun/interest</p> <p>Politics: Wahlpflicht</p>		
Bemerkung	<p>Registration – StudIP 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: various tasks. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~</p>		

### English Theatre Workshop

Workshop, SWS: 6  
Bennett, Peter

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Mi	wöchentl. 14:00 - 18:00	03.04.2024 - 10.07.2024	1501 - -119
So	wöchentl. 14:00 - 18:00	02.06.2024 - 07.07.2024	1501 - -119
Kommentar	<p>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. The performance will take place in the second half of June.</p> <p>For further information on the English Theatre Group and what it has done in the past, check out the Internet homepage: <a href="http://www.engsem~/theatregroup.html">http://www.engsem~/theatregroup.html</a></p> <p>This course counts for BOTH Bereich A "Sprach-, Medien und Darstellungskompetenzen" AND Bereich B "Allgemeine Kompetenzen zur Förderung der Berufsbefähigung".</p> <p>Credits:</p> <p>Außerschulisch FüBA: SK A and SK B</p> <p>Lehramt FüBA/TE, started before Oct 2019: SK A and SK B</p> <p>Lehramt FüBA/TE, started since Oct 2019: just for fun</p> <p>Master: just for fun</p>		
Bemerkung	<p>Registration – 03.04.2024, 14:00 in the Theatre Room / Prerequisites – none / Assessment Tasks – participation in all aspects of the production / Further Information – peter.bennett@engsem.~</p>		

### Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

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

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Mi	wöchentl. 16:00 - 18:00	10.04.2024 - 13.07.2024	1502 - 103
Kommentar	<p>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</p>		

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 10.04.2024 - 13.07.2024 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: 12  
Gans, Anne

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 311

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: four short oral presentations. 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) Diversity in the EFL Classroom - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12  
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 17.04.2024 - 17.04.2024

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### Fachpraktikum (1)

Fachpraktikum, SWS: 2  
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 08.08.2024 - 05.09.2024 1211 - 311

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, Schillerschule, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblöcke 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*

## Fachpraktikum (2)

Fachpraktikum, SWS: 2  
Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 09.08.2024 - 06.09.2024 1211 - 311

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 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*

## Feedback - Zusatzveranstaltung im Block

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

Do wöchentl. 16:00 - 19:00 25.04.2024 - 25.04.2024

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### Games - Zusatzveranstaltung im Block

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Seminar, Max. Teilnehmer: 12  
Hatala, Svenja

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Di wöchentl. 16:00 - 19:00 09.04.2024 - 09.04.2024 1211 - 311

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### KI - Zusatzveranstaltung im Block

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Seminar, Max. Teilnehmer: 12  
Kuhrs Woltin, Alexander

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Mi Einzel 16:00 - 19:00 03.07.2024 - 03.07.2024

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:

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

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?

### Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20  
 Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 01.04.2024 - 08.07.2024 1211 - 004

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 / *Size restriction* – 20 / *Prerequisites* – DidF / *Further Information* – carolin.becker-rolfs@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

Mi wöchentl. 14:00 - 16:00 03.04.2024 - 10.07.2024 1211 - 311

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.-31.03.2024 / <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.

### **Advanced Methodology (DidA) (Erst-, Zweifach und Kleine Fakultas)** **Classroom analysis - engaging methods and means**

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

Mi wöchentl. 14:00 - 16:00 03.04.2024 - 10.07.2024 1211 - 333

Kommentar	This course aims at engaging in classroom situations, such as practicing methods, evaluating students' 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 of 10 minutes and collaboratively work on one teaching sequence. This will be either taught in the course or in front of a class 8 or 12. The information on the final examination (Veranstaltungsbegleitende Prüfungsleistung, VbP) will be given at the beginning of the course.
Bemerkung	Registration – StudIP 01.03. - 31.03.2024 / Further Information – sven.traumann@engsem.uni-hannover.de
Literatur	See course page on StudIP.

### **Diversity matters: Designing and implementing workshops on diversity at the IGS Celle**

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

Fr Einzel	14:30 - 18:00 26.04.2024 - 26.04.2024 1211 - 311
Fr Einzel	14:30 - 18:00 07.06.2024 - 07.06.2024 1211 - 311
Fr Einzel	14:30 - 18:00 05.07.2024 - 05.07.2024 1211 - 311
Mi Einzel	07:30 - 08:30 07.08.2024 - 07.08.2024
Do Einzel	07:30 - 13:30 08.08.2024 - 08.08.2024
Kommentar	In this block seminar, you will have the opportunity to design and carry out a part of a multifaceted workshops series on "diversity" in cooperation with the IGS Celle in August

(7<sup>th</sup>/8<sup>th</sup>). By working with learners on-site, your teaching ideas will be not only theoretically developed but also subjected to a practical reality check.

The seminar is structured into five parts:

**1. Kick-Off (26/04: 14:30-18:00)** : We will explore why diversity is central both as a topic in the English classroom and in relation to the learners themselves. Possible teaching approaches and resources for your workshop concept will be presented.

**2. Project Planning (07/06: 14:30-18:00)**: From the creative idea to the precise project outline, you will learn how to turn your project ideas into concrete plans in a learner-, tasked-based and action-oriented way.

**3. Project Presentation (05/07: 14:30-18:00)**: You present your workshop concepts, which will be further optimized in a peer environment (feedback discussion).

**4. Project Execution (07/08 or 08/08: 07:30-13:30)**: The highlight of our seminar! The practical realization of your designed workshops at the IGS Celle enables you to put your ideas into practice and gain valuable hands-on experiences.

**5. Project Reflection** (date will be announced later): Together we will reflect on your teaching experience to further promote your individual teaching competences.

**Course Credits:** This seminar requires regular and active participation and thorough reading of the materials provided. The design of your workshop plans, the presentation of these in the seminar, and the workshop implementation on-site in Celle on 07 & 08.08.2024 are components of the course achievement.

**Examination Credits:** The examination credits comprise preparing a portfolio that includes the planning, realization, and evaluation of your project (VbP).

You can look forward to a seminar that not only provides theoretical knowledge but also offers practical experience and concrete application options for designing the topic of diversity in diverse English classrooms in a learner-oriented way.

Dates:

I) 26.04.2024; 14:30-18:00

II) 07.06.; 14:30-18:00

III) 05.07.; 14:30-18:00

IV) 07./08.08.2024 07:30 – 13:30h (IGS CELLE)

NN (Online-Konsultation / Reflexion)

**Bemerkung** *Registration – StudIP / Size restriction – 30 / Prerequisites – DidF / Further Information – katharina.delius@engsem.uni-hannover.de, OR alexander.kuhr.wolfin@engsem.uni-hannover.de*

**Literatur** See the StudIP course for further instructions.

## Films in ELT

Seminar, SWS: 2, Max. Teilnehmer: 20  
Delius, Katharina

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 311

**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) (*VbP*).

Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

Bemerkung	<i>Registration</i> – StudIP / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.delius@engsem.uni-hannover.de
Literatur	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.

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel	08:30 - 17:30	21.05.2024 - 21.05.2024	1211 - 311
Mi Einzel	08:30 - 17:30	22.05.2024 - 22.05.2024	1211 - 311
Do Einzel	08:30 - 17:30	23.05.2024 - 23.05.2024	1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

**Bemerkung** Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information* –

### Teaching Writing

Seminar, SWS: 2, Max. Teilnehmer: 20  
Delius, Katharina

Fr wöchentl.	10:00 - 12:00	05.04.2024 - 12.07.2024	1211 - 311
Bemerkung zur Gruppe	Achtung: online Termine		

**Kommentar** Being able to write texts in English adequate to contexts, situations and communicative purposes can be regarded as a key competence. However, many learners of the foreign language struggle to effectively combine their ideas and purposes with matching language structures and chunks. The genre-approach combined with different process- and product-oriented methods can help learners on their path to become successful writers. In this seminar, students will both learn about the theories behind the process of writing and acquire skills to effectively teach writing in the EFL classroom. We will look at a variety of different genres and their written representatives (e.g., cooking recipes, travel blog entries or fairy tales) and how to prepare teaching units focusing on one genre. Students will get the chance to create and evaluate their own teaching material based on various genres of their choice.

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) (*VbP*).

Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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Bemerkung *Registration – StudIP / Size restriction – 20 / Prerequisites – DidF / Further Information – katharina.delius@engsem.uni-hannover.de*

Literatur A list with secondary texts which students need to prepare in advance for each session will be provided on StudIP.

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

### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

Bemerkung Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~

Literatur Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a

legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

- Bemerkung** Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Looock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

## Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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	Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:lujain.youssef@engsem.~">lujain.youssef@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than ‘just another’ U.S. state. Since the state’s admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California’s ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state’s historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt’s paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:florian.gross@engsem.~">florian.gross@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is ‘the’ environment and what role does it play in our collective imagination? What does this imagination say about humans’ relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective

eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung *Registration* – Stud.IP / *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.

### BritA

#### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy

*The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

**Please read at least Gaskell’s novel during term break, i.e. before the course begins.**

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this seminar, we will examine a selection of literary texts from the sub-genre of British ‘Historical Fiction’. We will begin by addressing the genre conventions before investigating Walter Scott’s *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O’Casey’s tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel’s acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.  
 Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

*LingA1***Deutsch und Englisch im Vergleich und im Kontrast / English and German in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

**Literatur** König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit



die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*

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### Sociolinguistic Theories

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

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 333

Kommentar This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

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

Bemerkung Registration – Stud.IP 1.3.-31.3.24 / Prerequisites – none for DEL students / Further Information –ulrike.altendorf@engsem.~

Literatur Texts will be available in class.

### LingA2

#### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*

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### Sociolinguistic Theories

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

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Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 333

**Kommentar** This course is restricted to DEL students for whom it is a compulsory part of their Degree Programme. If places are available, ONLY Master of Education students who major in English (Module: Advanced Studies) are invited to sign up. Admission will be at the discretion of the course director.

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

**Bemerkung** Registration – Stud.IP 1.3.-31.3.24 / 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 for Master

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

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Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 333

**Kommentar** This course will introduce students to segmental and supra-segmental features of the major reference accents of English, Received Pronunciation (RP) and General American (GA). The theoretical angle will be contrastive and variationist preparing students for both branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

**Bemerkung** Registration – Stud.IP 1.-31.03.2024 / Prerequisites – LingF1 and LingF2 (if applicable) / Further Information –ulrike.altendorf@engsem.~

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

### LingA1

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

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Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele| Schulze, Rainer

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Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/ underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

## LingA2

### Advanced Literature and Culture (AmerA/BritA) (Zweifach)

#### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

Bemerkung Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~

Literatur Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar	<p>As the authors of the Combahee River Collective wrote in 1974, “If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression.” This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.</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>Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – abigail.fagan@engsem.~</p>
Literatur	<p>All texts for this class will be made available on StudIP.</p>

### Global Hollywood

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Seminar, SWS: 2, Max. Teilnehmer: 35  
 Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

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Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar	<p>In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division’s ongoing “Hollywood Memories” research project.</p> <p><b>Content note:</b> 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>Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~</p>
Literatur	<p>Will be made available on StudIP.</p>

### Representations of Men and Masculinity

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

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Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar	<p>From the stereotypical understanding of masculinity to emasculating “the other,” normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for “the man” to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we</p>
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will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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 Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – [lujain.youssef@engsem.~](mailto:lujain.youssef@engsem.~)

Literatur All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

Kommentar California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – [florian.gross@engsem.~](mailto:florian.gross@engsem.~)

Literatur All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

Kommentar In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human

actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung *Registration* – Stud.IP / *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.

### BritA

#### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in

the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

Kommentar

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

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

Bemerkung

Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

## Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar

This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.



Bemerkung	Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de
Literatur	<i>Required Reading</i> Emlyn Williams, <i>The Corn is Green</i> (1938) John McGrath, <i>The Cheviot, the Stag and the Black, Black Oil</i> (1973) All other text covered in this seminar will be provided on Stud.IP.

## Focus Module (AmerA/BritA/LingA1/LingA2) (Zweifach)

### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

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

**Literatur** Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past

fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

- Bemerkung** Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Looock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~
- Literatur** Will be made available on StudIP.

## Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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	Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:lujain.youssef@engsem.~">lujain.youssef@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than ‘just another’ U.S. state. Since the state’s admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California’s ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state’s historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt’s paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:florian.gross@engsem.~">florian.gross@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is ‘the’ environment and what role does it play in our collective imagination? What does this imagination say about humans’ relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective

eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~

Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung *Registration* – Stud.IP / *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.

### BritA

#### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy

*The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

**Please read at least Gaskell’s novel during term break, i.e. before the course begins.**

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this seminar, we will examine a selection of literary texts from the sub-genre of British ‘Historical Fiction’. We will begin by addressing the genre conventions before investigating Walter Scott’s *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O’Casey’s tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel’s acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldoni's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

*LingA1***Deutsch und Englisch im Vergleich und im Kontrast / English and German in Comparison and Contrast**

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

**Literatur** König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

**Kommentar** „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit

die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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## LingA2

### Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)

Seminar, SWS: 2

Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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## Focus Elective (AmerA/BritA/LingA1/LingA2) (Kleine Fakultas)

### AmerA

#### Banned Books

Seminar, SWS: 2, Max. Teilnehmer: 40

Brasch, Ilka

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).



**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

Bemerkung

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

Literatur

Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

## Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar

As the authors of the Combahee River Collective wrote in 1974, “If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression.” This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

Bemerkung

Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar

In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division’s ongoing “Hollywood Memories” research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar From the stereotypical understanding of masculinity to emasculating “the other,” normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for “the man” to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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 Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur All literature will be made available on StudIP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

Kommentar California is certainly more than ‘just another’ U.S. state. Since the state’s admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California’s ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state’s historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt’s paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
- Literatur All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

Kommentar In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~
- Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALL-E 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism,

audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung Registration – Stud.IP / 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.

## *BritA*

### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set

in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

- Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de
- Literatur *Required Reading*  
Walter Scott, *Waverley* (1814)  
All other text covered in this seminar will be provided on Stud.IP.

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

- Kommentar This seminar introduces students to the major theoretical approaches to literature and culture from the twentieth century, such as Formalism, Structuralism and New Criticism, Reader-Response Theory, Psychoanalytic Criticism, Marxism, Poststructuralism and Deconstruction, Feminism and Gender Studies, Postcolonial Theory as well as New Historicism and Cultural Materialism. Familiarity with these approaches is essential to successfully write term papers as well as bachelor's and master's theses.
- As a preparation for each class you are asked to read up on the central ideas of these respective approaches studying selected theoretical texts by some of their key representatives as well as the descriptive chapter by Peter Barry. Relying on the analytical categories from the Introduction to Literary Studies (AmerBritF1) and the historical knowledge from the BritF2 Survey Lecture we will apply the theories to Charlotte Brontë's novel *Jane Eyre* (1847) in order to practise their terminologies and show how each of them produces a new interpretation of the text. The non-graded course (SL) work is a short excerpt covering one chapter of Barry's *Beginning Theory*.
- Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)  
Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.  
**Please read Charlotte Brontë's novel during term break, i.e. before the course begins.**

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	<p>This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy <i>The Corn is Green</i> (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play <i>Waiting for Godot</i> (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's <i>The Cheviot, the Stag and the Black, Black Oil</i> (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play <i>One Man, Two Guvnor's</i> (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play <i>Servant of Two Masters</i> (1743) which replaced the original Italian setting with a fictional Brighton of 1963.</p> <p>Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.</p>
Bemerkung	Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de
Literatur	<p><i>Required Reading</i></p> <p>Emyln Williams, <i>The Corn is Green</i> (1938)</p> <p>John McGrath, <i>The Cheviot, the Stag and the Black, Black Oil</i> (1973)</p> <p>All other text covered in this seminar will be provided on Stud.IP.</p>

## LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311  
Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311  
Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information –*

*LingA2*

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311  
Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311  
Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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## Masterarbeit

### Kolloquium Masterarbeit

Kolloquium, SWS: 2  
Altendorf, Ulrike

Mi 14-täglich 16:00 - 18:00 03.04.2024 - 10.07.2024 1211 - 311

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

Mi wöchentl. 18:00 - 20:00 03.04.2024 - 10.07.2024 1211 - 311

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.~

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

### Kolloquium zum Studienabschluss (MEd.)

Kolloquium, SWS: 2, Max. Teilnehmer: 20  
Delius, Katharina

Mi wöchentl. 08:00 - 10:00 10.04.2024 - 10.07.2024

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

Bitte beachten Sie, dass das Kolloquium online stattfindet.

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Bemerkung *Registration* – StudIP / *Size restriction* – 15 / *Prerequisites* – DidF & DidA/ *Further Information* – katharina.delius@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. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 307

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 *Registration* – StudIP 1.3.-31.3.24 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~

Literatur Required Reading - Texts will be provided in class.

#### LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele| Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

SL: topic reflection, annotated bibliography,

Literatur PL: schriftliche Hausarbeit  
 König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*.  
 Berlin: Erich Schmidt Verlag.

LingA2

**Advanced Methodology of Teaching English as a Foreign Language mit Schulpraktikum (DidA/DidPA)**

**Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
 Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311  
 Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311  
 Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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DidA

**Classroom analysis - engaging methods and means**

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

Mi wöchentl. 14:00 - 16:00 03.04.2024 - 10.07.2024 1211 - 333

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating students' 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 of 10 minutes and collaboratively work on one teaching sequence. This will be either taught in the course or in front of a class 8 or 12. The information on the final examination (Veranstaltungsbegleitende Prüfungsleistung, VbP) will be given at the beginning of the course.

Bemerkung	Registration – StudIP 01.03. - 31.03.2024 / Further Information – sven.traumann@engsem.uni-hannover.de
Literatur	See course page on StudIP.

### Diversity matters: Designing and implementing workshops on diversity at the IGS Celle

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

Fr Einzel	14:30 - 18:00	26.04.2024 - 26.04.2024	1211 - 311
Fr Einzel	14:30 - 18:00	07.06.2024 - 07.06.2024	1211 - 311
Fr Einzel	14:30 - 18:00	05.07.2024 - 05.07.2024	1211 - 311
Mi Einzel	07:30 - 08:30	07.08.2024 - 07.08.2024	
Do Einzel	07:30 - 13:30	08.08.2024 - 08.08.2024	

**Kommentar** In this block seminar, you will have the opportunity to design and carry out a part of a multifaceted workshops series on "diversity" in cooperation with the IGS Celle in August (7<sup>th</sup>/8<sup>th</sup>). By working with learners on-site, your teaching ideas will be not only theoretically developed but also subjected to a practical reality check.

The seminar is structured into five parts:

**1. Kick-Off (26/04: 14:30-18:00)** : We will explore why diversity is central both as a topic in the English classroom and in relation to the learners themselves. Possible teaching approaches and resources for your workshop concept will be presented.

**2. Project Planning (07/06: 14:30-18:00)**: From the creative idea to the precise project outline, you will learn how to turn your project ideas into concrete plans in a learner-, tasked-based and action-oriented way.

**3. Project Presentation (05/07: 14:30-18:00)**: You present your workshop concepts, which will be further optimized in a peer environment (feedback discussion).

**4. Project Execution (07/08 or 08/08: 07:30-13:30)**: The highlight of our seminar! The practical realization of your designed workshops at the IGS Celle enables you to put your ideas into practice and gain valuable hands-on experiences.

**5. Project Reflection** (date will be announced later): Together we will reflect on your teaching experience to further promote your individual teaching competences.

**Course Credits:** This seminar requires regular and active participation and thorough reading of the materials provided. The design of your workshop plans, the presentation of these in the seminar, and the workshop implementation on-site in Celle on 07 & 08.08.2024 are components of the course achievement.

**Examination Credits:** The examination credits comprise preparing a portfolio that includes the planning, realization, and evaluation of your project (VbP).

You can look forward to a seminar that not only provides theoretical knowledge but also offers practical experience and concrete application options for designing the topic of diversity in diverse English classrooms in a learner-oriented way.

Dates:

I) 26.04.2024; 14:30-18:00

II) 07.06.; 14:30-18:00

III) 05.07.; 14:30-18:00

IV) 07./08.08.2024 07:30 – 13:30h (IGS CELLE)

NN (Online-Konsultation / Reflexion)

**Bemerkung** *Registration – StudIP / Size restriction – 30 / Prerequisites – DidF / Further Information – katharina.delius@engsem.uni-hannover.de, OR alexander.kuhrs.woltin@engsem.uni-hannover.de*

**Literatur** See the StudIP course for further instructions.

### Films in ELT

Seminar, SWS: 2, Max. Teilnehmer: 20  
 Delius, Katharina

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 311

**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) (*VbP*).

Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

**Bemerkung** *Registration – StudIP / Size restriction – 20 / 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.

### Teaching Writing

Seminar, SWS: 2, Max. Teilnehmer: 20  
 Delius, Katharina

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 311

Bemerkung zur Achtung: online Termine  
 Gruppe

**Kommentar** Being able to write texts in English adequate to contexts, situations and communicative purposes can be regarded as a key competence. However, many learners of the foreign language struggle to effectively combine their ideas and purposes with matching language structures and chunks. The genre-approach combined with different process- and product-oriented methods can help learners on their path to become successful writers. In this seminar, students will both learn about the theories behind the process of writing and acquire skills to effectively teach writing in the EFL classroom. We will look at a variety of different genres and their written representatives (e.g., cooking recipes, travel blog entries or fairy tales) and how to prepare teaching units focusing on one genre. Students will get the chance to create and evaluate their own teaching material based on various genres of their choice.

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) (*VbP*).

Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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**Bemerkung** *Registration – StudIP / Size restriction – 20 / Prerequisites – DidF / Further Information – katharina.delius@engsem.uni-hannover.de*

**Literatur** A list with secondary texts which students need to prepare in advance for each session will be provided on StudIP.

### DidPA

## Diversity in the EFL Classroom - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12  
Traumann, Sven

Mi wöchentl. 16:00 - 19:00 17.04.2024 - 17.04.2024

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

## Feedback - Zusatzveranstaltung im Block

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

Do wöchentl. 16:00 - 19:00 25.04.2024 - 25.04.2024

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### Games - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12  
Hatala, Svenja

Di wöchentl. 16:00 - 19:00 09.04.2024 - 09.04.2024 1211 - 311

**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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### KI - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12  
Kuhrs Woltin, Alexander

Mi Einzel 16:00 - 19:00 03.07.2024 - 03.07.2024

**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?

### Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20  
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 01.04.2024 - 08.07.2024 1211 - 004

**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 / Size restriction – 20 / Prerequisites – DidF / Further Information – carolin.becker-rolfs@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

Mi wöchentl. 14:00 - 16:00 03.04.2024 - 10.07.2024 1211 - 311

**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.-31.03.2024 / *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.

## Fachpraktikum

### Fachpraktikum (1)

Fachpraktikum, SWS: 2  
Kuhrs Woltin, Alexander

Do wöchentl. 14:00 - 16:00 08.08.2024 - 05.09.2024 1211 - 311

Kommentar Das Lehrgebiet Didaktik des Englischen hat diverse Kooperationsschulen (u.a. IGS Hannover-Mühlenberg, Schillerschule, KGS Sehnde & IGS Stöcken) und kann Ihnen für ein universitär begleitetes Fachpraktikum Plätze zuweisen. Die Platzvergabe erfolgt auf der Grundlage Ihrer Anmeldung in StudIP, eines eingereichten Motivationsschreibens und den uns zur Verfügung stehenden Fachpraktikumsplätzen.

Das universitär begleitete Fachpraktikum ist ein wesentliches Element Ihrer ersten reflektierenden Praxiserfahrung hin zu einer sich anbahnenden professionellen Unterrichtskompetenz in der output-orientierten Vermittlung der kommunikativen und interkulturellen Fähigkeiten und Fertigkeiten des Englischunterrichts. Das Fachpraktikum ermöglicht Ihnen neben der schulpraktischen Erprobung Ihrer bisher entwickelten Fach- und Methodenkompetenzen auch Einblicke in Ihre pädagogische, soziale und Selbstkompetenz. Während Ihres Fachpraktikums, unter Betreuung schulansässiger Mentor:innen, werden zusätzlich drei universitäre Veranstaltungsblocke angeboten:  
Eine Fachpraktikumsvorbereitungsveranstaltung  
Eine Fachpraktikumszwischenevaluationsveranstaltung  
Eine Fachpraktikumsnachbereitungsveranstaltung

Die schriftliche Planung eines konkreten Unterrichtsbesuchs wird kollaborativ im Seminar betrachtet werden – ggf. werden Sie zu dieser konzipierten Stunde von einer universitären Dozentin / einem universitären Dozenten besucht und im Anschluss kollegial beraten.

Diese Veranstaltung ist offen für alle interessierten Englischfachpraktikanten:innen unter der Voraussetzung, dass DidPA erfolgreich absolviert wurde und ein 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

### Fachpraktikum (2)

Fachpraktikum, SWS: 2  
Kuhrs Woltin, Alexander

Fr wöchentl. 14:00 - 16:00 09.08.2024 - 06.09.2024 1211 - 311

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 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 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*

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

### AmerF2

### AmerF3

#### Colonialism and the Bildungsroman

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Cherie Dimaline's *The Marrow Thieves* and Ishmael Reed's *Japanese by Spring*. In addition to engaging these texts in terms of genre, we will also consider how 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.

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

Literatur Cherie Dimaline, *The Marrow Thieves* (any edition is fine; I will be using the 2017 Jacaranda edition) and Ishmael Reed, *Japanese by Spring* (I will be using the 1996 Penguin Books edition). Please note that it can take around a month for many German bookstores to deliver these books, so please order them as soon as possible. Be in touch if you have trouble getting a copy of *The Marrow Thieves* by early April. All other texts will be made available on StudIP.

#### Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 25  
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 004

Kommentar This seminar examines two closely related literary genres in which resourceful investigators try to make sense of a confusing and dangerous world: detective fiction

and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logic, ideological underpinnings, and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so, we will read classical detective fiction and more recent examples (including Thomas Pynchon's 1966 novel *The Crying of Lot 49*), discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives and detective movies (such as Rian Johnson's 2019 film *Knives Out*), and consider the parallels to so-called 'conspiracy theories.'

**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 / Prerequisites – AmerBritF1 / Further information – felix.brinker@engsem.~
Literatur	Please purchase Thomas Pynchon's (short but convoluted) novel <i>The Crying of Lot 49</i> . The book is available in a variety of different editions and formats; you can buy the version that is the cheapest or most convenient for you.  All other texts will be made available via Stud.IP.

### The Literature and Culture of the 1960s

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 333

**Kommentar** The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female gender norms in American society. In this class, we will study the 1960s by reading Sylvia Plath's *The Bell Jar* (1963) and Thomas Pynchon's *The Crying of Lot 49* (1966). We will also study the Civil Rights Movement by reading texts from Martin Luther King, Jr. and James Baldwin, and we will watch the film adaptation of *To Kill a Mockingbird* (1962).

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

Bemerkung	Registration – Stud.IP / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~
Literatur	You can use any edition of Plath's and Pynchon's novels, but make sure to read the text in a way that enables you to highlight sections or takes notes in the margins. Do not rely on audio books. All other texts will be made available on StudIP.

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

## *BritF2*

### Survey of British Literatures and Cultures

Vorlesung, SWS: 2  
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024 1211 - 105

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

In all probability, the lecture series will be recorded and may be viewed on Stud.IP.

**There are two examination dates students can choose from: 22 August 2024 and 20 February 2025 (10:00-11:00 hrs, lecture hall to be announced).**

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1 for FüBA students, none for others / Further Information –jana.gohrisch@engsem.~

**Literatur** *Recommended Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024)

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

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

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

Poplawski, Paul, ed. *English Literature in Context*. 2<sup>nd</sup> ed. (2017)

Poplawski, Paul, ed. *Studying English Literature in Context* (2022)

## *BritF3*

### Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1502 - 003

**Kommentar** This BritF3 seminar accompanies but does not substitute the BritF2 Survey on 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 lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (longer excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will work with definitions of terms and concepts by using relevant specialist literature, such as encyclopedias, dictionaries, websites and scholarly texts.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, recommended: BritF2 / Further Information –jana.gohrisch@engsem.~

**Literatur** *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024).

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

All other material (including the longer excerpts from *Robinson Crusoe*) will be provided on Stud.IP.

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### Survey of British Literatures and Cultures Follow-Up

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Seminar, SWS: 2, Max. Teilnehmer: 35  
Gohrisch, Jana

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Di wöchentl. 18:00 - 20:00 02.04.2024 - 09.07.2024 1211 - 333

**Kommentar** This BritF3 seminar is a revision course based on the Survey of British Literatures and Cultures (BritF2). It does not replace the regular BritF3. As a follow-up to the lecture series, this special offer will help students to revise the lecture contents by providing exercises and selected new material. We will begin with a thorough recap of the terminology acquired in the AmerBritF1 Introduction including a session on theories and methods of Literary Studies. This basic knowledge is the key to understanding the lecture series. To improve their academic English, students will learn how to use the slides to enhance their vocabulary and fluency in speaking about complex issues. We will conclude this special BritF3 seminar with an extended exam preparation.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2 / Further Information –jana.gohrisch@engsem.~

**Literatur** Required Reading and Purchase

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024) The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

The material will be provided on Stud.IP.

### Masterarbeit

#### Kolloquium zum Studienabschluss (MEd.)

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Kolloquium, SWS: 2, Max. Teilnehmer: 20  
Delius, Katharina

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Mi wöchentl. 08:00 - 10:00 10.04.2024 - 10.07.2024

**Kommentar** Dieses Kolloquium zum Studienabschluss ist eine unterstützende Begleitung für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen (MA / BA) 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/BA-Kandidat\*in erstellte Literaturliste dienen u.a. als Grundlage für ein wechselseitiges Feedback und eine kollegiale Beratung.

Bitte beachten Sie, dass das Kolloquium online stattfindet.

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Bemerkung *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

Seminar, SWS: 2, Max. Teilnehmer: 25  
Paland, Meike

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 004

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

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

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

#### LingF2

##### Introduction to Linguistics II

Vorlesung, SWS: 2  
Jalanesh, Aida

Do wöchentl. 12:00 - 14:00 11.04.2024 - 11.07.2024 1211 - 105

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

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

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

##### Introduction to Linguistics II

Vorlesung, SWS: 2  
Jalanesh, Aida

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Do wöchentl. 14:00 - 16:00 11.04.2024 - 11.07.2024 1211 - 307

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

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

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Mi wöchentl. 10:00 - 12:00 10.04.2024 - 10.07.2024 1211 - 307

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

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

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

### Introduction to Linguistics II

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Vorlesung, SWS: 2  
Troitzschel, Yasmin

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Mi wöchentl. 12:00 - 14:00 10.04.2024 - 10.07.2024 1211 - 105

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

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

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

## Intermediate Linguistics (LingF3/LingF4)

### LingF3

#### Phonetics & Phonology for Master

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

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Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 333

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

branches of their future studies. From a contrastive point of view, we will be focusing on differences between RP and General American on the one hand and High German on the other hand. From a variationist point of view, we will be studying current and recent trends in standard accents and major regional varieties. Students will also develop skills in perceiving, articulating and transcribing vowels, diphthongs and consonants using IPA symbols.

- Bemerkung Registration – Stud.IP 1.-31.03.2024 / Prerequisites – LingF1 and LingF2 (if applicable) / Further Information –ulrike.altendorf@engsem.~
- Literatur Holger Schmitt (2011). *Phonetic Transcription: From first steps to ear transcription*. Ernst Schmidt Verlag

## LingF4

### English Dialectology

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

Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 307

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 *Registration* – StudIP 1.3.-31.3.24 / *Prerequisites* – LingF1, LingF2 and Ling F3 (if applicable) / *Further Information* –ulrike.altendorf@engsem.~
- Literatur Required Reading - Texts will be provided in class.

## Advanced Linguistics (LingA1/LingA2)

### LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

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

construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

### **Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2

Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information*  
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### *LingA2*

### **Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2

Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.



Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Bemerkung Das Seminar kann für LingA oder DidA angerechnet werden  
*Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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## Foundations Literature and Culture (AmerBritF1)

### AmerBritF1

#### Introduction to Literary Studies

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

Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 307

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 / 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.

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

### AmerF2

### AmerF3

#### Colonialism and the Bildungsroman

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar In this course, we will hone our skills as close readers and literary critics through consideration of two novels, Cherie Dimaline's *The Marrow Thieves* and Ishmael Reed's *Japanese by Spring*. In addition to engaging these texts in terms of genre, we will also consider how 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.

Bemerkung	Registration – Stud.IP / Prerequisites – BA: Intermediate Literature and Culture, MA: none / Further information – abigail.fagan@engsem.~
Literatur	Cherie Dimaline, <i>The Marrow Thieves</i> (any edition is fine; I will be using the 2017 Jacaranda edition) and Ishmael Reed, <i>Japanese by Spring</i> (I will be using the 1996 Penguin Books edition). Please note that it can take around a month for many German bookstores to deliver these books, so please order them as soon as possible. Be in touch if you have trouble getting a copy of <i>The Marrow Thieves</i> by early April. All other texts will be made available on StudIP.

### Crime and Conspiracy Fictions

Seminar, SWS: 2, Max. Teilnehmer: 25  
Brinker, Felix

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 004

**Kommentar** This seminar examines two closely related literary genres in which resourceful investigators try to make sense of a confusing and dangerous world: detective fiction and conspiracy narratives. Originating in the nineteenth century, detective narratives like Edgar Allan Poe's *The Murders in the Rue Morgue* imagine the modern world as a complex and threatening place whose puzzles can be mastered by the skillful deductions of rational detectives. Conspiracy fiction, by contrast, frames the whole world as a crime scene and playground for sinister hidden forces. While the heroes of classical detective fiction tend to solve their cases, the protagonists of conspiracy narratives usually fail to do so as the conspirators' schemes turn out to be too vast to be defeated—as a result, all investigators can do is continue to investigate and add pieces to a puzzle that can never be finished. Interestingly, a similar logic is also on display in the putatively non-fictional conspiracy narratives that have in recent years returned to the center stage of American politics. In this seminar, we will critically engage with the storytelling logic, ideological underpinnings, and appeals of such narratives and try to come to terms with both the reasons for their enduring popularity. We will also examine conspiracy narratives' inadequacy as a belief system that tries to make sense of a complex social world. To do so, we will read classical detective fiction and more recent examples (including Thomas Pynchon's 1966 novel *The Crying of Lot 49*), discuss theoretical approaches to the crime and conspiracy genre, engage with filmic conspiracy narratives and detective movies (such as Rian Johnson's 2019 film *Knives Out*), and consider the parallels to so-called 'conspiracy theories.'

**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 / Prerequisites – AmerBritF1 / Further information – felix.brinker@engsem.~
Literatur	Please purchase Thomas Pynchon's (short but convoluted) novel <i>The Crying of Lot 49</i> . The book is available in a variety of different editions and formats; you can buy the version that is the cheapest or most convenient for you.  All other texts will be made available via Stud.IP.

### The Literature and Culture of the 1960s

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 333

**Kommentar** The 1960s in the United States was a decade of cultural uproar and a reevaluation of existing norms and ideals. Politically and culturally, the decade is informed by the Cold War and its political crises and by the Civil Rights Movement. Moreover, 1960s literature returns time and again to conceptions of gender in terms of a reconsideration of female

gender norms in American society. In this class, we will study the 1960s by reading Sylvia Plath's *The Bell Jar* (1963) and Thomas Pynchon's *The Crying of Lot 49* (1966). We will also study the Civil Rights Movement by reading texts from Martin Luther King, Jr. and James Baldwin, and we will watch the film adaptation of *To Kill a Mockingbird* (1962).

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

Bemerkung

Registration – Stud.IP / Prerequisites – AmerBritF1 / Further Information – ilka.brasch@engsem.~

Literatur

You can use any edition of Plath's and Pynchon's novels, but make sure to read the text in a way that enables you to highlight sections or takes notes in the margins. Do not rely on audio books. All other texts will be made available on StudIP.

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

### *BritF2*

#### Survey of British Literatures and Cultures

Vorlesung, SWS: 2  
Gohrisch, Jana

Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024 1211 - 105

Kommentar

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

In all probability, the lecture series will be recorded and may be viewed on Stud.IP.

**There are two examination dates students can choose from: 22 August 2024 and 20 February 2025 (10:00-11:00 hrs, lecture hall to be announced).**

Bemerkung

Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1 for FÜBA students, none for others / Further Information –jana.gohrisch@engsem.~

Literatur

*Recommended Reading*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024)

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

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

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

Poplawski, Paul, ed. *English Literature in Context*. 2<sup>nd</sup> ed. (2017)

Poplawski, Paul, ed. *Studying English Literature in Context* (2022)

### *BritF3*

#### Practising Literary Criticism: British and Postcolonial Literatures

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1502 - 003

**Kommentar** This BritF3 seminar accompanies but does not substitute the BritF2 Survey on 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 lecture and explore their representations of race, class and gender in their respective historical and generic contexts. Our particular focus will be on Shakespeare's tragedy *Othello* (entire play) and Daniel Defoe's novel *Robinson Crusoe* (longer excerpts). We will thus investigate how the texts have contributed to shape an understanding of British history and culture. To achieve this objective, students will work with definitions of terms and concepts by using relevant specialist literature, such as encyclopedias, dictionaries, websites and scholarly texts.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, recommended: BritF2 / Further Information – jana.gohrisch@engsem.~

**Literatur** *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024).

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

All other material (including the longer excerpts from *Robinson Crusoe*) will be provided on Stud.IP.

### Survey of British Literatures and Cultures Follow-Up

Seminar, SWS: 2, Max. Teilnehmer: 35  
Gohrisch, Jana

Di wöchentl. 18:00 - 20:00 02.04.2024 - 09.07.2024 1211 - 333

**Kommentar** This BritF3 seminar is a revision course based on the Survey of British Literatures and Cultures (BritF2). It does not replace the regular BritF3. As a follow-up to the lecture series, this special offer will help students to revise the lecture contents by providing exercises and selected new material. We will begin with a thorough recap of the terminology acquired in the AmerBritF1 Introduction including a session on theories and methods of Literary Studies. This basic knowledge is the key to understanding the lecture series. To improve their academic English, students will learn how to use the slides to enhance their vocabulary and fluency in speaking about complex issues. We will conclude this special BritF3 seminar with an extended exam preparation.

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2 / Further Information – jana.gohrisch@engsem.~

**Literatur** *Required Reading and Purchase*

Gohrisch, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024) The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

The material will be provided on Stud.IP.

## Advanced Literature and Culture (AmerA/BritA)

### AmerA

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

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

**Literatur** Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

**Bemerkung** Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

**Literatur** Will be made available on StudIP.

## Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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** Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

**Literatur** All literature will be made available on Stud.IP.

## Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically

diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

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

Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further Information</i> – anna-lena.oldehus@engsem.~
Literatur	All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

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Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.
Bemerkung	Registration – Stud.IP / 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.

### *BritA*

#### **19th-Century British Literature and Culture**

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

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Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar	Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19 <sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel <i>North and South</i> (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy <i>The Importance of Being Earnest</i> (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.
Bemerkung	Stud.IP/ Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~
Literatur	<i>Required Reading:</i> Elizabeth Gaskell. <i>North and South</i> (1854/55) Robert Louis Stevenson. <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886) Oscar Wilde. <i>The Importance of Being Earnest</i> (1895)



The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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).

Gohrlich, Jana. "Guidelines and Reading Material British and Postcolonial Studies" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

## Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

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

*AmerA*

**Banned Books**

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar	In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's <i>Fun Home</i> (2006) and Toni Morrison's <i>Beloved</i> (1987).
Bemerkung	<b>Content note:</b> In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence. Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~
Literatur	Alison Bechdel, <i>Fun Home</i> (2006); Toni Morrison, <i>Beloved</i> (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar	As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.
Bemerkung	<b>Content note:</b> 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. Registration – Stud.IP / 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.

### Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

Kommentar	In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and
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economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

Literatur Will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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 Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

Literatur All literature will be made available on StudIP.

### Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

Kommentar California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the

state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
- Literatur All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

Kommentar In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

**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 / *Prerequisites* – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / *Further Information* – anna-lena.oldehus@engsem.~
- Literatur All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age

of its Technological Reproducibility” and Theodor W. Adorno’s writings on the “Culture Industry,” Marshall McLuhan’s work on media as “extensions” human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of “participatory culture.” Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung Registration – Stud.IP / 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.

### *BritA*

#### **19th-Century British Literature and Culture**

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell’s Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle’s famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown’s Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson’s gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde’s comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

Bemerkung Stud.IP/ Registration – Stud.IP 01.-31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FüBA students, none for others / Size restriction – 40 / Further Information – jana.gohrisch@engsem.~

Literatur *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

**Please read at least Gaskell’s novel during term break, i.e. before the course begins.**

#### **British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

**Bemerkung** Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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" (2024)

Please buy your own copies of Brontë's novel and of Peter Barry's *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader

from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

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

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams’ comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett’s play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath’s *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean’s play *One Man, Two Guvnor’s* (2011), an English adaptation of Carlo Goldini’s Commedia dell’arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the ‘Introduction to Literary Studies’ (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

**Bemerkung** Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

**Literatur** *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

### LingA1

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

Seminar, SWS: 2, Max. Teilnehmer: 45  
Diewald, Gabriele | Schulze, Rainer

Di wöchentl. 10:00 - 12:00 09.04.2024 - 09.07.2024 1211 - 105

**Kommentar** This advanced seminar aims to give an overview of the most important structural differences between English and German. It will reconsider some issues already discussed in earlier introductory classes (e.g. Introduction to Linguistics), albeit from a decidedly different point of view. We will explore how the basic structural differences between English and German are related to each other. The focus of this seminar will therefore be on clusters or bundles of contrast, each of which can be derived from a fundamental structural difference between the two languages. The overarching objective, then, will be to show how it is possible to bring order to the large variety of superficially unrelated contrasts between English and German which, after all, are two otherwise closely related languages. Thus, we will take a bird’s-eye view of the two languages: the task will be to work out their most essential characteristics and trace back our findings



concerning what they have and have not in common to general tendencies among the world's languages. One crucial insight is going to be that many of the differences between English and German are not restricted to these two languages, but represent more general contrasts between languages which – like English and German – represent different language types. Along these lines, we will have to restrict ourselves to a few select phonetic and phonological, morphological, grammatical, syntactic, pragmatic and/or semantic issues: agreement, analytic, blending of constructions, case system, (pseudo-) cleft, final devoicing, focus particle, fused constructions, gerund, grammatical relation, grammaticalisation, interference types (substitution, over-/ underspecification, over-/underrepresentation), loose-fit language, markedness, modal particle, passive construction, predicate-argument structure, preposition stranding, raising construction, semantic roles of subjects and objects, synthetic, theme and rheme, tight-fit language, transfer, transitive construction, transparency, verb-phrase contrasts, word order, and word stress.

SL: topic reflection, annotated bibliography,

PL: schriftliche Hausarbeit

Literatur König, Ekkehard and Volker Gast. <sup>4</sup>2018. *Understanding English-German Contrasts*. Berlin: Erich Schmidt Verlag.

### **Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration* – StudIP / *Size restriction* – 16 / *Prerequisites* – none / *Further Information*  
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### *LingA2*

### **Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle

Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information –*

## Foundations Language Practice (SP1/SP2)

### SP1

### SP2

#### Grammar (Group 1)

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

Mo wöchentl. 10:00 - 12:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

#### Grammar (Group 2)

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.2024-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

#### Grammar (Group 3)

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

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Further Information – anne.gans@engsem.~

### **Grammar (Group 4)**

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

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 / Assessment Tasks – SL: will be specified in class, PL: exam / Size restriction – 25 / Further Information – anne.gans@engsem.~

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

*SP3*

*SP4*

#### **Advanced Composition (Group 1) - ONLINE**

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

Mo wöchentl. 08:00 - 10:00 08.04.2024 - 08.07.2024

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

#### **Advanced Composition (Group 2)**

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

Di wöchentl. 08:00 - 10:00 02.04.2024 - 09.07.2024 1211 - 333

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

Bemerkung Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

#### **Advanced Composition (Group 3) - ONLINE**

Seminar, SWS: 2, Max. Teilnehmer: 25

Schneller, Jill

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Mi wöchentl. 08:00 - 10:00 03.04.2024 - 10.07.2024

Bemerkung zur ONLINE

Gruppe

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

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### **Advanced Composition (Group 4)**

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Seminar, SWS: 2, Max. Teilnehmer: 25

Schneller, Jill

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Do wöchentl. 08:00 - 10:00 04.04.2024 - 11.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

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### **Advanced Composition (Group 5)**

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Seminar, SWS: 2, Max. Teilnehmer: 25

Schneller, Jill

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Do wöchentl. 10:00 - 12:00 04.04.2024 - 11.07.2024 1211 - 333

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

**Bemerkung** Registration – StudIP 01.03.-15.03.2024 / Prerequisites – SP1 + SP2 and SP3 / Assessment Tasks – SL: two written tasks PL: 90-min exam / Size restriction – 25 / Further Information – jill.schneller@engsem.~

Please note the mock exam is on Saturday, 29 June, 2024. The final exam will take place on Saturday, 6 July, 2024.

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### **Advanced Composition Online Make-up - ONLINE**

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Seminar, SWS: 2, Max. Teilnehmer: 25

Schneller, Jill

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Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024

Bemerkung zur ONLINE

Gruppe

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Kommentar	Advanced Language Practice  This course allows all students taking SP4 in the current semester the opportunity to ask further questions and make up lessons that they missed.
Bemerkung	Registration – will be done automatically / Prerequisites – taking SP4 in the current semester / Assessment Tasks – none / Size restriction – none / Further Information – jill.schneller@engsem.~

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

### DidF1

#### Introduction to Teaching English as a Foreign Language

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

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Mo wöchentl. 14:00 - 16:00 08.04.2024 - 08.07.2024 1211 - 333

Kommentar	<p>This introductory methodology course is obligatory for all student teachers, and we recommend participation in the 3<sup>rd</sup> or 4<sup>th</sup> semester. This course is designed to initiate a transition from a former pupil to a future teacher perspective regarding the teaching and learning of English as a foreign language (EFL). It thus will provide student teachers with an overview on fundamental theoretical, empirical as well as pedagogical areas that are involved in the process of teaching and learning EFL. Specifically, the course will cover: European and national language learning policies second language learning theories methods and principles of teaching EFL teaching intercultural communicative competence teaching receptive, productive, and mediation skills teaching language means (grammar and vocabulary) teaching literature implementing digitalization and modern media</p> <p>We will also address the issue of heterogeneity in the EFL classroom by outlining means of internal differentiation and the educational mandate of inclusion. The promotion of (foreign) language learning as individual and collaborative achievement, developing learner- and learning-centred teaching, and supporting task-based learning will be focused on as particularly relevant issues for today's teaching of EFL. The main topics will be introduced, and they will be consolidated and deepened against the background of relevant research and some examples of good classroom practices.</p> <p>The course is based on Grimm, N. et al. (2015). Purchasing this textbook is highly recommended.</p> <p>An optional tutorial will be offered.</p> <p>To receive course credit (<i>Studienleistung</i>) you will have to pass two out of four online quizzes. The final examination (<i>Prüfungsleistung</i>) will be a written exam.</p>
Bemerkung	Registration – StudIP 01.-31.03.2024 / 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

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

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Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 004

Kommentar	<p>This introductory methodology course is obligatory for all student teachers, and we recommend participation in the 3<sup>rd</sup> or 4<sup>th</sup> 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</p>
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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 01.03. - 31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de
- Literatur *Obligatory Reading:* Grimm N. Meyer M. und Volkmann, L. Teaching English. Narr, 2015. Additional texts will be posted on StudIP.

**DidF2**

**Developing Tasks and Material for ELT**

Seminar, SWS: 2, Max. Teilnehmer: 25  
 Delius, Katharina

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 311

Bemerkung zur Achtung: online Termine  
 Gruppe

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, drama-based 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: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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- Bemerkung *Registration* – StudIP / *Size restriction* – 25 / *Prerequisites* – DidF1 / *Further Information* – katharina.delius@engsem.uni-hannover.de
- Literatur See the StudIP course for further instructions.

**DidF2 Fischer**

Seminar, SWS: 2, Max. Teilnehmer: 25  
 Fischer, Christian

Do wöchentl. 18:00 - 20:00 04.04.2024 - 11.07.2024 1211 - 333

Bemerkung Registration – StudIP 01.03.-31.03.24 / Size restriction – 25 / Prerequisites – DidF1 & comprehensive knowledge of mandatory texts / Further Information – christian.fischer@engsem.uni-hannover.de

**Digital foreign language teaching: How to use and produce digital media**

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

Mo wöchentl. 16:00 - 18:00 08.04.2024 - 08.07.2024 1211 - 333

Kommentar The future role of foreign language teachers requires the seamless integration of the digital world into foreign language teaching. With the revised scholastic standards (KMK, 2023), the focus is shifting to "foreign language-specific digital competencies." This seminar will provide practical ideas on integrating digital media and tools into functional foreign language competencies (NKC, 2015/2017) for teaching and learning processes. We will examine the range of podcasts, learning apps, explainer videos, and AI with their many possible applications while always considering the opportunities and challenges of these innovative media and tools. The aim is to prepare you as a future English teacher with new impulses for the digital change in foreign language teaching. Course credits: Before each seminar, you will have to read selected texts that will serve as a basis for regular and active participation, as well as collaborative presentations on specific topics and developing digital media products.

Bemerkung Registration – StudIP 01.03.-31.03.2024 / Prerequisites – none / Further Information – alexander.kuhrs.woltin@engsem.uni-hannover.de

Literatur see StudIP

**Teaching Literature with iPads: The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer**

Seminar, SWS: 2, Max. Teilnehmer: 20  
Hatala, Svenja

Mo 01.04.2024 - 13.07.2024

Do wöchentl. 16:00 - 18:00 04.04.2024 - 11.07.2024

Bemerkung zur Gruppe KKS Hannover

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 limits of using student-owned iPads in the EFL classroom. Based on the core curriculum of Lower Saxony (2015/21), we will develop materials for EFL students in Year 8 based on the memoir *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer (2015).

To receive course credit (Studienleistung), you will have to a) actively participate in the seminar, b) create a digital reading/ vocab quiz for one chapter of the memoir and c) in a group, create a digital escape room for the memoir.

Bemerkung \*\*\*\*\*

Die Veranstaltung findet in der Käthe-Kollwitz-Schule, Podbielskistr. 230 statt.

You will need you own I-Pad

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*Registration – StudIP / Size restriction – 20/ Prerequisites – DidF1 / Further Information – svenja.hatala@engsem.uni-hannover.de*

Literatur Kamkwamba, William and Bryan Mealer. *The Boy Who Harnessed the Wind*. Klett, 2023. (Other versions will do as well.) Further reading material will be provided via StudIP.

**Advanced Methodology (DidA)****Globales Englisch untersuchen und unterrichten: Ein interdisziplinäres Schulkooperationsseminar (Blockseminar)**

Seminar, SWS: 2  
Heeren, Jan-Friso | Hohaus, Pascal

Di Einzel 08:30 - 17:30 21.05.2024 - 21.05.2024 1211 - 311

Mi Einzel 08:30 - 17:30 22.05.2024 - 22.05.2024 1211 - 311

Do Einzel 08:30 - 17:30 23.05.2024 - 23.05.2024 1211 - 311

Kommentar „Globales Englisch“ ist ein Konzept, das die verschiedenen Formen und Variationen der englischen Sprache weltweit untersucht und anerkennt. Es geht über das traditionelle Verständnis des Englischen als einer homogenen, normierten Sprache hinaus und erkennt die Vielfalt von Englisch in unterschiedlichen sozialen, kulturellen und geografischen Kontexten an. Der Ansatz betont die Gleichwertigkeit dieser Variationen und strebt danach, kulturelle Vielfalt und sprachliche Inklusion zu fördern. So trägt er zur Entwicklung einer umfassenderen und realistischeren Sichtweise auf die englische Sprache bei, die den Anforderungen einer globalisierten Welt gerecht wird. Das Seminar thematisiert „Globales Englisch“ aus einer interdisziplinären Perspektive, die Linguistik und Fachdidaktik miteinander verbindet. Am Ende des Seminars können Sie somit die weltweite Nutzung der englischen Sprache aus sprachwissenschaftlicher Sicht exemplarisch beschreiben und das Konzept für den schulischen Unterricht nutzen.

Teil des Seminars ist ein Schulpraxisbesuch in einer Schule in Hannover (Termin nach individueller Absprache ca. Ende Mai / Juni).

Das Seminar kann für LingA oder DidA angerechnet werden

Bemerkung *Registration – StudIP / Size restriction – 16 / Prerequisites – none / Further Information*  
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**DidA****Classroom analysis - engaging methods and means**

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

Mi wöchentl. 14:00 - 16:00 03.04.2024 - 10.07.2024 1211 - 333

Kommentar This course aims at engaging in classroom situations, such as practicing methods, evaluating students' 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 of 10 minutes and collaboratively work on one teaching sequence. This will be either taught in the course or in front of a class 8 or 12. The information on the final examination (Veranstaltungsbegleitende Prüfungsleistung, VbP) will be given at the beginning of the course.

Bemerkung Registration – StudIP 01.03. - 31.03.2024 / Further Information – sven.traumann@engsem.uni-hannover.de

Literatur See course page on StudIP.

**Diversity matters: Designing and implementing workshops on diversity at the IGS Celle**

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

Fr Einzel 14:30 - 18:00 26.04.2024 - 26.04.2024 1211 - 311



Fr Einzel 14:30 - 18:00 07.06.2024 - 07.06.2024 1211 - 311  
 Fr Einzel 14:30 - 18:00 05.07.2024 - 05.07.2024 1211 - 311  
 Mi Einzel 07:30 - 08:30 07.08.2024 - 07.08.2024  
 Do Einzel 07:30 - 13:30 08.08.2024 - 08.08.2024

**Kommentar** In this block seminar, you will have the opportunity to design and carry out a part of a multifaceted workshops series on "diversity" in cooperation with the IGS Celle in August (7<sup>th</sup>/8<sup>th</sup>). By working with learners on-site, your teaching ideas will be not only theoretically developed but also subjected to a practical reality check.

The seminar is structured into five parts:

**1. Kick-Off (26/04: 14:30-18:00)** : We will explore why diversity is central both as a topic in the English classroom and in relation to the learners themselves. Possible teaching approaches and resources for your workshop concept will be presented.

**2. Project Planning (07/06: 14:30-18:00):** From the creative idea to the precise project outline, you will learn how to turn your project ideas into concrete plans in a learner-, tasked-based and action-oriented way.

**3. Project Presentation (05/07: 14:30-18:00):** You present your workshop concepts, which will be further optimized in a peer environment (feedback discussion).

**4. Project Execution (07/08 or 08/08: 07:30-13:30):** The highlight of our seminar! The practical realization of your designed workshops at the IGS Celle enables you to put your ideas into practice and gain valuable hands-on experiences.

**5. Project Reflection** (date will be announced later): Together we will reflect on your teaching experience to further promote your individual teaching competences.

**Course Credits:** This seminar requires regular and active participation and thorough reading of the materials provided. The design of your workshop plans, the presentation of these in the seminar, and the workshop implementation on-site in Celle on 07 & 08.08.2024 are components of the course achievement.

**Examination Credits:** The examination credits comprise preparing a portfolio that includes the planning, realization, and evaluation of your project (VbP).

You can look forward to a seminar that not only provides theoretical knowledge but also offers practical experience and concrete application options for designing the topic of diversity in diverse English classrooms in a learner-oriented way.

Dates:

I) 26.04.2024; 14:30-18:00

II) 07.06.; 14:30-18:00

III) 05.07.; 14:30-18:00

IV) 07./08.08.2024 07:30 – 13:30h (IGS CELLE)

NN (Online-Konsultation / Reflexion)

**Bemerkung** *Registration – StudIP / Size restriction – 30 / Prerequisites – DidF / Further Information – katharina.delius@engsem.uni-hannover.de, OR alexander.kuhr.wolfin@engsem.uni-hannover.de*

**Literatur** See the StudIP course for further instructions.

## Films in ELT

Seminar, SWS: 2, Max. Teilnehmer: 20  
 Delius, Katharina

Fr wöchentl. 12:00 - 14:00 05.04.2024 - 12.07.2024 1211 - 311

**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) (*VbP*).

Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

Bemerkung	<i>Registration</i> – StudIP / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.deliu@engsem.uni-hannover.de
Literatur	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.

**Teaching Writing**

Seminar, SWS: 2, Max. Teilnehmer: 20  
 Delius, Katharina

Fr wöchentl. 10:00 - 12:00 05.04.2024 - 12.07.2024 1211 - 311

Bemerkung zur Achtung: online Termine  
 Gruppe

Kommentar	Being able to write texts in English adequate to contexts, situations and communicative purposes can be regarded as a key competence. However, many learners of the foreign language struggle to effectively combine their ideas and purposes with matching language structures and chunks. The genre-approach combined with different process- and product-oriented methods can help learners on their path to become successful writers. In this seminar, students will both learn about the theories behind the process of writing and acquire skills to effectively teach writing in the EFL classroom. We will look at a variety of different genres and their written representatives (e.g., cooking recipes, travel blog entries or fairy tales) and how to prepare teaching units focusing on one genre. Students will get the chance to create and evaluate their own teaching material based on various genres of their choice.  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>VbP</i> ).
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Please note that this seminar will take place in person on the following dates: 12/04; 26/04; 17/05; 07/06; 21/06; 05/07. On the remaining dates we will meet online.

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Bemerkung	<i>Registration</i> – StudIP / <i>Size restriction</i> – 20 / <i>Prerequisites</i> – DidF / <i>Further Information</i> – katharina.deliu@engsem.uni-hannover.de
Literatur	A list with secondary texts which students need to prepare in advance for each session will be provided on StudIP.

*DidPA*

**Diversity in the EFL Classroom - Zusatzveranstaltung im Block**

Seminar, Max. Teilnehmer: 12  
 Traumann, Sven

Mi wöchentl. 16:00 - 19:00 17.04.2024 - 17.04.2024

Kommentar	Studierende, die im Sommersemester das (Haupt-)Seminar DidPA und ihr Fachpraktikum erfolgreich abgeschlossen sowie ein erstes <i>Draft</i> ihres Fachpraktikumsberichts vorliegen haben, sind angehalten einen der vier DidPA-Block-Begleittermine bei einer Dozentin /
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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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### Feedback - Zusatzveranstaltung im Block

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

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Do wöchentl. 16:00 - 19:00 25.04.2024 - 25.04.2024

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### Games - Zusatzveranstaltung im Block

Seminar, Max. Teilnehmer: 12  
Hatala, Svenja

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Di wöchentl. 16:00 - 19:00 09.04.2024 - 09.04.2024 1211 - 311

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 vier 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	Hatala, Thema: Games
Seminar II	Traumann, Thema: Diversity in the Classroom
Seminar III	Becker-Rolfs, Thema: Feedback
Seminar IV	Lundberg-Netter, Thema: KI

### KI - Zusatzveranstaltung im Block

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Seminar, Max. Teilnehmer: 12  
Kuhrs Woltin, Alexander

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Mi Einzel 16:00 - 19:00 03.07.2024 - 03.07.2024

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?

## Planung & Analyse von Englischunterricht

Seminar, SWS: 2, Max. Teilnehmer: 20  
Becker-Rolfs, Carolin

Mo wöchentl. 14:00 - 16:00 01.04.2024 - 08.07.2024 1211 - 004

- 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 / Size restriction – 20 / Prerequisites – DidF / Further Information – carolin.becker-rolfs@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

Mi wöchentl. 18:00 - 20:00 03.04.2024 - 10.07.2024 1211 - 311

- 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.
- Literatur** Further information –ruth.mayer@engsem.~  
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.

#### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

**Bemerkung** Registration – Stud.IP / 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.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for "the man" to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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** Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

**Literatur** All literature will be made available on StudIP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity,

as well as cultural studies approaches to the agency of media audiences and the logics of “participatory culture.” Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences’ ability to critically engage with and appropriate media contents, and the media’s contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung Registration – Stud.IP / 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.

## AAS1

### Theories and Methods of Literary Studies

Seminar, SWS: 2, Max. Teilnehmer: 20  
Gohrisch, Jana

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 333

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

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

Bemerkung Registration – Stud.IP 01.-31.03.2024 / 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*. 4<sup>th</sup> 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” (2024)

Please buy your own copies of Brontë’s novel and of Peter Barry’s *Beginning Theory*. The theoretical texts covered in the seminar will be available free of charge in a reader from Copyshop Stork (Körnerstraße 3) and on Stud.IP. The “Guidelines” are on Stud.IP, on the departmental website and for sale in the copyshop.

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

## 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.

### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

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

**Literatur** Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

**Kommentar** From the stereotypical understanding of masculinity to emasculating “the other,” normative concepts of masculinity have created a sort of masculinity crisis that assigns and imposes specific roles for “the man” to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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** Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – lujain.youssef@engsem.~

**Literatur** All literature will be made available on Stud.IP.

### Surviving California: Imagining the Golden State



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

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Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~

**Literatur** All literature will be made available on Stud.IP.

### The Environment in American Literature

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

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Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is 'the' environment and what role does it play in our collective imagination? What does this imagination say about humans' relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

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

	CN: death). Please consult the announcements on my StudIP profile page or contact me via email if you would appreciate notes for specific kinds of content.
Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further Information</i> – anna-lena.oldehus@engsem.~
Literatur	All literature will be made available on Stud.IP.

## AAS2

**19th-Century British Literature and Culture**

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19<sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel *North and South* (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale *The Strange Case of Dr Jekyll and Mr Hyde* (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy *The Importance of Being Earnest* (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.

**Bemerkung** Stud.IP/ *Registration* – Stud.IP 01.-31.03.2024 / *Prerequisites* – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / *Size restriction* – 40 / *Further Information* – jana.gohrisch@engsem.~

**Literatur** *Required Reading:*

Elizabeth Gaskell. *North and South* (1854/55)

Robert Louis Stevenson. *The Strange Case of Dr Jekyll and Mr Hyde* (1886)

Oscar Wilde. *The Importance of Being Earnest* (1895)

The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in *The Norton Anthology of English Literature* (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.

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

**British, Scottish and Irish Historical Writing from Walter Scott to Hilary Mantel**

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

Di wöchentl. 10:00 - 12:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this seminar, we will examine a selection of literary texts from the sub-genre of British 'Historical Fiction'. We will begin by addressing the genre conventions before investigating Walter Scott's *Waverley* (1814), which is considered to be the first historical novel in British literary history. It constructs the story of its young male protagonist in a Scottish historical setting during the Jacobite Rising in 1745. Turning to an Irish dramatic text, we will examine Seán O'Casey's tragicomedy *The Plough and the Stars* (1926) set in Dublin in 1916 during the unsuccessful Easter Rising. Moving to the 21<sup>st</sup>-century, we will discuss Hilary Mantel's acclaimed historical novel *Wolf Hall* (2009), which traces the

life of Thomas Cromwell at the court of Henry VIII, as well as its BBC series adaptation *Wolf Hall* (2015) directed by Peter Kosminsky.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Walter Scott, *Waverley* (1814)

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

### Welsh, Scottish and Irish Drama of the 20th-Century

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

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 307

Kommentar This course will familiarise students with developments, playwrights and sub-genres in 20<sup>th</sup>-century British and Irish drama. Following a chronological order, we will begin with Emyln Williams' comedy *The Corn is Green* (1938) which is set in Glansarno, a remote Welsh mining village in the late 19<sup>th</sup> century. Subsequently, we will investigate Samuel Beckett's play *Waiting for Godot* (1952) and familiarise ourselves with the Theatre of the Absurd. Afterwards, we will turn to John McGrath's *The Cheviot, the Stag and the Black, Black Oil* (1973), a play that recounts major historical events that took place in the Scottish Highlands. Finally, we will read Richard Bean's play *One Man, Two Guvnor's* (2011), an English adaptation of Carlo Goldini's Commedia dell'arte play *Servant of Two Masters* (1743) which replaced the original Italian setting with a fictional Brighton of 1963.

Studying the plays, we will combine the theoretical concepts of a text-oriented approach based on the analytical categories from the 'Introduction to Literary Studies' (AmerBritF1) with a context-oriented reading that is predominantly based on the categories of class and gender in order to investigate recent developments and themes in British drama. Furthermore, we will consider the performance and staging of dramatic texts.

Bemerkung Registration – Stud.IP 01.- 31.03.2024 / Prerequisites – AmerBritF1, BritF2, BritF3 for FÜBA students, none for others / Size restriction – 40 / Further Information – aylica.boock@engsem.uni-hannover.de

Literatur *Required Reading*

Emyln Williams, *The Corn is Green* (1938)

John McGrath, *The Cheviot, the Stag and the Black, Black Oil* (1973)

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

### 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.

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

Kommentar	In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's <i>Fun Home</i> (2006) and Toni Morrison's <i>Beloved</i> (1987).
Bemerkung	<b>Content note:</b> In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence. Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – ilka.brasch@engsem.~
Literatur	Alison Bechdel, <i>Fun Home</i> (2006); Toni Morrison, <i>Beloved</i> (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

Kommentar	As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.
Bemerkung	<b>Content note:</b> 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. Registration – Stud.IP / 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.

### Representations of Men and Masculinity

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

Mi wöchentl. 10:00 - 12:00 03.04.2024 - 10.07.2024 1211 - 004

Kommentar	From the stereotypical understanding of masculinity to emasculating "the other," normative concepts of masculinity have created a sort of masculinity crisis that assigns
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and imposes specific roles for “the man” to fulfill. In this course, we will focus on questioning these established roles and the constructed image of masculinity. Moreover, this course delves into the multifaceted and evolving portrayals of the male identity in American literature and culture. With a focus on contemporary texts and theories, we will contextualize such representations within broader cultural, historical, and social frameworks that intersect with issues such as race, class, sexuality, gender, and cultural identity.

**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	Registration – Stud.IP / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – <a href="mailto:ljain.youssef@engsem.~">ljain.youssef@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### The Environment in American Literature

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

Fr wöchentl. 10:00 - 14:00 19.04.2024 - 07.06.2024 1211 - 307

**Kommentar** In this block course, we will explore the traditions, representations, and negotiations of the environment in US-American literature from the American Renaissance to the 21<sup>st</sup> century. We will consider larger questions concerning the established dualisms of nature/culture, urban/rural, organic/artificial, and human/non-human to delineate and understand their role and relevance in literary representations across the centuries. What is ‘the’ environment and what role does it play in our collective imagination? What does this imagination say about humans’ relationship to nature and non-human actors? How has it changed over time in terms of dependency and relationality? And what visions do we need for a future in which mass migration due to climate change will radically change our perception of societal and political environments such as society and the nation-state? While the fields of Environmental Humanities and Eco-Criticism provide the key theoretical backdrop to this seminar, we will also engage with a variety of fictional texts, art, and photography to understand how writers and artists have expressed ideas of nature and the environment of their times. We will thereby touch upon political, geographical, economic, religious, gendered, and racialized realities of the respective eras, to critically map out representations of injustice that are intensified due to our contemporary planetary-scale environmental problems.

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

Bemerkung	<i>Registration</i> – Stud.IP / <i>Prerequisites</i> – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / <i>Further Information</i> – <a href="mailto:anna-lena.oldehus@engsem.~">anna-lena.oldehus@engsem.~</a>
Literatur	All literature will be made available on Stud.IP.

### AAS3

### Popular Culture, Media and the Public Sphere (NAS4)

#### Banned Books

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

Mo wöchentl. 12:00 - 14:00 08.04.2024 - 08.07.2024 1211 - 307

**Kommentar** In recent years, the number of book bans in school libraries across the United States has risen steadily. Public libraries are now increasingly faced with similar attempts. Parents and activists, typically from conservative political backgrounds, seek to limit access to stories that center LGBTQ+ characters or that openly address racism. This course will pursue two interests: On the one hand, we will engage with the history and the present of book bans, with the current political contexts in which they take shape, and with the social and cultural significance of libraries in the twenty-first century. On the other hand, we will engage with literature that has been banned in some libraries, both to understand the impulse to ban these books and to read, understand, and interpret this literature in its own right. The primary texts covered in this class will include Alison Bechdel's *Fun Home* (2006) and Toni Morrison's *Beloved* (1987).

**Content note:** In the service of our collective learning and growth, this course includes 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 note that sexism, racism, and discrimination are central subjects to be discussed, and the class literature includes graphic nudity and descriptions of violence.

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

**Literatur** Alison Bechdel, *Fun Home* (2006); Toni Morrison, *Beloved* (1987). I may possibly add a third book in the beginning of the semester. All other texts will be made available on StudIP.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

**Literatur** Will be made available on StudIP.

## Surviving California: Imagining the Golden State

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

Do wöchentl. 12:00 - 14:00 04.04.2024 - 11.07.2024 1211 - 307

**Kommentar** California is certainly more than 'just another' U.S. state. Since the state's admission to the Union in 1850, the Golden State has evolved into one of the most ethnically diverse, economically complex, and culturally significant regions in the United States—if not the world. Over the last 150 years, the most populous state in the U.S. has

continued to grasp and model the public imagination through its manifold cultural (auto-)representations across different media—which sometimes stress, and sometimes gloss over California's ethnic, economic, environmental, and political conflicts and contradictions. This class aims to analyze issues and phenomena related to California from the second half of the 19th to the early 21st century: significant historical events, major socio-economic developments, cultural shifts, and regional differences. In our investigation of the Golden State from the Gold Rush to the present day, we will relate the state's historical and cultural backdrop to various representations of California in literature (short stories, essays, and at least one novel), the visual arts (Albert Bierstadt's paintings of Yosemite Valley), film (*Once Upon a Time in Hollywood*), television (*The O.C.*), as well as photography and music (SoCal Hardcore and Punk). Moving from representations to practices, we will also look at Californian leisure and labor culture(s), from surfing and skating to Silicon Valley.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further Information – florian.gross@engsem.~
Literatur	All literature will be made available on Stud.IP.

### Theorizing Media Culture from Mass Reproduction to the Digital Age

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

Di wöchentl. 14:00 - 16:00 02.04.2024 - 09.07.2024 1211 - 307

**Kommentar** In this theory-centric seminar, we will engage with several different, complementary (and, at times, diametrically opposed) approaches to the conceptualization and study of modern, post-modern, as well as contemporary media culture. Texts to be discussed in this seminar include Walter Benjamin's famous essay on "The Work of Art in the Age of its Technological Reproducibility" and Theodor W. Adorno's writings on the "Culture Industry," Marshall McLuhan's work on media as "extensions" human bodily capacity, as well as cultural studies approaches to the agency of media audiences and the logics of "participatory culture." Towards the end of the semester, we will turn to more current work on contemporary digital-era phenomena, including the impact of social media, the social agency of algorithms, the increasing domination of online activity by corporately owned platforms, and the recent rise of AI technologies such as Chat-GPT, DALLE 2 or Bard. In the process, we will consider a range of often difficult issues that are central to the workings of media culture, including the relationship between art and commerce, the embeddedness of entertainment in the mundane routines of life under capitalism, audiences' ability to critically engage with and appropriate media contents, and the media's contribution to the construction of everyday realities. Students who take this course do not need extensive background knowledge about cultural and media theory but should be prepared to engage with difficult theoretical texts on the subject matter.

Bemerkung	Registration – Stud.IP / 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.

### 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.

### Black Feminist Thought

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

Mi wöchentl. 12:00 - 14:00 03.04.2024 - 10.07.2024 1211 - 307

**Kommentar** As the authors of the Combahee River Collective wrote in 1974, "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." This argument remains central to Black feminist thought and continues to inform the ways in which Black feminist thinking is to be found throughout critical work that deconstructs and radically imagines alternatives to unequal power relationships today. In this course, we will revisit key Black feminist texts that emerged in the 1970s and 80s and discuss how these texts remain integral to current and ongoing critical conversation. While Black feminist thought has a legacy that is as old as hereditary racial enslavement, this course is designed to allow for specific engagement with anti-racist and anti-heteropatriarchal discourses of the past fifty years. We will discuss works by authors like Kimberlé Crenshaw, Hortense Spillers, Octavia Butler, and adrienne maree brown.

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

**Bemerkung** Registration – Stud.IP / 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.

## Global Hollywood

Seminar, SWS: 2, Max. Teilnehmer: 35  
Bulla Buritica, Alejandra| Dierkes, Stefan| Loock, Kathleen| Zhang, Yining

Do wöchentl. 14:00 - 16:00 04.04.2024 - 11.07.2024 1211 - 004

**Kommentar** In this course, we will critically engage with scholarship on the global entertainment media made in Hollywood and enter the debate about the cultural, political, and economic dominance of the U.S. popular culture around the world. To do so, we will first discuss theories of cultural imperialism and globalization, and then consider important historical developments such as transformations in U.S. foreign policy, changes in trade agreements, and the growth of global markets in close conjunction with national case studies that focus on Germany, Mexico, and China. The course is co-taught by the team of researchers currently working within the context of the American Studies division's ongoing "Hollywood Memories" research project.

**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 / Prerequisites – BA: Foundations Literature and Culture, Intermediate Literature and Culture, MA: none / Further information – kathleen.loock@engsem.~

**Literatur** Will be made available on StudIP.

## AAS5

### 19th-Century British Literature and Culture

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

Di wöchentl. 16:00 - 18:00 02.04.2024 - 09.07.2024 1211 - 307



Kommentar	Covering all literary genres, this course will introduce students to central British texts from the mid- to the late-19 <sup>th</sup> century. Based on the analytical categories acquired in the Introduction to Literary Studies (AmerBritF1) along with the historical and cultural knowledge from the BritF2 Survey Lecture we will read Elizabeth Gaskell's Condition-of-England novel <i>North and South</i> (1854/55) complemented by excerpts from Thomas Carlyle's famous essays on the social impact of industrialisation. We will then analyse two of Ford Madox Brown's Pre-Raphaelite paintings followed by non-fiction and poetry on issues of empire and gender. Continuing with R. L. Stevenson's gothic Doppelgänger tale <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886), we will discuss its modes and their functions for the representation of masculinity. We will end with Oscar Wilde's comedy <i>The Importance of Being Earnest</i> (1895), which challenges gendered middle-class norms and values as well as theatrical conventions with wit and irony.
Bemerkung	Stud.IP/ <i>Registration</i> – Stud.IP 01.-31.03.2024 / <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> Elizabeth Gaskell. <i>North and South</i> (1854/55) Robert Louis Stevenson. <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886) Oscar Wilde. <i>The Importance of Being Earnest</i> (1895)  The paintings, poems and the non-fictional material will be provided on StudIP. Please buy and bring your own edited copies of the novel, the novella and the play. Alternatively, you may read the texts by Stevenson and Wilde in <i>The Norton Anthology of English Literature</i> (TIB). The "Guidelines" are on Stud.IP, on the departmental website and for sale in the copyshop.  <b>Please read at least Gaskell's novel during term break, i.e. before the course begins.</b>

## Independent Studies (NAS6)

### Independent Studies: Videographic Criticism

Seminar, SWS: 2  
Loock, Kathleen

Fr	wöchentl.	10:00 - 17:00	12.04.2024 - 26.04.2024
Fr	Einzel	10:00 - 17:00	19.04.2024 - 19.04.2024
Fr	Einzel	10:00 - 17:00	26.04.2024 - 26.04.2024
Fr	Einzel	10:00 - 17:00	17.05.2024 - 17.05.2024
Fr	Einzel	10:00 - 17:00	31.05.2024 - 31.05.2024
Fr	Einzel	10:00 - 17:00	28.06.2024 - 28.06.2024

**Kommentar** In this Independent Studies course, you will learn how to make a scholarly video essay. The course provides an introduction to videographic criticism as a digital humanities method that enables scholars and students of film and media to produce knowledge using the moving images and sounds that constitute their object of study. We will engage with some scholarly work on videographic criticism and watch video essays. You will acquire the technical skills you need to work on your own video essay. Through a series of parameter-based assignments, you will learn to master the video editing software DaVinci Resolve. During the semester, students will work on one film (for the assignments and the final video essay project) that will be provided. This year's focus will be on movies that address climate change. The course is designed as a workshop. In our meetings, we will produce and discuss videographic exercises as well as the final video essay projects.

Students are required to bring an external hard drive to store their video projects as well as headphones to our meetings.

**Bemerkung** *Registration* – Stud.IP / *Prerequisites* – none / *Further information* – kathleen.loock@engsem.~

**Independent Studies: Zine!**

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

Do Einzel 14:00 - 18:00 25.04.2024 - 25.04.2024 1211 - 311  
Do Einzel 14:00 - 18:00 06.06.2024 - 06.06.2024 1211 - 311  
Do Einzel 14:00 - 18:00 20.06.2024 - 20.06.2024 1211 - 311

**Kommentar** In this independent studies block course, we will briefly discuss the political and material history of the “zine,” a mode of cheap, grass-roots publication that lends itself well to ad hoc student groups and social activists. Students will then plan, edit, and print their own zines over the course of the semester. As this course is taking place in the form of three longer meetings, please be sure that your schedule will allow you to attend all three sessions. Each session will include a brief discussion of the significance of “zines” culturally and historically, time for group or individual work associated with developing a topic and garnering text and other media for the production of a zine, as well as time for students to actually begin the material work of printing and distributing their zines. Our final course meeting will conclude with informal presentations of the zines produced for the course. All course literature will be made available via Stud.IP. Course meetings will take place from 14:00 to 18:00 on 25.04., 06.06., and 20.06.

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

**Bemerkung** Registration – Stud.IP / Prerequisites: none / Further Information – abigail.fagan@engsem.~

**Literatur** All readings will be made available on StudIP

**Professional Skills (NAS7)****Advanced Editorial Practice (for members of the In Progress editorial team)**

Seminar  
Brinker, Felix

**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** Zeit: Nach Absprache, Ort: Online; Beginn: Ongoing/Nach Absprache

*Registration* – to participate, please contact the instructor directly / *Prerequisites* – none / Further information – felix.brinker@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 10.04.2024 - 13.07.2024 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 10.04.2024 - 13.07.2024 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: 12  
Gans, Anne

Di wöchentl. 12:00 - 14:00 02.04.2024 - 09.07.2024 1211 - 311

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 01.03.-15.03.2024 / Prerequisites – none / Assessment Tasks – SL: four short oral presentations. PL: (SPE only) 110-minute written exam / Further Information – anne.gans@engsem.~

## Electives (NAS8)

### Lektüre-Kolloquium des Literarischen Salons: Neuestes vom Buchmarkt

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

Mi wöchentl. 16:00 - 18:00 10.04.2024 - 13.07.2024 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 10.04.2024 - 13.07.2024 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".