HUMBOLDT-UNIVERSITÄT ZU BERLIN

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Institut für Anglistik und Amerikanistik

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Institut für Anglistik und Amerikanistik

Attention all students: please double check your courses immediately before the semester for changes that have occurred at short notice.

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Studienordnung 2007

Basisstudium

Applied Language Studies: Use the registration form to register for the course

Modul 1: American Literary and Cultural History

5250001 American Literary History II: 1918 to the Present (englisch)

2 SWS	1 SP				
VL	Mi	14-15	wöch.	UL 6 , 3038/035	E. Boesenberg

The lecture offers an overview of U.S. American literary history since World War I. It is complemented by a Lektüreseminar in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (Shorter Seventh Edition), which is an essential text for the study of American literature. Additional texts will be available on moodle and in a folder in the library. Credits are based on regular attendance, participation in class discussions, an oral presentation or, in exceptional cases, a short written assignment. B.A. students in American Studies will be tutored by more advanced students in the Master program. For the lecture, no registration is necessary.

5250002 American Literary History II: 1918 to the Present (englisch)

2 SWS	2 SP				
UE	Mo	14-16	14tgl./1	I 110 , 343	MA-Studierende

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES.

5250003 American Literary History II: 1918 to the Present (englisch)

2 SWS	2 SP				
UE	Di	14-16	14tgl./1	I 110 , 343	MA-Studierende

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES.

5250004 American Literary History II: 1918 to the Present (englisch)

2 SWS	2 SP				
UE	Do	12-14	14tgl./1	I 110 , 343	MA-Studierende

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES.

5250005 American Literary History II: 1918 to the Present (englisch)

2 SWS	2 SP				
UE	Fr	12-14	14tgl./1	I 110 , 343	MA-Studierende

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES.

5250128 Language Awareness: Grammar in Context (englisch)

2 SWS	2 SP				
UE	Mo	14-16	wöch.	I 110 , 353	K. Heukroth
	Mi	10-12	wöch.	I 110 , 353	U. Scheffler
	Do	10-12	wöch.	I 110 , 306	U. Scheffler

Gives students the opportunity to exercise grammatical choice in relation to particular contexts in which language is used; tasks designed to show the links between form, meaning and use will be supplemented by form-focused exercises; focuses on grammatical features like tense / aspect / correlation, passive voice, finite and non-finite clauses.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kornelia.heukroth@rz.hu-berlin.de or ursula.scheffler@rz.hu-berlin.de

5250129 Language Awareness: Working with Words (englisch)

2 SWS	2 SP				
UE	Di	08-10	wöch.	DOR 24 , 1.502	K. Heukroth

Encourages participants to make more effective use of various types of dictionaries; aims to assist students looking to expand their vocabulary in order to express their ideas appropriately and accurately; helps to develop skills and strategies to expand their own vocabulary from authentic sources and to recall new vocabulary.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kornelia.heukroth@rz.hu-berlin.de

5250130 Language Awareness: Academic Vocabulary (englisch)

2 SWS	2 SP				
UE	Fr	10-12	wöch.	DOR 65 , 325	K. Heukroth

The course aims to help participants understand and use general and discipline-specific vocabulary at university level, combining independent study and class activities. It provides ample opportunity to encounter and practice the selected vocabulary in a variety of contexts. A general goal is to help participants develop strategies to continue increasing their vocabulary and become more proficient in the use of monolingual dictionaries.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kornelia.heukroth@rz.hu-berlin.de

5250132 Language Awareness: Learning Language with Literature (englisch)

2 SWS	2 SP				
UE	Di	14-16	wöch.	DOR 65 , 325	E. Kelly

Short stories by famous American, British and Irish authors form the basis for this course. Each short story has its own particular linguistic features and can be deconstructed quite easily and effectively for the purpose of practical grammatical analysis and language acquisition. By examining authentic literary texts, students have the opportunity to see how different writers have their own unique way of using language, structure and form to create a particular style and can apply this to their class assignments and essays.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kellyeim@cms.hu-berlin.de

5250149 Language Consultation (englisch)

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2004A	K. Heukroth

For students taking language classes in the BA programmes in English Studies (M 8 and 13) or American Studies (M 1, 3 and 5).
Please register for consultation via email: kornelia.heukroth@rz.hu-berlin.de

5250150 Language Consultation (englisch)

1 SWS					
UE	Mo	18-19	wöch.	DOR 65 , 325	U. Scheffler

For students taking language classes in the BA programmes in English Studies (M8 and 13) or American Studies (M1 and 3).
Please register for consultation via email ursula.scheffler@rz.hu-berlin.de

Modul 2: American Literary and Cultural Theory

5250006 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Mi	12-14	wöch.	DOR 24 , 1.601	E. Boesenberg

This course aims at introducing students to a variety of scholarly discourses and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies the responses to these sources by scholars of American Studies with different theoretical backgrounds. Addressed are theories
such as Structuralism, Deconstruction, Gender Studies, Visual Studies, Whiteness Studies, Marxism, Critical Race Theory and Border Studies, etc. The students are encouraged to reflect critically on the ways these
theories are engaged in the production and ascription of gender, race, ethnicity, sexuality, and other categories.
The course registration is via AGNES. The number of participants is limited to 30 per course.
Reading:
• There will be a reader with texts to be discussed in class at
Sprintout (S-Bögen) by April 1st. A good introduction to the topic is
Neil Campbell and Alasdair Kean's American Cultural Studies. London:
Routledge, 2006.
Requirements:

The requirement for the class is presence and participation. For the MAP
you will have to answer a few essay questions pertaining to this class.

5250007 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Mo	14-16	wöch.	DOR 24 , 1.601	M. Klepper

This course aims at introducing students to a variety of scholarly discourses and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies the responses to these sources by scholars of American Studies with different theoretical backgrounds. Addressed are theories
such as Structuralism, Deconstruction, Gender Studies, Visual Studies, Whiteness Studies, Marxism, Critical Race Theory and Border Studies, etc. The students are encouraged to reflect critically on the ways these
theories are engaged in the production and ascription of gender, race, ethnicity, sexuality, and other categories.
The course registration is via AGNES. The number of participants is limited to 30 per course.
Reading:
• There will be a reader with texts to be discussed in class at
Sprintout (S-Bögen) by April 1st. A good introduction to the topic is
Neil Campbell and Alasdair Kean's American Cultural Studies. London:
Routledge, 2006.
Requirements:
The requirement for the class is presence and participation. For the MAP
you will have to answer a few essay questions pertaining to this class.
Key Moodle: Amcu

5250008 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.601	C. Holler

This course aims at introducing students to a variety of scholarly discourses and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies the responses to these sources by scholars of American Studies with different theoretical backgrounds. Addressed are theories
such as Structuralism, Deconstruction, Gender Studies, Visual Studies, Whiteness Studies, Marxism, Critical Race Theory and Border Studies, etc. The students are encouraged to reflect critically on the ways these
theories are engaged in the production and ascription of gender, race, ethnicity, sexuality, and other categories.
The course registration is via AGNES. The number of participants is limited to 30 per course.
Reading:
• There will be a reader with texts to be discussed in class at
Sprintout (S-Bögen) by April 1st. A good introduction to the topic is
Neil Campbell and Alasdair Kean's American Cultural Studies. London:
Routledge, 2006.
Requirements:
The requirement for the class is presence and participation. For the MAP
you will have to answer a few essay questions pertaining to this class.

5250135 Listening and Speaking: Voices of Great Britain, Ireland and the United States (englisch)

2 SWS	2 SP				
UE	Mi	14-16	wöch.	DOR 65 , 325	E. Kelly

In recognition of the centrality of oral/aural skills for language students and in keeping with the growing popularity of audiobooks and digital media, this course uses classic short stories by British, Irish and American authors to develop skills such as recognizing context clues, listening for detail, using advanced grammatical structures and improvising convincingly. It also provides students with an opportunity to fully appreciate the wide range of genres and styles included in the short story format.
Use the registration form to register for the course by 12 March.

5250136 Presentation and Discussion: Public Speaking Skills (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	DOR 65 , 325	E. Kelly

This course takes students through the key stages of making presentations such as planning an outline, deciding on presentation techniques, employing effective transitions, controlling anxiety and fielding questions. In-class debates give students the opportunity to develop debating techniques such as the analysis of competing ideas and the formulation of convincing arguments. Students are required to prepare and deliver a 20-minute presentation and take part in class debates and panel discussions.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kellyeim@cms.hu-berlin.de

5250137 Presentation and Discussion: Presentation Practice (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	I 110 , 353	A. Fausser
	Do	12-14	wöch.	I 110 , 347	A. Fausser

Gives students the opportunity to focus on the skills necessary to deliver an effective presentation in an academic context. A short informative presentation and a long academic presentation as well as peer evaluation will give students the chance to practice their skills in terms of structure, content, and delivery.
Use the registration form to register for the course by 12 March.

Exchange students: Registration by 3 April, 4 p.m. via email to audrey.fausser@googlemail.com

5250138 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland (englisch)

2 SWS	2 SP				
UE	Mi	16-18	wöch.	DOR 65 , 325	E. Kelly

By means of presentations and debates on some of the more contentious issues in the British or Irish media, students are required to provide fellow course participants with an insight into what it means to be a British/Irish citizen today. Emphasis is on developing the skills needed to participate in discussions concerning difficult and controversial issues, to spontaneously formulate convincing arguments and to deliver effective presentations.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kellyeim@cms.hu-berlin.de

5250139 Presentation and Discussion: Britain in Brief (englisch)

2 SWS	2 SP				
UE	Mi	12-14	wöch.	DOR 65 , 325	E. Kelly

This course provides students with the skills necessary to deliver an effective presentation and at the same time gives them the opportunity to examine trends which have shaped British culture and society in the early twenty-first century. Exploring a wide range of areas including literature, film, fashion, sports and popular music, students will investigate key movements and issues, take part in critical discussions and prepare a 20-minute presentation on a particular aspect of life in Great Britain.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kellyeim@cms.hu-berlin.de

5250140 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Do	10-12	wöch.	I 110 , 349	A. Fausser

Gives students the opportunity to explore the divisive issues currently being debated in the USA. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how political and cultural issues intersect. The topics covered will provide students with ample material to strengthen their discussion skills. Informal and formal presentations will give students the chance to practice their presentation skills as well as deepen or expand on the current issues, both at the national and state levels.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to audrey.fausser@googlemail.com

5250141 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.501	S. Ehlert

Students will read weekly articles on current and recent political, cultural and social development in the U.S. There will be in-class discussions, a debate, and two presentations. Emphasis will be placed on developing interesting, effective, and well-organized presentations, and improving students' ability to speak spontaneously on complicated topics in English. This class will begin on April 16th.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to lefko003@hotmail.com

5250150 Language Consultation (englisch)

1 SWS					
UE	Mo	18-19	wöch.	DOR 65 , 325	U. Scheffler

detaillierte Beschreibung siehe S. 5

Modul 3: American Arts and Media in Context

5250009 American Media Today: Genres and Concepts (englisch)

2 SWS	3 SP				
SE	Di	10-12	wöch.	DOR 24 , 1.601	R. Isensee

Starting with a visual approach to media as part of a critical discussion of recent theories of culture and media in the United States the course we proceed to explore and evaluate current trends of the American (new) media landscape as well as the cultural contexts that they are grounded in. In an attempt to enhance the skills of reading media the course will introduce approaches to media analysis before discussing selected visual and digital representations in terms of themes and narrative strategies.
Since the course will use digital media as an important tool for the discussion inside and outside of the classroom participants are required to regularly contribute to the conversation on Moodle. Course requirements include active class preparation and participation as well as one in-class presentation. The final exam (MAP) will consist of either a paper of 20 pages or an oral exam. More detailed information on the syllabus and bibliography will be available on the American Studies homepage at the beginning of April. Registration via AGNES.

5250010 American Media Today: The Rise of the Modern American Television Series (englisch)

2 SWS	3 SP				
SE	Do	14-16	wöch.	DOR 24 , 1.601	T. Prah

In the past, net profits from television production did not financially come close to the big money business of Hollywood. These days there are many factors which are attributed to the closing gaps, in terms of profitability, between these industries. With the evolution and accessibility of, (1) home entertainment technologies, (2) the Internet (accessed through computers and smartphones) and (3) globalisation (networks now distributing their programmes worldwide), television (TV) has become a worthy business enterprise. And when award-winning directors and actors, such as Steven Spielberg (United States of Tara starring Toni Collette: 2009) and Martin Scorsese (Boardwalk Empire, starring Steve Buscemi: 2010), enter the competition, it becomes impossible not to acknowledge that something significant is happening in this industry.
The current American TV production scene is, to a greater extent, dominated by these globally recognised, prime-time cable network corporations: HBO, Showtime, AMC, NBC and Fox. A basic motivation behind getting TV audiences to pay for cable viewing, was that what was aired had to be of a higher quality programming than those produced by basic broadcast television. The drive to distinguish themselves from each other has intensified competition to win and keep the increasingly discerning and lucrative viewers. Thus, market and creative interests heavily influence what each corporation produces. What do choices in programming mean for each corporation in terms of brand identity and why is this relevant? How are they dealing with the demands of a global viewership? How has the perception that success for an actor or director in TV is becoming as significant as finding success on "the big screen"?
Using these questions and factors as starting points, the aim of this seminar is to examine stylistic and narrative innovations in the production and packaging of contemporary American TV serials as responses to, (1) competition, (2) to the objective of gaining access to and keeping their expanding audiences and, (3) to keeping up with and making use of technological advances. The programme of serials discussed in the seminar is intended to be flexible so that any new ones of particular relevance can be incorporated and/or substituted accordingly. Registration via AGNES.
Provisional Series Titles:
HBO: Boardwalk Empire (2010 – Ongoing) SHOWTIME: Dexter (2006 – Ongoing)
The Wire (2002 – 2008) The United States of Tara (2009 – 2011)
Six Feet Under (2001 – 2005) The L Word (2004 – 2009)
The Sopranos (1999 – 2007)
Sex and the City (1998 – 2004)
NBC: Friends (1994 – 2004)
AMC: Mad Men (2007 – Ongoing) FOX: The Simpsons (1989 – Ongoing)
Breaking Bad (2008 – Ongoing) Glee (2009 – Ongoing)
The Walking Dead (2010 – Ongoing) New Girl (2011 – Ongoing

5250011 Film and TV Analysis: Movie-Made America (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	DOR 24 , 1.502	M. Klepper

+ film screenings: Mo 18-21 Uhr, DOR 24, 1.501
This exercise (Übung) will offer the opportunity to discuss classical American movie from the 1900s to the 1990s and the techniques of movie making (filmic devices) in a fairly systematic manner: which shot types are there? What are the classical camera angles? What is point of view in movies? Which camera movements are there and what do they do? Which editing styles are there? What do color and lighting effect? How do we actually perceive a movie? You will discuss these techniques and the historical, social and ideological backgrounds of the movies viewed in a group of students (together with MA students or an instructor). The objective of the class is twofold: to repeat key moments in American cultural history with the help of Hollywood movie production and to explore the aesthetic devices used in the medium. There will be a moodle site for all tutorials/courses registered under Prof. Klepper. The key is "Moma".
Please sign up for your class on the blackboard across from room 2009. No registration through Agnes!
Dates, Reading and Viewing:
• All classes start in the second week of the semester!
• We offer film screenings of the movies discussed each Monday from 6 to 9 PM (depending on the length of the movie) in room 1.501.
• Richard Barsam and Dave Monahan, Looking at Movies, New York: Norton, 2009. The book will be on reserve in the department library (you don't need to buy it). There will also be a reader with excerpts from the text available at Sprintout (S-Bahn Bögen) by April 1st.
Course Requirements:
• Brief presentation of film sequences on a specific technical topic (cuts, shots, narration, etc.) and completion of an Annotated Shot Sequence (2 pages) from a movie of your choice.

5250012 Film and TV Analysis: Movie-Made America (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.601	MA-Studierende

This exercise (Übung) will offer the opportunity to discuss classical American movie from the 1900s to the 1990s and the techniques of movie making (filmic devices) in a fairly systematic manner: which shot types are there? What are the classical camera angles? What is point of view in movies? Which camera movements are there and what do they do? Which editing styles are there? What do color and lighting effect? How do we actually perceive a movie? You will discuss these techniques and the historical, social and ideological backgrounds of the movies viewed in a group of students (together with MA students or an instructor). The objective

of the class is twofold: to repeat key moments in American cultural history with the help of Hollywood movie production and to explore the aesthetic devices used in the medium. There will be a moodle site for all tutorials/courses registered under Prof. Klepper. The key is "Stars".
Please sign up for your class on the blackboard across from room 2009. No registration through Agnes!
Dates, Reading and Viewing:
• All classes start in the second week of the semester!
• We offer film screenings of the movies discussed each Monday from 6 to 9 PM (depending on the length of the movie) in room 1.501.
• Richard Barsam and Dave Monahan, Looking at Movies, New York: Norton, 2009. The book will be on reserve in the department library (you don't need to buy it). There will also be a reader with excerpts from the text available at Sprintout (S-Bahn Bögen) by April 1st.
Course Requirements:
• Brief presentation of film sequences on a specific technical topic (cuts, shots, narration, etc.) and completion of an Annotated Shot Sequence (2 pages) from a movie of your choice.

5250013 Film and TV Analysis: Movie-Made America (englisch)

2 SWS	2 SP				
UE	Mi	10-12	wöch.	DOR 24 , 1.601	MA-Studierende

This exercise (Übung) will offer the opportunity to discuss classical American movie from the 1900s to the 1990s and the techniques of movie making (filmic devices) in a fairly systematic manner: which shot types are there? What are the classical camera angles? What is point of view in movies? Which camera movements are there and what do they do? Which editing styles are there? What do color and lighting effect? How do we actually perceive a movie? You will discuss these techniques and the historical, social and ideological backgrounds of the movies viewed in a group of students (together with MA students or an instructor). The objective of the class is twofold: to repeat key moments in American cultural history with the help of Hollywood movie production and to explore the aesthetic devices used in the medium. There will be a moodle site for all tutorials/courses registered under Prof. Klepper. The key is "Stars".
Please sign up for your class on the blackboard across from room 2009. No registration through Agnes!
Dates, Reading and Viewing:
• All classes start in the second week of the semester!
• We offer film screenings of the movies discussed each Monday from 6 to 9 PM (depending on the length of the movie) in room 1.501.
• Richard Barsam and Dave Monahan, Looking at Movies, New York: Norton, 2009. The book will be on reserve in the department library (you don't need to buy it). There will also be a reader with excerpts from the text available at Sprintout (S-Bahn Bögen) by April 1st.
Course Requirements:
• Brief presentation of film sequences on a specific technical topic (cuts, shots, narration, etc.) and completion of an Annotated Shot Sequence (2 pages) from a movie of your choice.

5250014 Film and TV Analysis: Movie-Made America (englisch)

2 SWS	2 SP				
UE	Fr	10-12	wöch.	UL 6 , 2004A	MA-Studierende

This exercise (Übung) will offer the opportunity to discuss classical American movie from the 1900s to the 1990s and the techniques of movie making (filmic devices) in a fairly systematic manner: which shot types are there? What are the classical camera angles? What is point of view in movies? Which camera movements are there and what do they do? Which editing styles are there? What do color and lighting effect? How do we actually perceive a movie? You will discuss these techniques and the historical, social and ideological backgrounds of the movies viewed in a group of students (together with MA students or an instructor). The objective of the class is twofold: to repeat key moments in American cultural history with the help of Hollywood movie production and to explore the aesthetic devices used in the medium. There will be a moodle site for all tutorials/courses registered under Prof. Klepper. The key is "Stars".
Please sign up for your class on the blackboard across from room 2009. No registration through Agnes!
Dates, Reading and Viewing:
• All classes start in the second week of the semester!
• We offer film screenings of the movies discussed each Monday from 6 to 9 PM (depending on the length of the movie) in room 1.501.
• Richard Barsam and Dave Monahan, Looking at Movies, New York: Norton, 2009. The book will be on reserve in the department library (you don't need to buy it). There will also be a reader with excerpts from the text available at Sprintout (S-Bahn Bögen) by April 1st.
Course Requirements:
• Brief presentation of film sequences on a specific technical topic (cuts, shots, narration, etc.) and completion of an Annotated Shot Sequence (2 pages) from a movie of your choice.

5250142 Writing Tools and Strategies: Writing Academic English (englisch)

2 SWS	2 SP				
UE	Mi	14-16	wöch.	UL 6 , 2004A	E. Gibbels
	Mi	16-18	wöch.	UL 6 , 2004A	E. Gibbels

This course will deal with writing formats common in academic contexts. You will write abstracts and practice academic writing strategies for argumentation, persuasion and comparison/contrast essays. Students will be able to write effective abstracts and short academic papers that are clearly structured, employ adequate style and tone and develop their ideas logically and effectively.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to elisabeth.gibbels@rz.hu-berlin.de

5250143 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	I 110 , 353	U. Scheffler

This course concentrates on developing writing skills needed for producing texts in the humanities: outlining, developing a thesis, paragraphing, applying academic style. Participants will write an abstract and create grammatically sound and logically structured persuasive and argumentation essays. The thematic focus will be on educational issues, which may be of particular interest to students who are heading towards the teaching profession.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to ursula.scheffler@rz.hu-berlin.de

5250144 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 349	E. Kelly

This course helps students develop the skills needed for producing well-organized and clearly written papers in the humanities: planning and organizing, outlining and paragraphing, developing a thesis statement, recognizing and formulating concise topic sentences, applying a formal style of writing, editing and revising. A minimum of three essays must be submitted during the course.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to kellyeim@cms.hu-berlin.de

5250145 Writing Tools and Strategies: Writing for Academic Purposes (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	I 110 , 353	A. Fausser

Gives students the opportunity to learn and practice a variety of skills necessary for writing in academia. In addition to practicing various types of writing, such as summarizing, paraphrasing, and comparing and contrasting, the course will also focus on conventions of academic writing, such as political correctness, tone, and register. Current topics will provide ample material for students to engage with in practicing their writing skills.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to audrey.fausser@googlemail.com

5250149 Language Consultation (englisch)

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2004A	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250150 Language Consultation (englisch)

1 SWS					
UE	Mo	18-19	wöch.	DOR 65 , 325	U. Scheffler

detaillierte Beschreibung siehe S. 5

Vertiefungsstudium

Applied Language Studies: Use the registration form to register for the course

Modul 5: Paradigms of American Literature and Culture

5250015 Concepts of Literary and Cultural Studies in America: Political Struggles and Cultural Conflicts in Native America (englisch)

2 SWS	3 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.501	S. John

The course will examine multi-dimensional settings that confront Native societies in the USA today. We will examine how the rising topic of indigenous ethnicity and identity in a multicultural country relates to matters of political and cultural sovereignty. Issues to be analyzed include education, identity, economic development, intellectual property rights, restorative justice, and leadership towards nation-building. Concepts, issues, and theories examined will provide a basis for assessing policies and examining Native institutions of self-government. In this seminar we will deconstruct some persisting stereotypes of the American Indian by focusing on the self-image of contemporary reservation and urban Native Americans.
Recommended reading for general orientation:
Donald Lee Fixico, The Daily Life of American Indians in the Twentieth Century, 2006.
Ward Churchill, From a Native Son. Selected Essays on Indigenism, 1985-1995, 1996.
Joe Watkins, Sacred Sites and Repatriation, 2006.
Vine Deloria, Jr. and Clifford Lytle, The Nations Within. The Past and Future of American Indian Sovereignty, 1984.
A reader will be available at the copy shop. Please register for this course via email at
sonja.john@berlin.de until March 27, 2012.

5250016 Concepts of Literary and Cultural Studies in America: Constructing the Nation - Gender, Sexuality, 'Race' and Disability in Sports (englisch)

2 SWS	3 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

Today, sports are among the most powerful discourses that construct "the nation." Even people who may be uncomfortable with national anthems or flags root for the national team or identify with athletes representing 'their' country. Yet, like other "imagined communities" (Benedict Anderson), the sporting nation is characterized by processes of exclusion. The course critically examines ways in which sports contribute to the production of nationalist discourses from a comparative transatlantic perspective.
Specifically, we will look at spectator sports such as soccer, basketball and tennis in the U.S. and Germany. We will investigate the role of categories such as gender, sexuality, 'race' and disability in the construction of "the nation" through sport. Who can represent the nation? How are dominant notions of gender, sexuality, and 'race' naturalized or revised in this context? Which role do emotions play? And what does all of this have to do with economics?
In order to get credit for this course, participants are required to participate in a group presentation as well as class discussions. Registration for the course takes place in the first session.

5250017 Paradigms of American Literature: Prison Writing of the 20th and 21st Century (englisch)

2 SWS	4 SP				
SE	Di	14-16	wöch.	DOR 24 , 1.501	K. Graaff

In this course we examine the themes and discourses raised in texts written by people while being incarcerated in the U.S. prison system. Among the issues we discuss are political imprisonment, 'race-' and gender-specific prison experiences, writing as a practice of social resistance and literacy as well as prison as a material and mental space. The course's guiding question will be how the written accounts can be related to the respective conditions of 'outside' society (e.g. social, political, economic, spatial) and to what extent they indicate changes in the prison system throughout the 20th and early 21st century. We will consider texts by both prominent figures and authors, such as Martin Luther King Jr., Elizabeth Gurley Flynn and Jack Abbott, as well as by less known ones whose works have either been self-published or appeared in prison journals.
Reading: A reader will be made available at the "Sprintout" Copy Shop, Georgenstraße, S-Bahn Bogen 190. 
Requirements: Each student is required to give a presentation and organize the session's discussion in class.
Please register for this class with an email to Kristina.Graaff@metropolitanstudies.de (please note the two 'a' and two 'f' in last name).

5250018 Paradigms of American Literature: American Autobiographies (englisch)

2 SWS	4 SP				
SE	Mi	14-16	wöch.	I 110 , 343	M. Klepper

This seminar will look at the genre of American Autobiography. We will take a historical approach, but also confront systematic question: What is autobiography? What is the relation between narrative (language) and the self? Which roles do specific religious and literary traditions play in the forms of autobiographical writing, i.e. which role do cultural scripts play? What is the status of the author, the narrator and the persona? To what degree are autobiographies factual or fictional? How do autobiographical practices change through time? What are the roles of gender, ethnicity, class? Please start reading the text by Franklin, Jacobs, Stein, Kingston and Eggers during the Semester break (in this sequence) – it is quite a lot of reading! The other texts will be available as excerpts.
Please sign yourself up for this class in the virtual classroom in Moodle! The key is "jeune".
Reading:
• A reader with some theoretical texts will be available at Sprintout (S-Bahn Bögen) by April 1st.
• Jonathan Edwards (c. 1740), "Personal Narrative" (will be included in the reader).
• Benjamin Franklin (1791), Autobiography. New York: W.W. Norton, 2011.1
• Harriet Jacobs (1861), Incidents in the Life of a Slave Girl. Cambridge, Harvard UP, 2009.
• Mary Antin (1912), The Promised Land. (Excerpts will be included in the reader).
• Henry Adams (1918), The Education of Henry Adams. (Excerpts will be included in the reader).
• Gertrude Stein (1933), The Autobiography of Alice B. Toklas. London: Penguin, 2001.
• Maxine Hong Kingston (1975), The Woman Warrior. London: Picador, 1981.
• Dave Eggers (2000), A Heartbreaking Work of Staggering Genius. New York: Vintage, 2001.
Course Requirements:
Each student is expected to post a one page contribution (either the theses of one of the theoretical texts or a review of one of the primary text) on Moodle one week prior to discussion in class. MAP: term paper (15 pages) or oral exam (reading list)—either/or in exchange with Modul 4

5250019 Paradigms of American Literature: Jazz - An American Idiom (englisch)

2 SWS	4 SP				
SE	Di	10-12	wöch.	BE 1 , 140/142	C. Holler

Jazz has become a denomination for a style of music as diverse as its heritage. Despite having its roots in African, European, Latin American and North American culture, it has come to be seen as an American idiom. In this class we will examine the origins and development of what is now called jazz. This will include looking at the history and development of jazz music and jazz criticism, as well as questioning paradigms of race and gender in the context of its practitioners and critics. We will be reading texts by jazz historians, by jazz critics, autobiographies by jazz musicians, novels that feature jazz music and musicians, as well as a number of theoretical texts dealing with expressions of race and gender in said texts. We will examine how jazz influenced not only American culture, but also the political implications of its designation as an American idiom.
While we will take into account the development of jazz from ragtime to swing to bebop, our main focus will lay on the evolution of bebop, which came about during the 1940s and 1950s, reaching into the 1960s. Accordingly, we will focus on writings by or on musicians such as Charlie Parker, Miles Davis, Dizzy Gillespie, and Thelonius Monk.
The course is limited to 30 students. Please register personally via my email address: claudia.holler@staff.hu-berlin.de

5250020 Global Education in the 21st Century. A Joint Course of NYU and HU Students (englisch)

2 SWS	4 SP				
SE	Mi	16-20	wöch.	DOR 24 , 1.601	R. Isensee

Zusätzlich - in Zusammenarbeit mit NYU
This course is designed as a collaborative project between New York University Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education.The course will focus on the current realities and future possibilities of global higher education at the backdrop of its historical and conceptual coordinates. A glance at the contemporary higher education landscape reveals ambivalent trends and directions: Excellence and internationalization protrude as paradigms that drive universities to secure their stakes in global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence intiatives or entering in supranational Bologna-type arrangements to facilitate cross-border academic exchange and knowledge production. As a consequence a range of distinct regional approaches to global education have emerged from national models and prac-tices of education. Designed as a pilot seminar, this course will serve as a site of academic dialog between NYU and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize its participants with the visions and promises of global education while also paying attention to potential perils involved in globalizing national models of education. Among others, we will address questions such as: How are modes of producing and disseminating know-ledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet, debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education. In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYU and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The course will feature guest speakers on selected topics. The class discussion will culminate in a colloquium (May 19, 2012) at which both NYU and HU students will present their final projects.
Due to its particular format of the course the number of HU participants is restricted to 12 students. The course meets once a week for 4 hours from April 11 to May 19, 2012. Registration for the course takes place via AGNES.

5250147 Translation Tools and Strategies: English Translation Skills (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	UL 6 , 2014B	E. Gibbels
	Do	12-14	wöch.	I 110 , 349	E. Gibbels

Translation is a means to develop advanced insight into some fundamental differences between the German and English language systems. Students will be introduced to translation strategies that help come to terms with these differences but also learn some conventions of translation as a professional activity. The material for the course includes texts of different text types; translation is mainly from German into English.
Use the registration form to register for the course by 12 March.

5250148 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS	2 SP				
UE	Di	10-12	wöch.	UL 6 , 2004A	K. Heukroth
	Fr	08-10	wöch.	DOR 65 , 325	K. Heukroth

This course is a hands-on introduction to German-English translation. Specific grammatical, structural and lexical problem areas will be dealt with in connection with the texts, on a contrastive basis where appropriate. Emphasis is put on the effective use of English shadow texts and monolingual dictionaries supported by bilingual ones, rather than the other way around. Apart from translating shorter texts in class, you will be expected to prepare a translation task at home each week. The texts for translation are about literature and language (e.g. biographical sketches of authors, book announcements, reviews, articles from periodicals). Please use the registration form to register for the course by 12 March.

5250149 Language Consultation (englisch)

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2004A	K. Heukroth

detaillierte Beschreibung siehe S. 5

Modul 7: Research and Writing Skills

5250021 BA-Research and Thesis (englisch)

2 SWS					
CO	Mi	12-14	wöch.	I 110 , 343	M. Klepper

The colloquium accompanies the preparation for and the writing of a bachelor thesis in American Studies. After the initial sessions, which focus on academic and formal issues that are crucial for the quality of scholarly writing, students present their respective research projects (or parts thereof) to discuss them with the instructor as well as their peers. Topics to be discussed include, but are not limited to, central research questions, the scope of the projects, and the structure of the proposed thesis.

Key Moodle: ReWri

5250146 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 306	S. Ehlert

This course will help the student/author develop the skills needed to write an academic term paper: examining the requirements of the "genre," developing a thesis, planning and organization, integrating and documenting secondary literature, close reading, outlining, flow/coherence, academic tone and style, revising for clarity, giving peer responses, etc. There will be one shorter paper (3-5 pages), and one longer paper (5-7 pp.), as well as exercises each week.
Use the registration form to register for the course by 12 March.
The first class meeting will take place April 17.

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5200001 Informationsveranstaltung zum Modul Berufsfeldbezogene Zusatzqualifikationen

1 SWS					
PW	Do	18-20	Einzel (1)	DOR 24 , 1.101	K. Schütz

1) findet am 19.04.2012 statt

Die Informationsveranstaltung zum Modul Berufsfeldbezogene Zusatzqualifikationen ist für alle Studierenden der Bachelorstudiengänge der Philosophischen Fakultät II (Institut für deutsche Literatur, Institut für deutsche Sprache und Linguistik, Nordeuropa-Institut, Institut für Amerikanistik und Anglistik, Institut für Romanistik, Institut für Slawistik, Institut für Klassische Philologie).
Die Veranstaltung findet einmalig statt und ist Bestandteil des Praxisworkshop.

5200002 Training zur beruflichen Orientierung

1 SWS	1 SP				
PW	Fr	13-16	Einzel (1)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (2)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (3)	DOR 24 , 1.402	L. Schulz
PW	Fr	13-16	Einzel (4)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (5)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (6)	DOR 24 , 1.402	L. Schulz
PW	Fr	13-16	Einzel (7)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (8)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (9)	DOR 24 , 1.402	L. Schulz

1) findet am 27.04.2012 statt
2) findet am 12.05.2012 statt
3) findet am 28.04.2012 statt
4) findet am 04.05.2012 statt
5) findet am 28.04.2012 statt
6) findet am 05.05.2012 statt
7) findet am 11.05.2012 statt
8) findet am 05.05.2012 statt
9) findet am 12.05.2012 statt

Wo, was, wie? – Training zur beruflichen Orientierung
Wo stehe ich in 15 Jahren? Sicherlich hat diese Frage mit Erwerbstätigkeit zu tun. Damit meine Arbeit auch zu mir passt, ist es sinnvoll, früh herauszufinden, wo, was, wie ich meine Arbeitskraft einbringen möchte und kann. Das Training zur beruflichen Orientierung bietet als Bestandteil des BZQ-Moduls die Chance, sich in drei intensiven Stunden mit der eigenen Berufsorientierung auseinanderzusetzen. In der Pflicht, an diesem Training teilzunehmen eröffnet sich die Gelegenheit, all das, was Sie als Teilnehmende mitbringen - Studium, Neigungen, Interessen und ihre Persönlichkeit- auf ein späteres Berufsleben hin zu hinterfragen und Strategien zu entwickeln, die Gelassenheit beim Berufseinstieg – nach Bachelor, Master oder Promotion – ermöglichen.
An diesem Training müssen Sie im Laufe eines Bachelorstudiums an der Phil. Fak. II einmal teilnehmen. Bitte vergessen Sie nicht, sich in AGNES für eine Gruppe dieser Veranstaltung anzumelden.

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen

1 SWS					
VR	Mi	18-20	wöch. (1)	DOR 24 , 1.103	K. Schütz

1) findet vom 09.05.2012 bis 27.06.2012 statt

02.05.2012 PR und Öffentlichkeitsarbeit
PR und Öffentlichkeitsarbeit sind wichtige Erfolgsfaktoren in privaten Unternehmen und öffentlichen Institutionen. Kreative und überzeugende PR-Arbeit kann dabei sowohl in der jeweiligen Einrichtung selbst, als auch durch verschiedenste Agenturen betrieben werden. Ob Presseerklärung oder PR-Event - hier sind Geistes- und Sozialwissenschaftler/-innen gefragt, die flexibel auf neue Situationen reagieren, konzeptionell arbeiten und andere mit Worten überzeugen.
09.05.2012 Management

Management und Geisteswissenschaft klingt vielleicht etwas abwegig. Doch weit gefehlt. Seit einigen Jahren werden in verschiedenen Managementbereichen gerade Geistes- und Sozialwissenschaftler/innen gesucht. Es gibt inzwischen spezielle Managementstudiengänge für die kreativen Managementsparten. Wir wollen Ihnen Event-, Kultur- und Tourismusmanagement vorstellen.

23.05.2012 Sprache und Linguistik

Die menschliche Sprache ist so komplex und vielfältig, dass viele wissenschaftliche Bereiche seit Jahrhunderten versuchen, ihren Geheimnissen auf die Spur zu kommen. Sie wird hin und her übersetzt, maschinell verarbeitet oder als Kunstwerk auf CD gepresst. Sprachexperten stellen sich Ihren Fragen.

30.05.2012 Start Ups als Geistes- und Sozialwissenschaftler/in

Die Berliner Gründerszene boomt. In Berlin gibt es mehr Start Ups als in jeder anderen deutschen Stadt. Doch mit einer guten Idee, scheint es nicht immer getan zu sein. Wenn Sie selbst planen, nach dem Studium ein eigenes Start Up-Unternehmen zu gründen, dann werden Sie in dieser Sitzung alle Fragen los und können interessante Menschen kennen lernen.

06.06.2012 Beratung

Der Beratungsbedarf in den unterschiedlichsten Bereichen ist in den letzten Jahren enorm gestiegen. Das bedeutet, dass sich hier ein Berufsfeld entwickelt, welches weiter expandiert und Nachwuchskräfte gesucht werden. In welchen Beratungsfeldern Geistes- und Sozialwissenschaftler/innen tätig sind, stellen Ihnen die ReferentInnen aus den Bereichen Personal-, Unternehmens- und individuelle Beratung vor.

13.06.2012 Musik und Theater

So vielfältig wie es oft auf der Bühne zugeht, sieht es auch dahinter aus. Ob Theater- oder Musikbühne, beide Felder bieten Geistes- und Sozialwissenschaftler/innen viele verschiedene Wege, ihr Können zu entfalten. Von der Theaterpädagogik über die Bereiche der Dramaturgie und Regie, bis hin zu A&R-Manager und Ghostwriter bieten sich viele Möglichkeiten für das Leben nach dem Studium.

20.06.2012 Archäologie und Museum

Bevor sich die Besucher im Museum eine Ausstellung mit Jahrtausende alten Fundstücken ansehen können, ist hinter den Kulissen viel zu tun. Recherche, Archivarbeit und Kuration sowie PR und Öffentlichkeitsarbeit sind wohl einige der typischen Arbeitsbereiche im Feld der Archäologie und des Museums. Aber auch in der Denkmalpflege kann man als Archäolog/in tätig werden. Wie man nach dem Studium den Weg ins Berufsleben meistern kann, berichten drei Referent/innen aus der Praxis.

27.06.2012 Wirtschaft

Aktuell gibt es keinen einzigen reinen Geisteswissenschaftler, der im Management eines Dax-Konzerns sitzt. Professor Heidbrink von der Universität Witten/Herdecke und Philosoph äußert sich im Spiegel-online Interview zum Thema „Warum sollen GeisteswissenschaftlerInnen in die Wirtschaft?": *"Gerade idealistisch-ethisch geprägtes Führungspersonal wird in der Wirtschaft von morgen wichtiger sein denn je."* Womit sich GeisteswissenschaftlerInnen in der Wirtschaft beschäftigen, stellen Ihnen unsere ReferentInnen vor.

Für diese Veranstaltung ist keine Anmeldung erforderlich. Es gibt keine Studienpunkte für den Besuch.

5200004 Vom Studium zum Beruf

2 SWS	3 SP				
PL	Di	08-10	wöch. (1)	DOR 24 , 3.018	K. Schütz
1) findet vom 17.04.2012 bis 10.07.2012 statt					

In dieser Praxisorientierten Lehrveranstaltung geht es um Ihre berufliche Orientierung. Interaktiv entwickeln Sie Ihre persönlichen Berufsvorstellungen. Sie finden heraus, welcher Job zu Ihnen passt und wie Sie sich auf Ihre berufliche Karriere bereits während des Studiums vorbereiten können. Wir analysieren verschiedene Bewerbungsstrategien, diskutieren über Fähigkeiten und insbesondere über Schlüsselkompetenzen. Außerdem werden wir Unternehmen besichtigen, um uns ein genaues Bild über den konkreten Arbeitsalltag und die Erwartungen der Arbeitgeber zu machen. Auf diesem Wege erhalten Sie einen guten Überblick über Berufsfelder für Geisteswissenschaftler/innen.

Organisatorisches:
Die erste Veranstaltung ist am 17.04.2012.

5200005 Der Feldpostbrief - Private Botschaften im künstlerischen und gesellschaftlichen Diskurs

2 SWS	3 SP				
PL	Di	18-20	wöch. (1)	DOR 24 , 1.404	J. Ebert
1) findet vom 17.04.2012 bis 15.07.2012 statt					

Im Zeitalter der Weltkriege war der Feldpostbrief das wichtigste Medium privater Kommunikation zwischen Front und Heimat sowie unter den Soldaten. Der moderne Krieg machte den Brief zum Massenmedium. Das Feldpostwesen war eine tragende Säule gesellschaftlicher Kohärenz. Während und nach den kriegerischen Ereignissen wurde der Feldpostbrief als Quelle künstlerischer Inspiration und Illustration politischer Positionsbestimmung entdeckt. Der Feldpostbrief vermittelt m. E. eine Alltagsgeschichte des Krieges.
Die Praxisorientierte Lehrveranstaltung bietet neben einer theoretischen Behandlung des Mediums und der Quelle (Feldpost)Brief einen praktischen Einblick in die vielfältige Verwendung und Instrumentalisierung der ursprünglich privaten Texte in öffentlichen Diskursen.
Bislang unveröffentlichte Briefe aus dem Feldpostarchiv des Museums für Kommunikation werden modellhaft recherchiert, transkribiert, interpretiert und editorisch aufgearbeitet. Als Semesterarbeit kann ein Briefkonvolut selbständig für Ausstellungsprojekte in Berlin und Dresden bearbeitet werden.
Darüber hinaus erhalten die Teilnehmer/innen Einblick in die Arbeit an aktuellen Bucheditionen von Feldpostbriefen und die Produktion einer Hörfunksendung.

Organisatorisches:
Zum Dozenten:
Herr Dr. Ebert ist Absolvent der Humboldt-Universität und ist promoviert im Bereich Literaturgeschichte, Philosophie und Geschichte in Berlin und Moskau. Seit 2002 arbeitet Herr Dr. Ebert als Wissenschaftspublizist und Autor und übernimmt Tätigkeiten für Hörfunk, Zeitschriften und Museen.

5250022 Berufsfeld Fernsehen: Von Autor bis Redakteur, von banal bis bedeutungsschwanger

2 SWS	3 SP				
PL	Do	16-18	wöch.	DOR 24 , 1.601	B. Wieders

‚Ich möchte irgendwas mit Medien machen...'
In diesem praxisnahen Seminar können Studierende herausfinden, ob ihnen nicht eventuell das Berufsfeld Fernsehen die richtigen Möglichkeiten dazu bietet. Dabei werden wir uns von einer zunächst einmal theoretischen Annäherung zu praktischen Übungen vortasten – mit Kamera in der Hand und Schnittplatz unter den Fingern!
Wir beginnen mit einem Überblick über die verschiedenen Programmstrukturen und Formate, die das Fernsehen heute bietet. Im Mittelpunkt steht dann die Beschäftigung mit den verschiedenen Berufsbildern und ihren alltäglichen Aufgaben, schönen und weniger schönen Seiten. Zusätzlich gibt es Exkurse in so lebenswichtige Themen wie Steuerrecht, Status ‚Freiberufler', Verdienstmöglichkeiten im Berufsfeld Fernsehen, etc. In der zweiten Hälfte des Seminars – nach Absprache in einer Blockveranstaltung – stehen schließlich Praxisübungen an. Im Klartext: in Kleingruppen entwickeln, drehen und schneiden wir Kurzbeiträge fürs Fernsehen.
Am Ende sollten die TeilnehmerInnen eine Antwort auf diese und andere Fragen formulieren können:
Leitet ein Aufnahmeleiter wirklich die Aufnahme?
Was ist der Unterschied zwischen Produzent, Producer und Produktionsleiter?
Was realisiert der Realisator?
Wie – und warum – macht man einen Weißabgleich?
Und natürlich: Ist das Berufsfeld Fernsehen etwas für mich?
Das Praxisseminar ist offen für alle Studierenden, die sich für das Berufsfeld Fernsehen interessieren. Erwartet wird die aktive Beteiligung an den Sitzungen, auch durch Übernahme von kurzen Detail-Recherchen (KEINE Referate) und die Erstellung eines TV-Beitrags in Gruppenarbeit.
Das Seminar ist auf 25 TeilnehmerInnen begrenzt. Ich bitte um Anmeldung bis zum 11.04.2012 an bwieders@googlemail.com

5250023 Praxiskolloquium

2 SWS	1 SP				
PCO	Do	12-14	14tgl./1	UL 6 , 2004A	R. Ulbrich

Das Modul 9 "Berufsfeldbezogene Zusatzqualifikation" wird durch ein Praxiskolloquium abgeschlossen. Die Modulabschlussprüfung wird im Rahmen des Kolloquiums in Form einer Präsentation zu möglichen Berufs- und Tätigkeitsfeldern durchgeführt. Außerdem sollen die Studierenden über ihre Erfahrungen in den Praktika berichten. Voraussetzung für die Zulassung zum Praxiskolloquium ist der Nachweis von 29 SP, die durch BZQ-Kurse und durch ein Praktikum erbracht wurden. Im Interesse einer zielgerichteten Planung der Veranstaltungen der Veranstaltungen (14-tägig zu ausgewählten Terminen) melden sich diejenigen, die voraussichtlich bis Mitte Juli 2012 alle 29 SP des Moduls 9 erbracht haben werden, per e-mail bis 10. April 2012 an: renate.ulbrich@rz.hu-berlin.de. Das 1. Treffen findet am 19. April 2012 statt.

5250109 Simultaneous Interpreting (englisch)

2 SWS	3 SP				
PL	Do	12-14	wöch.	DOR 65 , 459	E. Affandi

This course will explain the working environment of conference interpreting and will introduce participants to the basic skills pertaining to the mode of Simultaneous Interpreting (listening and memory skills, reformulation and summary techniques, impromptu translation, etc.). It is structured with targeted progressive exercises and participants will practise simultaneous interpreting with authentic speeches (predominantly English to German). This course is ideal for language students interested in gaining a basic knowledge about the world of Conference interpreting. Number of participants: 15. Registration required per email: eva.affandi@rz.hu-berlin.de

5250110 Introduction to (conference) Interpreting (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	DOR 65 , 459	E. Affandi

Introductory course to explore interpreting as a viable career option; to provide an introduction to the main modes of interpreting, the interpreter's roles and responsibilities; to equip students with the basic generic skills and procedural knowledge relevant to consecutive interpreting (memory training, notetaking, public speaking); to practice (basic) Consecutive Interpreting English-German/German-English. Number of participants: 15. Registration required per email: eva.affandi@rz.hu-berlin.de

5250111 Sight Translation En-Dt/Dt-En (englisch)

2 SWS	3 SP				
PL	Do	08-10	wöch.	DOR 65 , 459	E. Affandi

We'll be translating short texts taken from various sources, predominantly English to German. Learn the basic concepts and techniques of sight translation. Through text analysis, identify units of meaning, and the similarities and differences in English and German grammar and writing styles. Classes include oral and written practical exercises to help students produce accurate, natural, and smooth sight translations into the target texts. Number of participants: 15. Registration required per email: eva.affandi@rz.hu-berlin.de

5250112 Interpreting Discussions A (englisch)

2 SWS	3 SP				
PL	Mi	08-10	wöch.	DOR 65 , 459	E. Affandi, D. Simon

This course is based on the knowledge and skills acquired in "Introduction to Interpreting". Participants will learn how to interpret discussions (and negotiations) effectively. The course begins with informal discussions of topics of historical and cultural interest. It then goes on to include simulations of real-life interpreting situations. Students' interpreting performance will be assessed with regard to the completeness and correctness of content and language. Number of participants: 15. Registration required per email: eva.affandi@rz.hu-berlin.de
Registration by 3 April

5250113 Advanced Translation (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	I 110 , 353	D. Simon

We will be translating texts from German newspapers and other sources e.g. exhibition catalogues; tourist guides into English. Each week participants will be expected to translate between 250-350 words in preparation for discussion and peer assessment in class. Edited work will be assessed by the instructor and two 90 minute tests written. Registration required under: deborah.simon@rz.hu-berlin.de

5250114 Unseen Translation/Übersetzen vom Blatt (deutsch-englisch)

2 SWS	3 SP				
UE	Di	08-10	wöch.	I 110 , 353	D. Simon

During our weekly sessions we will be translating short texts taken from various sources (German into English). The texts will be unknown to the participants who will be required to translate orally without any previous preparation, a valuable skill in a number of professions. Our translations will be group efforts with heavy emphasis on cooperation and peer assessment. Participants will have an opportunity to enhance their active vocabulary and translation skills.
Registration required under: deborah.simon@rz.hu-berlin.de

5250126 Profesional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS	3 SP				
PL	Mi	14-16	wöch.	UL 6 , 3001	M. Davies

In this practical course, students interested in specialised translation as a professional activity will have an opportunity to develop their initial translatorial competence in this field by working on texts from key areas of economics and technology. The course aims to sensitise students to linguistic and textual dimensions of scientific and economic discourse in English and German and will also provide an initial insight into procedural aspects of specialised translation such as researching the source text, employing translation tools within the translation process, and developing and managing databases for terminology and quality control.
Maximal 15 Teilnehmer.
Registration per email by 5th April 2012: michael.davies@rz.hu-berlin.de.

5250127 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS	3 SP				
PL	Fr	12-14	wöch.	UL 6 , 3001	M. Davies

This practical course offers students interested in translation as a professional activity an opportunity to develop their translatorial competence in a variety of settings linked to journalism and media-related professions. In a variety of professional situations requiring either at-sight, ex tempore, or written translation (including adaptation of culturally-specific texts) participants will be sensitized to key linguistic and translatorial principles that influence the translation process between German and English. At the end of the course, students will have a repertoire of core translation strategies at their disposal they could readily employ in journalistic/media-related environments.
Maximal 15 Teilnehmer.
Registration per email by 05th April 2012: michael.davies@rz.hu-berlin.de

5250151 English for the Media (englisch)

2 SWS	3 SP				
PL	Di	18-20	wöch.	DOR 24 , 1.502	E. Gibbels

The media is a professional field with numerous job opportunities for students of English. The course will provide insights and practical skills in basic journalistic fields: interviewing techniques, writing for advertising, writing for radio productions, writing news stories and reviews. The analytical and practical work in the course is complemented with practice excursions to media institutions and workshops with media professionals.
Exchange students: Registration by 3 April, 4 p.m. via email to elisabeth.gibbels@rz.hu-berlin.de

Bachelorstudiengang Englisch (BA Englisch)

Basisstudium

Modul 1: Introduction to Linguistics

5250095 Introduction to Linguistics (englisch)

2 SWS	2 SP				
VL	Fr	12-14	wöch.	UL 6 , 3038/035	S. Olsen

Die Vorlesung als Basisveranstaltung des Moduls 1 dient der ersten Einführung in die Thematik der allgemeinenSprachwissenschaft, vorwiegend am Beispiel englischer Sprachdaten und unter besonderer Berücksichtigung einschlägigerTheorien und Methoden, die für die anglistische Sprachwissenschaft von besonderem Belang sind. Sie vermittelt erste,grundlegende und ausbaufähige Einsichten in die Kerngebiete der Grammatik (Phonologie, Morphologie, Syntax, Semantik undPragmatik) und eine psychologisch fundierte linguistische Beschreibung dieses grammatischen Wissens als Teil der menschlichen Kognition.

5250098 Introduction to Linguistics (englisch)

2 SWS	3 SP				
SE	Mi	18-20	wöch.	DOR 24 , 1.502	G. Smith

This introductory course provides an overview of the core areas of linguistics (phonetics, phonology, morphology, syntax, and semantics). Students will be given exercises in which they can apply theoretical concepts to concrete linguistic data. This course also prepares for the MAP in Module 1.

5250099 Introduction to Linguistics (englisch)

2 SWS	3 SP				
SE	Di	08-10	wöch.	DOR 24 , 1.501	M. Egg

5250162 Introduction to Linguistics (englisch)

2 SWS	3 SP				
SE	Do	14-16	wöch.	UL 6 , 2004A	N.N.

5250163 Introduction to Linguistics (englisch)

2 SWS	3 SP				
SE	Fr	14-16	wöch.	UL 6 , 2014A	N.N.

Modul 3: Introduction to English and American Cultural Studies

5250006 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Mi	12-14	wöch.	DOR 24 , 1.601	E. Boesenberg

detaillierte Beschreibung siehe S. 5

5250007 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Mo	14-16	wöch.	DOR 24 , 1.601	M. Klepper

detaillierte Beschreibung siehe S. 6

5250008 American Cultural Theory (englisch)

2 SWS	3 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.601	C. Holler

detaillierte Beschreibung siehe S. 6

5250015 Concepts of Literary and Cultural Studies in America: Political Struggles and Cultural Conflicts in Native America (englisch)

2 SWS	3 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.501	S. John

detaillierte Beschreibung siehe S. 10

5250016 Concepts of Literary and Cultural Studies in America: Constructing the Nation - Gender, Sexuality, 'Race' and Disability in Sports (englisch)

2 SWS	3 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

detaillierte Beschreibung siehe S. 11

5250043 Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories (englisch)

2 SWS	3 SP	E. Haschemi Yekani
SE		

entfällt

5250044 Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories (englisch)

2 SWS	3 SP				
SE	Mi	14-16	wöch.	DOR 24 , 1.501	K. Tordasi

Die Teilnehmerzahl ist auf 30 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
This course will provide an introduction to the basics of Cultural Studies: concepts of culture, models of cultural exchange, ways of 'reading' culture and cultural artefacts, concepts of history and of cultural memory, issues of Gender Studies and of Postcolonial Studies etc.
A Reader will be made available at the beginning of the semester.

5250045 Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories (englisch)

2 SWS	3 SP				
SE	Fr	12-14	wöch.	DOR 24 , 1.502	K. Röder

Die Teilnehmerzahl ist auf 30 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
This course will provide an introduction to the basics of Cultural Studies: concepts of culture, models of cultural exchange, ways of 'reading' culture and cultural artefacts, concepts of history and of cultural memory, issues of Gender Studies and of Postcolonial Studies etc.
A Reader will be made available at the beginning of the semester.

Modul 4: History and Varieties of English

5250101 Old English (englisch)

2 SWS	3 SP				
SE	Do	08-10	wöch.	UL 6 , 2014B	M. Egg

5250102 Introduction to the History and Variation of English (englisch)

2 SWS	3 SP				
VL	Mo	16-18	wöch.	UL 6 , 1115	L. Peter

This introductory lecture course gives a survey of historical change in phonology, morpho-syntax and the lexicon across the Old, Middle and Modern English periods to the present day as well as of contemporary regional/national, social and functional variation in the English language. It thus emphasises the close relationship between language change and variation. It introduces the concept of the (socio-)linguistic situation with its various parameters and presents language change and variation as complex processes determined by the interaction of intralinguistic forces and extralinguistic factors.
The lecture sets the framework for a more detailed treatment of historical change of or, alternatively, contemporary variation of the English language in the seminars offered in this module.

5250103 Varieties of English in the British Isles (englisch)

2 SWS	3 SP				
SE	Mi	08-10	wöch.	DOR 24 , 1.601	L. Peter

By taking a closer look at the regional, social and functional variation of English in Great Britain and the Republic of Ireland, the seminar derives certain forms of current English from traditional dialects and discusses more recent factors shaping modern dialects. The seminar is intended to establish the details of the (socio-)linguistic situations of the two countries, of their dialect regions and major urban centres.
It deals with questions of norms and standard, sociolects and the unique problem of the 'right' accent. It is also concerned with mechanisms of linguistic change in general and dialect levelling in particular as well as the convergence of urban dialects and the speech of younger speakers.

5250104 Early Modern English (englisch)

2 SWS	3 SP				
SE	Do	08-10	wöch.	DOR 24 , 1.501	L. Peter

The seminar describes the development of the English language between, roughly, 1500 and 1750. In its initial part students familiarise themselves with basic problems and methods of historical language description. Then they study different levels of the Early Modern English language system. Peculiarities of this period and the major structural changes are demonstrated by examples taken from all linguistic levels. In addition, students study the development of the linguistic situation in England, the processes of standardisation and codification of the English language and the rapid expansion of its lexicon. Typical texts produced in the

period are read, analysed and compared to their Present-Day English equivalents to give an impression of important differences between the two stages in the development of English. Considering standard and non-standard dialects, the seminar examines their influence on Present-Day English and its variability.

5250168 Native varieties of English beyond the British Isles and North America (englisch)

2 SWS	3 SP				
SE	Mo	10-12	wöch.	I 110 , 349	N.N.

5250169 Native varieties of English beyond the British Isles and North America (englisch)

2 SWS	3 SP				
SE	Mo	14-16	wöch.	UL 6 , 2004A	N.N.

Modul 5: Survey of English Literatures

5250046 Survey of English Literatures (englisch)

2 SWS	2 SP				
VL	Di	12-14	wöch.	UL 6 , 3038/035	Ringvorlesung

In dieser Ringvorlesung wird ein einführender, selektiver und exemplarischer Überblick über die englische Literaturgeschichte vom Mittelalter bis zur Gegenwart gegeben. Ausgewählte Texte der englischen Literatur von Chaucer bis Kureishi (und anderen) werden in ihren Kontexten vorgestellt und in ihrer spezifischen Ästhetik sowie als Repräsentanten der jeweiligen Epoche interpretiert. — Die Veranstaltung ist Teil des Moduls 5 "Survey of English Literatures" des Bachelorkombinationsstudiengangs Englisch, steht aber Studierenden aller Studiengänge offen.
Beginn der Ringvorlesung: 17.4.2012

5250047 Poetry of the Early Modern Period (englisch)

2 SWS	3 SP				
SE	Mo	08-10	wöch.	DOR 24 , 1.502	S. Lieske

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
The seminar offers an introduction to the poetry of the early modern period by way of a close reading of the texts and an interpretation in the cultural context of the period. We will study the genesis of the English sonnet and its transformation from Wyatt via Shakespeare to Milton, the metaphysical poetry of the early 17th Century as well as a number of poems by Marvell and Milton, who - in spite of their Puritan commitment - are very critical of their Puritan compatriots and the English Revolution.
A Reader with all the texts will be available at the beginning of the semester.

5250048 Shakespeare's Comedies (englisch)

2 SWS	3 SP				
SE	Di	14-16	wöch.	I 110 , 347	A. Klaudies

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
In the course we will focus on the following plays: The Comedy of Errors, A Midsummer Night’s Dream, Twelfth Night and As You Like It.
Furthermore, we will study related topics, such as the conventions of Elizabethan theatre, the traditions of comedy, courtliness, the discourse of melancholy and Early Modern constructions of gender.
Students are required to buy either individual editions of the plays in The Arden Shakespeare or The Oxford Shakespeare series or the complete The Norton Shakespeare (ed. Stephen Greenblatt).
Students must have read The Comedy of Errors and A Midsummer Night’s Dream before the start of the semester.

5250049 Romantic Poetry: William Blake (englisch)

2 SWS	3 SP				
SE	Fr	14-16	wöch.	DOR 24 , 1.601	E. Jenke

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
The Romantic poet, artist and thinker William Blake was one of the most original and highly idiosyncratic minds of his age. His ideas are described as anything ranging from orthodox religious to proto-psychoanalytic or proto-anarchistic. He is known for being a man of religious visions and at the same time recognized as a vital influence on the 1960s counterculture. In this seminar we will explore Blake's fascinating world by studying a selection of his so-called "Illuminated Books" in which Blake employs "a method of printing which combines the Painter and the Poet".
A Reader with master copies will be available at the beginning of term.

5250050 Victorian and Edwardian Children's Literature (englisch)

2 SWS	3 SP				
SE	Mo	08-10	wöch.	DOR 24 , 1.601	S. Blackmore

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

This course surveys and critically examines a range of novels of the so-called (first) "Golden Age" of children's literature, i.e. the time between 1863 to around 1930. Beginning with Lewis Carroll's famous novel Alice's Adventures in Wonderland, this particular period witnessed a fundamental change and diversification of the landscape of children's literature. Moving away from a clearly didactic and moral impetus, literary texts for children then rapidly developed in different directions, e.g. fantasy, adventure, and nonsense. This course follows the developments of children's literature in their social and cultural contexts, including the different notions of childhood, the child as a reader and the debate on public education.
A reader with secondary material will be provided at the beginning of the semester. Participants will be required to be in possession of the following texts, if possible in the recommended editions:
1. Lewis Carroll: Alice's Adventures in Wonderland. (1865). Ed. Peter Hunt. Oxford: Oxford University Press, 2009.
2. Robert Stevenson: Treasure Island. (1882). Ed. Emma Letley. Oxford: Oxford University Press, 2008.
3. Kenneth Grahame: The Wind in the Willows. (1908). Ed. Peter Greene. Oxford: Oxford University Press, 2008.
4. Frances Hodgson Burnett: The Secret Garden. (1910/11). Ed. Dennis Butts. Oxford: Oxford University Press, 2008.
If you use other editions, please make sure that they are not abridged!

5250051 Short Narratives in English Literature (englisch)

2 SWS	3 SP				
SE	Mi	08-10	wöch.	DOR 24 , 1.502	B. Schnabel

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Dieses Seminar befasst sich mit kürzeren narrativen Texten der englischen Literatur des 19. und beginnenden 20. Jahrhunderts. Es stellt Vertreter der literary fairytales sowie short story vor. Dabei werden experimentelle Textformen des 20. Jahrhunderts vergleichend ins Verhältnis zum Prototyp der klassischen short story des vorangegangenen Jahrhunderts gesetzt. Der Autor Charles Dickens wird als Vertreter des 19. Jahrhunderts im Zentrum unserer Seminardiskussion stehen. Texte von AutorInnen wie Virginia Woolf und H.G. Wells stehen für literarische Innovationen des 20.Jahrhunderts. Das Seminar findet in englischer Sprache statt. Die Texte werden in einem Reader zur Verfügung gestellt.

5250052 Love, Nature and Work in Nineteenth-Century Writing (englisch)

2 SWS	3 SP				
SE	Fr	08-10	wöch.	DOR 24 , 1.601	B. Schnabel

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Der englische Autor Thomas Hardy gilt als einer der bemerkenswertesten sozialkritischen Autoren des 19. Jahrhunderts. Er ist aber auch für seine Beschreibungen der Schönheit des Südwestens Englands bekannt. Hardys Diskurs umfasst sowohl Fragen von Naturschönheit und Industrialisierung als auch die Themen Liebe, Emanzipation und viktorianische Sexualmoral. Wir werden die schriftstellerische Entwicklung Hardys vom Autor eines humoristischen Pastoralromans bis hin zum engagierten Verfasser sozialkritischer Literatur verfolgen. Dabei werden auch die viktorianischen Publikationsbedingungen, die z. B. einer offenen Darstellung der Geschlechterverhältnisse entgegenstanden, zu berücksichtigen sein. Das Seminar findet in englischer Sprache statt. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt.

5250053 Exploring the Epistolary Form in the Long 18th Century (englisch)

2 SWS	3 SP				
SE	Do	14-16	wöch.	DOR 24 , 1.501	K. Schober

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
With the advent of new technologies and modes of circulation in the literary marketplace, private letters and epistolary novels proliferated in the long eighteenth century. This course will trace the manifold factors that account for the popularity of the epistolary form in its heyday. We shall read seminal works by such acclaimed authors as Aphra Behn, Lady Mary Wortley Montagu, Frances Burney, and Sydney Owenson. By presenting love affairs, initiation stories, or intercultural encounters, the texts artfully create the semblance of intimacy and immediacy between the respective correspondents. In this respect they raise questions of literariness and authenticity. What is more, the texts connect to broader cultural matters and negotiate divergent concepts of morality, gender, and nation, which disclose quite disconcerting ideologies at times.
A reader will be available at the beginning of the semester. Please purchase, in addition, your own paperback editions (Oxford Classics or Penguin Classics) of the following novels:
Burney, Frances, Evelina: or, the History of a Young Lady's Entrance into the World.
Owenson, Sydney (Lady Morgan), The Wild Irish Girl: a National Tale.

5250159 Reading British Modernism 1910-1939 – Avant-garde, Bloomsbury and Others (englisch)

2 SWS	3 SP				
SE	Do	10-12	wöch.	UL 6 , 2004A	J. Schoen

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
This course aims at exploring the cultural production of art and literature during the turbulent decades at the beginning of the 20th century. Apart from well-known writers, such as Virginia Woolf, T.S. Eliot, James Joyce and Ezra Pound, there was a host of other writers and artists who sought to encounter and shape the vast social and political transformations under way in Europe, such as the Great War, social reforms, suffrage, rise of fascism - just to name a few. Countless little publishing houses, galleries, magazines and journals (especially in London) were engaged in numerous debates, associations and conflicts to approach more experimental ways of creating poetry, prose, journalism, sculpture, dance, music and to reassess the position of artists in a transforming society. Besides closely reading the primary texts, we will look at the collaboration of painting and literature, at the conditions of publishing and being published, and also at how different writers negotiate categories of form, narrative subjectivity, and materiality.
Participants are required to attend regularly and actively contribute, as well as hand in assignments or give in-class presentations.
A reader with poetry , essays and secondary texts for the seminar will be available at the beginning of April.
As a preparation for the seminar, please acquire copies of the following texts:
Virginia. Woolf, To the Lighthouse, (1927), Harmondsworth: Penguin, 1989.
Ford Madox Huefer (later Ford), Some do not..., in: Ford Madox Ford, Parade's End.(1924), Introd. by Max Saunders, Harmondsworth: Penguin, 2011. (all four parts of Parade's End)

Wyndham Lewis, Tarr (1918), Oxford: Oxford World's Classics, 2010.

5250160 Queer Streaks and Postmodern Experimentation in Selected Novels by Jeanette Winterson (englisch)

2 SWS	3 SP				
SE	Do	12-14	wöch.	UL 6 , 2014B	C. Cronjäger

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Jeanette Winterson's use of divergent stylistic devices turns some of her works into thoroughly postmodern texts. Simultaneously, the ongoing experimental representation of gender (roles), sexuality, and sexual identity, best described as necessarily ambiguous and playfully instable, lead to the highly artistic form and the profoundly contemporary content of her novels. Thus, both form and content have rendered Winterson a writer of queer as well as lesbian postmodern texts. This course focuses on three of her early novels, i.e. Oranges Are Not the Only Fruit (1985), The Passion (1987), and Written on the Body (1992). The intricacies of form and content and how they convey postmodern and queer literary trends will be at the center of close readings and lively discussions in class.
Please purchase your own copies of the following novels, if possible in the recommended editions:
Winterson, Jeanette. Oranges Are Not the Only Fruit. (1985). London: Vintage, 2001.
---. The Passion. (1987). London: Vintage, 2001.
---. Written on the Body. (1992). London: Vintage, 1993.
A reader with secondary material will be provided at the beginning of the semester.

Modul 6: Levels of Linguistic Analysis

Für Modul 6 gilt, dass für die Teilnahme an dem Seminar, in dem die Modulabschlussprüfung (MAP) abgelegt wird, 3 Studienpunkte (SP) vergeben werden. Dabei ist die MAP nicht eingerechnet. Für die Teilnahme am anderen Seminar werden 2 SP vergeben.

5250093 Word Formation (englisch)

2 SWS	3 SP				
SE	Do	10-12	wöch.	UL 6 , 2014A	S. Olsen

This course introduces the students to the study of words with focus on the productive processes that allow speakers to enlarge the vocabulary of their language. The aim is to familiarize students with the necessary methodological tools to recognize and analyze complex words and to relate these analyses to the central issues currently under discussion in linguistic theory. The textbook (Plag, Ingo, 2003. Word-Formation in English. Cambridge University Press.) will be made available as a reader.

5250094 Word Formation (englisch)

2 SWS	3 SP				
SE	Fr	10-12	wöch.	UL 6 , 3038/035	S. Olsen

This course introduces the students to the study of words with focus on the productive processes that allow speakers to enlarge the vocabulary of their language. The aim is to familiarize students with the necessary methodological tools to recognize and analyze complex words and to relate these analyses to the central issues currently under discussion in linguistic theory. The textbook (Plag, Ingo, 2003. Word-Formation in English. Cambridge University Press.) will be made available as a reader.

5250100 Syntax (englisch)

2 SWS	2 SP				
SE	Di	10-12	wöch.	DOR 24 , 1.501	M. Egg

5250105 English Inflectional Morphology (englisch)

2 SWS	3 SP				
SE	Mi	10-12	wöch.	DOR 24 , 1.501	L. Peter

Starting from certain semantic categories (e.g. Temporality and Aspectuality), the seminar studies the morphological, or rather, morpho-syntactic (functional) categories Tense, Correlation and Aspect as well as Mood of the English verb, which are seen as based on privative binary oppositions. Similarly, the category of Voice is described in the context of building the information structure of a sentence. The discussion similarly explores the English noun with regard to the concept of countability, the category of Number and the phenomenon of (formal vs. notional) concord. Furthermore, the seminar takes a comparative look at how the concepts and semantic categories in question are grammaticalised in German. The categories are also examined from the perspective of cognitive grammar and mental spaces.

5250158 Introduction to Semantics (englisch)

2 SWS	2 SP				
SE	Do	16-18	wöch.	DOR 24 , 1.502	N. Scherf

Semantics describe the meaning of words and sentences. We will look at models that represent meaning, including a short introduction to formal semantics.
This seminar requires basic knowledge of linguistics acquired in Module 1.
The participants will complete weekly assignments, provided through the Moodle course.
Literature: Saeed, John (2003): Semantics. (Introducing Linguistics). Blackwell Publishers

5250164 English Phonetics and Phonology (englisch)

2 SWS	2 SP				
SE	Do	16-18	wöch.	UL 6 , 2004A	N.N.

5250165 English Phonetics and Phonology (englisch)

2 SWS	2 SP				
SE	Do	18-20	wöch.	DOR 24 , 1.601	N.N.

5250166 English Phonetics and Phonology (englisch)

2 SWS	2 SP				
SE	Mo	12-14	wöch.	I 110 , 349	N.N.

Modul 7: American Literary History

5250024 American Literary History II: World War I to the Present (englisch)

1 SWS	1 SP				
VL	Mi	14-15	wöch.	UL 6 , 3038/035	E. Boesenberg

The lecture offers an overview of U.S. American literary history since World War I. It is complemented by a Lektüreseminar in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (Shorter Seventh Edition), which is an essential text for the study of American literature. Additional texts will be available on moodle and in a folder in the library. Credits are based on regular attendance, participation in class discussions, an oral presentation or, in exceptional cases, a short written assignment. For the lecture, no registration is necessary.

5250025 American Literary History II: World War I to the Present (englisch)

1 SWS	1 SP				
SE	Di	14-16	14tgl./1	DOR 24 , 1.502	E. Boesenberg
SE	Di	14-16	14tgl./2	DOR 24 , 1.502	E. Boesenberg

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES

5250026 American Literary History II: World War I to the Present (englisch)

1 SWS	1 SP				
SE	Fr	10-12	14tgl./1	I 110 , 343	P. Monot
SE	Fr	10-12	14tgl./2	I 110 , 343	P. Monot

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES

5250027 American Literary History II: World War I to the Present (englisch)

1 SWS	1 SP				
SE	Do	12-14	14tgl./2	UL 6 , 2004A	R. Ulbrich

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES

Modul 8: Oral Skills and Language Awareness

Applied Language Studies: Use the registration form to register for the course

5250128 Language Awareness: Grammar in Context (englisch)

2 SWS	2 SP				
UE	Mo	14-16	wöch.	I 110 , 353	K. Heukroth
	Mi	10-12	wöch.	I 110 , 353	U. Scheffler
	Do	10-12	wöch.	I 110 , 306	U. Scheffler

detaillierte Beschreibung siehe S. 4

5250129 Language Awareness: Working with Words (englisch)

2 SWS	2 SP				
UE	Di	08-10	wöch.	DOR 24 , 1.502	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250130 Language Awareness: Academic Vocabulary (englisch)

2 SWS	2 SP				
UE	Fr	10-12	wöch.	DOR 65 , 325	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250131 Language Awareness: From Paragraph to Essay (englisch)

2 SWS	2 SP				
UE	Do	08-10	wöch.	I 110 , 353	U. Scheffler

This course aims to develop participants' awareness of essential features of composition and essay writing through analysis and practice activities; practice of selected language aspects and effective use of monolingual dictionaries will help course members to avoid the pitfalls of mother-tongue interference and to improve the lexical and stylistic accuracy in their essays.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to ursula.scheffler@rz.hu-berlin.de

5250132 Language Awareness: Learning Language with Literature (englisch)

2 SWS	2 SP				
UE	Di	14-16	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 5

5250133 Listening and Speaking: Listening Comprehension and Oral Expression (englisch)

2 SWS	2 SP				
UE	Mo	14-16	wöch.	DOR 65 , 325	U. Scheffler
	Mo	16-18	wöch.	DOR 65 , 325	U. Scheffler

Authentic radio programmes and film material will cover topics related to British and American social and cultural life. The course aims to develop students' abilities in listening for gist and detail and gives the opportunity to practice spoken English. Introduction to basics of academic presentation; participants will have to deliver a brief presentation and make several short in-class recordings.
It is recommended that students take this course before Presentation and Discussion.
Use the registration form to register for the course by 12 March.

5250134 Listening and Speaking: Academic Listening, Note-Taking and Discussion Skills (englisch)

2 SWS	2 SP				
UE	Do	14-16	wöch.	DOR 65 , 325	E. Gibbels
	Do	16-18	wöch.	DOR 65 , 325	E. Gibbels

This course helps students to develop the listening, note-taking and discussion strategies necessary to succeed in an English studies programme. Authentic lectures, broadcasts and films in combination with role-plays, presentations and debates are used to practice these skills and introduce students to the tone of voice and stylistic register adequate in academic discussions.
Use the registration form to register for the course by 12 March.
Exchange students: Registration by 3 April, 4 p.m. via email to elisabeth.gibbels@rz.hu-berlin.de

5250135 Listening and Speaking: Voices of Great Britain, Ireland and the United States (englisch)

2 SWS	2 SP				
UE	Mi	14-16	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 6

5250136 Presentation and Discussion: Public Speaking Skills (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 6

5250137 Presentation and Discussion: Presentation Practice (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	I 110 , 353	A. Fausser
	Do	12-14	wöch.	I 110 , 347	A. Fausser

detaillierte Beschreibung siehe S. 6

5250138 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland (englisch)

2 SWS	2 SP				
UE	Mi	16-18	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 7

5250139 Presentation and Discussion: Britain in Brief (englisch)

2 SWS	2 SP				
UE	Mi	12-14	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 7

5250140 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Do	10-12	wöch.	I 110 , 349	A. Fausser

detaillierte Beschreibung siehe S. 7

5250141 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.501	S. Ehlert

detaillierte Beschreibung siehe S. 7

5250149 Language Consultation (englisch)

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2004A	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250150 Language Consultation (englisch)

1 SWS					
UE	Mo	18-19	wöch.	DOR 65 , 325	U. Scheffler

detaillierte Beschreibung siehe S. 5

Vertiefungsstudium

Modul 9: English Language in Social and Cultural Context

5250091 Speaking: How monolinguals and bilinguals put thoughts into words (englisch)

2 SWS	4 SP				
SE	Fr	12-14	wöch.	DOR 24 , 1.601	S. Repp

In this seminar we shall investigate the process of speaking. How do we transform a thought into a chain of sounds? How does our mind traverse the linguistic levels - from semantics to phonetics - during this transformation? And how do we acquire knowledge about this process? In this seminar we will look at the speaking process itself (especially with regard to the word and the clause), and we will learn about psycholinguistic methods that researchers apply to elucidate this process: for instance, we shall learn about reaction time studies, sentence completion tasks, eye movement studies, eletrophysiological investigations of brain activity. We shall both consider the speaking process in monolingual speakers - which will serve as the blueprint for a model of the speech production process -, and in bilingual speakers. For the latter, we shall discuss questions like: Do bilinguals have one mental lexicon or two? Are both languages active all the time during production? How do bilinguals categorize things in the world that are categorized differently in the two languages they speak (e.g. colour terms are different in the world's languages, terms for cups/mugs/glasses are different)?
Requirements for credit points: There will be weekly homework assignments that mainly require reading (parts of) research papers and answering short questions about these research papers in written form.

5250167 The syntax-semantics interface: Argument structure (englisch)

2 SWS	4 SP				
SE	Fr	12-14	wöch.	UL 6 , 2014A	N.N.

Modul 10: Linguistics as a Cognitive Science

5250091 Speaking: How monolinguals and bilinguals put thoughts into words (englisch)

2 SWS	4 SP				
SE	Fr	12-14	wöch.	DOR 24 , 1.601	S. Repp

detaillierte Beschreibung siehe S. 24

5250167 The syntax-semantics interface: Argument structure (englisch)

2 SWS	4 SP				
SE	Fr	12-14	wöch.	UL 6 , 2014A	N.N.

detaillierte Beschreibung siehe S. 24

Modul 11: English Literary and Cultural History: Texts, Periods, Theories

5250054 Pre-Romantic Melancholia: Charlotte Smith's Elegiac Sonnets (englisch)

2 SWS	4 SP				
SE	Mo	14-16	wöch.	I 110 , 349	S. Blackmore

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Charlotte Smith (1749-1806) is usually considered one of the first Romantic poets in England. Her poetic works, especially her Elegiac Sonnets and Other Poems (1784-1797), had a major impact on Romantic poetry, not only in terms of literary conventions of both the sonnet tradition and the extremely popular elegiac poetry of the late eighteenth century, but also on the establishment of particularly Romantic patterns of thought and representations of moods. Especially her concept of melancholy - by then a highly fashionable medical as well as gendered phenomenon - profoundly influenced her claim as a woman poet between sensibility and rationality, between literary genius and gender issues.
In this seminar, we discuss the different and intricate strands of the eighteenth-century discourse of melancholy and read substantial parts of Smith's Elegiac Sonnets against this background. Thus, tracing the genesis of Romantic melancholy as a crucial constituent of the poetry of Smith's time and the generations of poets that followed, a special emphasis will be put on the question of the gendering of melancholy. A reader with primary and secondary texts will be provided at the beginning of term.

5250055 William Morris (englisch)

2 SWS	4 SP				
SE	Mo	10-12	wöch.	DOR 24 , 1.502	S. Lieske

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
William Morris is perhaps best remembered for his wallpaper, tapestry, and print designs. Yet, he was not only an artist/craftsman, but also a poet, an early environmentalist, a passionate social reformer, and an educationalist who became a socialist of sorts at the age of 50. In an age of ever-increasing specialization Morris was struggling for a new understanding of wholeness in both the arts and cultural thinking and offered - to both his contemporary and present thinkers - ideas about how to live a meaningful life - as an artist, craftsman or worker.
We will examine Morris`ideas of how to combat human alienation in modern industrial society and trace his idiosyncratic relations to his Pre-Raphaelite friends. We will study some of his poetry, his lectures and essays, his Utopia News From Nowhere as well as his home, furniture and graphic designs.
Please buy and read in advance: William Morris, News from Nowhere and Other Writings, ed. Clive Wilmer (Harmondsworth: Penguin, 1993). A reader with further material will be provided at the beginning of the summer term.

5250056 Twentieth-Century Experimental Theatre (englisch)

2 SWS	4 SP				
SE	Do	08-10	wöch.	UL 6 , 2004A	B. Schnabel

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Das experimentelle Theater des zwanzigsten Jahrhunderts brachte einige faszinierende innovative Strömungen des Dramas in englischer Sprache hervor. Zu den nennenswertesten Richtungen gehören der Expressionismus und das Theater des Absurden. Das Seminar stellt die beiden anglo-irischen Dramatiker Sean O'Casey und Samuel Beckett vor. Es befasst sich mit Textanalyse sowie Aspekten von Transformation und Performanz und setzt diese ins Verhältnis zu deren ästhetischen und historischen Kontext. Letzterer umfasst den Ersten Weltkrieg, die sogenannten "Roaring Twenties" sowie den Beginn der Zeit des kalten Krieges. Das Seminar wird die Anti-Kriegshaltung beider Autoren sowie deren künstlerische und ideologische Entwicklung in die Diskussion einbeziehen. Die Lehrveranstaltung findet in englischer Sprache statt. Einige Texte werden in einem Reader zur Verfügung gestellt.

5250057 Remaking British TV in the US (englisch)

2 SWS	4 SP				E. Haschemi
SE					Yekani

entfällt

5250058 (Re)Writing the Seaside: Beach Literature of Great Britain and the Commonwealth 1800 - 2000 (englisch)

2 SWS	4 SP				
SE	Di	14-16	wöch.	I 110 , 349	K. Tordasi

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Although the beach seems universal in its appeal to urbanized societies, the variety of (deviant) pleasures and practices attached to the waterfront is far from uniform. Over the centuries, shores functioned as a focal point for socio-cultural movements and the controversies they entail. In this context, the beach becomes a microcosm staging debates about gender issues, territorial claims, legitimised and unlawful recreation.

In the course of this seminar we will develop a genealogy of beach-culture in Great Britain and the Commonwealth, paying attention to the evolution of seaside practices and the shore's representation in the media. We will explore selected key concepts and discourses in spatial theory before moving on to an in-depth analysis of source material from various decades, ranging from texts by New Zealand author Katherine Mansfield to the film adaptation of Ian McEwan's Atonement. Spotlighting topics such as sea-bathing, coastal resorts, beach fashion, littoral paintings, postcolonial approaches and experiences of war, the seminar will investigate how specific places reflect, reproduce, support and subvert social structures.
Please buy:
Garland, Alex. The Beach. London: Penguin, 2007.
A reader with with primary and secondary reading will be available at the beginning of the term.

Modul 12: Paradigms of American Literature and Culture

5250016 Concepts of Literary and Cultural Studies in America: Constructing the Nation - Gender, Sexuality, 'Race' and Disability in Sports (englisch)

2 SWS	3 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

detaillierte Beschreibung siehe S. 11

5250019 Paradigms of American Literature: Jazz - An American Idiom (englisch)

2 SWS	4 SP				
SE	Di	10-12	wöch.	BE 1 , 140/142	C. Holler

detaillierte Beschreibung siehe S. 11

5250020 Global Education in the 21st Century. A Joint Course of NYU and HU Students (englisch)

2 SWS	4 SP				
SE	Mi	16-20	wöch.	DOR 24 , 1.601	R. Isensee

detaillierte Beschreibung siehe S. 12

5250028 Landmark Decisions of the US Supreme Court - Shaping a Nation (englisch)

2 SWS	4 SP				
SE	Mo	18-20	wöch.	DOR 24 , 1.601	M. Meyer

The law both reflects and creates history and culture. This course will familiarize Bachelor and Master students with landmark decisions of the U.S. Supreme Court that can be accredited with defining US identity, its culture and sociopolitical ethics. How can we trace the formation of the US nation and its citizens, their responses to social issues, vis a vis the letter of the law as shaped by this particular body?
We will read from famous decisions such as Miranda v. Arizona ("You have the right to remain silent"), Brown vs. Board of Education ("Separate is not equal"), Nixon v. the United States ("The President is not above the law") to understand the impact of the highest judicial body.
We will also discuss the ongoing controversies resulting from such critical decisions such as Roe v. Wade (abortion) or affirmative action/ reverse discrimination and their present impact on politics. Finally, we will take a closer look at some of the nine Justices on the bench and their highly polarized confirmations hearings, e.g. Sotomayor and the "wise latina" comments.
The goal is to enable students of American studies without a legal background to approach decisions of the Supreme Court and its "legalese" with more confidence and to put these decisions in their social, political and cultural context.

5250029 African American Autobiographical Writing (englisch)

2 SWS	4 SP				
SE	Do	08-10	wöch.	DOR 24 , 1.601	A. Poikane-Daumke

The aim of this course is to explore the development of African American
autobiographical writings and deepen our understanding of African American
history. We will start with the analysis of Ernest J. Gaine's text The Autobiography of Miss Jane Pitman, documenting the narrator's experience of enslavement, suffering, and endurance. Further, we will be looking at Langston Hughes's autobiography The Big Sea, revealing his strivings to establish
himself as an autonomous and creative thinker during the era of the Harlem Renaissance. The subsequent readings will include Henry Louis Gates's highly acclaimed memoir Colored People and Daisy Bates's vivid text The Long Shadow of Little Rock, as well as, Maya Angelou's autobiography I Know Why the Caged Bird Sings, Audre Lorde's Zami, and bell hooks's Bone Black: Memories of Girlhood.
Registration via AGNES.

Modul 13: Writing Skills

Applied Language Studies: Use the registration form to register for the course

5250142 Writing Tools and Strategies: Writing Academic English (englisch)

2 SWS	2 SP				
UE	Mi	14-16	wöch.	UL 6 , 2004A	E. Gibbels
	Mi	16-18	wöch.	UL 6 , 2004A	E. Gibbels

detaillierte Beschreibung siehe S. 9

5250143 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	I 110 , 353	U. Scheffler

detaillierte Beschreibung siehe S. 10

5250144 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 349	E. Kelly

detaillierte Beschreibung siehe S. 10

5250145 Writing Tools and Strategies: Writing for Academic Purposes (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	I 110 , 353	A. Fausser

detaillierte Beschreibung siehe S. 10

5250146 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 306	S. Ehlert

detaillierte Beschreibung siehe S. 13

5250147 Translation Tools and Strategies: English Translation Skills (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	UL 6 , 2014B	E. Gibbels
	Do	12-14	wöch.	I 110 , 349	E. Gibbels

detaillierte Beschreibung siehe S. 12

5250148 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS	2 SP				
UE	Di	10-12	wöch.	UL 6 , 2004A	K. Heukroth
	Fr	08-10	wöch.	DOR 65 , 325	K. Heukroth

detaillierte Beschreibung siehe S. 12

5250149 Language Consultation (englisch)

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2004A	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250150 Language Consultation (englisch)

1 SWS					
UE	Mo	18-19	wöch.	DOR 65 , 325	U. Scheffler

detaillierte Beschreibung siehe S. 5

Modul 15: Fachdidaktik English

5250077 Einführung in die Grundlagen der Fachdidaktik (deutsch-englisch)

2 SWS	3 SP				
VL	Mi	12-14	wöch.	DOR 24 , 1.501	S. Breidbach

Die Veranstaltung beginnt im Sommersemester in der 2. Semesterwoche. Die Sitzung aus der ersten Woche wird im Laufe des Semesters nachgeholt.
Bitte melden Sie sich bis eine Woche vor Beginn der Vorlesungszeit über die entsprechenden Moodle-Seiten für die Veranstaltung an. Diese Veranstaltung ist Teil 1 des Modul 15 des BA-Englisch (Kernfach und Zweitfach im Kombinationsstudiengang). Das Modul bietet eine Einführung in die Didaktik und Methodik des Englischunterrichts. Die Veranstaltung „Einführung in die Didaktik und Methodik des Englischunterrichts (Grundlagen I)" behandelt im Überblick die Geschichte des schulischen Fremdsprachenunterrichts, didaktische Konzepte und Ziele, das Verhältnis von Fremdsprachendidaktik und ihren Bezugsdisziplinen. Ein besonderer Schwerpunkt der Einführungsveranstaltung liegt auf der Reflexion der eigenen Lehr- und Lernerfahrungen sowie der Motivation der Berufswahl Fremdsprachenlehrer/in. Die Arbeitsformen reichen von Vorlesungselementen über Plenar- und Gruppenarbeit bis zu Einzelaufträgen. Von den Teilnehmer/innen werden durchgängige Anwesenheit (Fehlzeiten nur in begründeten Fällen) und aktive Teilnahme erwartet. Die Sitzungstermine müssen durch begleitende Lektüre vorbereitet werden. Die Nachbereitung erfolgt über die Übernahme von Protokollen und/oder Ergebnisberichten. Folgende Buchtitel sind unentbehrliche Grundlage im gesamten Einführungsmodul und werden im Sinne einer fachdidaktischen Grundlagenbibliothek dringend zur Anschaffung empfohlen:(Relevante Auszüge werden bei Bedarf über einen *reader* zum Fotokopieren bereitgestellt.) Bausch, Karl-Richard / Christ, Herbert / Krumm, Hans-Jürgen (Hrsg.): Handbuch

Fremdsprachenunterricht. 5., unveränderte Auflage. Tübingen: Francke.Larsen-Freeman, Diane (2000): Techniques and Principles in Language Teaching. Oxford: Oxford University Press. Bach, Gerhard / Timm, Johannes-Peter (Hrsg.) (erscheint im Herbst 2009): Englischunterricht. Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis. 4., überarbeitete Auflage. Tübingen: A. Francke: UTB.Weskamp, Ralf (2001): Fachdidaktik: Grundlagen und Konzepte. Anglistik/Amerikanistik. Berlin: Cornelsen. € 15.50 Europarat (Hrsg.) (2001): Common European Framework for Languages. Learning, Teaching, Assessment. Volltext in Englisch www.goethe.de/z/50/commeuro/deindex.htmDie Printversion ist unter dem Titel "Gemeinsamer Europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen" im Langenscheidt-Verlag (ISBN 3-468-49469-6) erschienen.
Die semesterbegleitende Anfertigung eines Portfolios zählt zu den Prüfungsvorleistungen.
Kursschlüssel für Moodle: VL_Einführung

5250078 Ausgewählte Kapitel des Fremdsprachenunterrichts

2 SWS	3 SP				
SE	Di	14-16	wöch.	DOR 24 , 1.601	U. Pehle

Modul 15a: Schulpraktische Studien

5250082 Nachbereitung des Unterrichtspraktikums A

2 SWS	2 SP / 4 SP				
SE	Do	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

Rhythmus: Woche 1-7 wöchentlich
Beschreibung:
"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres
Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen inPlanung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."
Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250085 Nachbereitung des Unterrichtspraktikums B

2 SWS	2 SP / 4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.502	F. Klimczak

Rhythmus: Woche 1-7 wöchentlich
Beschreibung:
"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres
Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen inPlanung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."
Es werden 4 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250086 Vorbereitung auf das Unterrichtspraktikum A

2 SWS	3 SP				
SE	Fr	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

Rhythmus: wöchentlich
Beschreibung:
"In diesem Seminar analysieren und diskutieren Sie Grundlagen des modernenFremdsprachenunterrichts mit dem Ziel, sich Werkzeuge für Ihre eigene Lehrtätigkeit und Ihre Unterrichtsbeobachtungen im Unterrichtspraktikum Englisch zu erarbeiten. Konzepte wie Kommunikationsorientierung, Handlungs- und Produktionsorientierung sowie lerner_innenzentrierter
Unterricht sollen erarbeitet und praxistauglich mit Leben erfüllt werden. Neben dem Studium relevanter Fachliteratur zu verschiedenen Aspekten der Unterrichtspraxis erhalten Sie Gelegenheit, Lehrwerke vor dem Hintergrund neuster Theoriebildung kritisch zu analysieren, selbst Unterrichtsideen zu planen und im Seminar zur Diskussion zu stellen. Eigene Planungs- und
Durchführungsentscheidungen sollen reflektiert und auf ihre Wirksamkeit imHinblick auf die Förderung der fremdsprachlichen interkulturellen Handlungsfähigkeit der Lernenden untersucht werden.
Bitte beachten Sie, dass Sie sich persönlich im Praktikumsbüro bei Frau Rosenkranz (030/2093-1571) für Ihr Unterrichtspraktikum (27.08.-21.09.2012) anmelden müssen: http://studium.hu-berlin.de/lust/lehrer/schulpr1_html."
Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250088 Vorbereitung auf das Unterrichtspraktikum B

2 SWS	3 SP				
SE	Fr	10-12	wöch.	DOR 24 , 1.502	F. Klimczak

Rhythmus: wöchentlich
Beschreibung:
"In diesem Seminar analysieren und diskutieren Sie Grundlagen des modernenFremdsprachenunterrichts mit dem Ziel, sich Werkzeuge für Ihre eigene Lehrtätigkeit und Ihre Unterrichtsbeobachtungen im Unterrichtspraktikum Englisch zu erarbeiten. Konzepte wie Kommunikationsorientierung, Handlungs- und Produktionsorientierung sowie lerner_innenzentrierter

Unterricht sollen erarbeitet und praxistauglich mit Leben erfüllt werden. Neben dem Studium relevanter Fachliteratur zu verschiedenen Aspekten der Unterrichtspraxis erhalten Sie Gelegenheit, Lehrwerke vor dem Hintergrund neuster Theoriebildung kritisch zu analysieren, selbst Unterrichtsideen zu planen und im Seminar zur Diskussion zu stellen. Eigene Planungs- und Durchführungsentscheidungen sollen reflektiert und auf ihre Wirksamkeit imHinblick auf die Förderung der fremdsprachlichen interkulturellen Handlungsfähigkeit der Lernenden untersucht werden.
Bitte beachten Sie, dass Sie sich persönlich im Praktikumsbüro bei Frau Rosenkranz (030/2093-1571) für Ihr Unterrichtspraktikum (27.08.-21.09.2012) anmelden müssen: http://studium.hu-berlin.de/lust/lehrer/schulpr1_html."
Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250153 Unterrichtspraktikum (deutsch-englisch)

2 SWS
PR

A. Hirschfelder,
F. Klimczak,
A. Mihan,
N.N.,
K. Schultze,
J. Stalschus

Bitte beachten Sie, dass Sie sich persönlich im Praktikumsbüro bei Frau Rosenkranz (030/2093-1571) für Ihr Unterrichtspraktikum (27.08.-21.09.2012) anmelden müssen: http://studium.hu-berlin.de/lust/lehrer/schulpr1_html."

5250154 Vorbereitung auf das Unterrichtspraktikum C

2 SWS	3 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.502	N.N.

Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Besonders geeignet für die Lehrämter Englisch der Grundschule/Sonderpädagogik.

5250155 Nachbereitung des Unterrichtspraktikums C

1 SWS	2 SP / 4 SP				
SE	Mo	18-20	wöch.	DOR 24 , 1.502	N.N.

Rhythmus: Woche 1-7 wöchentlich
Beschreibung:
"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres
Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen inPlanung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."
Es werden 4 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Besonders geeignet für die Lehrämter Englisch der Grundschule/Sonderpädagogik.
Besonders geeignet für Grundschul- und Sonderpädagogik.

5250156 Nachbereitung des Unterrichtspraktikums D

1 SWS	2 SP / 4 SP				
SE	Mi	18-20	wöch.	DOR 24 , 1.501	N.N.

Rhythmus: Woche 1-7 wöchentlich
Beschreibung:
"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres
Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen inPlanung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."
Es werden 4 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Besonders geeignet für die Lehrämter Englisch der Grundschule/Sonderpädagogik.
Besonders geeignet für Grundschul- und Sonderpädagogik.

Modul 16: Berufsfeldbezogene Studien

5200001 Informationsveranstaltung zum Modul Berufsfeldbezogene Zusatzqualifikationen

1 SWS					
PW	Do	18-20	Einzel (1)	DOR 24 , 1.101	K. Schütz

1) findet am 19.04.2012 statt

detaillierte Beschreibung siehe S. 13

5200002 Training zur beruflichen Orientierung

1 SWS 1 SP

PW	Fr	13-16	Einzel (1)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (2)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (3)	DOR 24 , 1.402	L. Schulz
PW	Fr	13-16	Einzel (4)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (5)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (6)	DOR 24 , 1.402	L. Schulz
PW	Fr	13-16	Einzel (7)	DOR 24 , 1.402	L. Schulz
PW	Sa	09-12	Einzel (8)	DOR 24 , 1.402	L. Schulz
PW	Sa	13-16	Einzel (9)	DOR 24 , 1.402	L. Schulz

1) findet am 27.04.2012 statt
2) findet am 12.05.2012 statt
3) findet am 28.04.2012 statt
4) findet am 04.05.2012 statt
5) findet am 28.04.2012 statt
6) findet am 05.05.2012 statt
7) findet am 11.05.2012 statt
8) findet am 05.05.2012 statt
9) findet am 12.05.2012 statt

detaillierte Beschreibung siehe S. 13

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen

1 SWS

VR	Mi	18-20	wöch. (1)	DOR 24 , 1.103	K. Schütz

1) findet vom 09.05.2012 bis 27.06.2012 statt

detaillierte Beschreibung siehe S. 13

5200004 Vom Studium zum Beruf

2 SWS 3 SP

PL	Di	08-10	wöch. (1)	DOR 24 , 3.018	K. Schütz

1) findet vom 17.04.2012 bis 10.07.2012 statt

detaillierte Beschreibung siehe S. 14

5200005 Der Feldpostbrief - Private Botschaften im künstlerischen und gesellschaftlichen Diskurs

2 SWS 3 SP

PL	Di	18-20	wöch. (1)	DOR 24 , 1.404	J. Ebert

1) findet vom 17.04.2012 bis 15.07.2012 statt

detaillierte Beschreibung siehe S. 14

5250022 Berufsfeld Fernsehen: Von Autor bis Redakteur, von banal bis bedeutungsschwanger

2 SWS 3 SP

PL	Do	16-18	wöch.	DOR 24 , 1.601	B. Wieders

detaillierte Beschreibung siehe S. 15

5250109 Simultaneous Interpreting (englisch)

2 SWS 3 SP

PL	Do	12-14	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250110 Introduction to (conference) Interpreting (englisch)

2 SWS 3 SP

PL	Do	10-12	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250111 Sight Translation En-Dt/Dt-En (englisch)

2 SWS 3 SP

PL	Do	08-10	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250112B Interpreting Discussions B (englisch)

2 SWS	3 SP				
PL	Mi	10-12	wöch.	DOR 65 , 459	E. Affandi

This course is based on the knowledge and skills acquired in "Introduction to Interpreting". Participants will learn how to interpret discussions (and negotiations) effectively. The course begins with informal discussions of topics of historical and cultural interest. It then goes on to include simulations of real-life interpreting situations. Students' interpreting performance will be assessed with regard to the completeness and correctness of content and language. Number of participants: 15. Registration required per email: eva.affandi@rz.hu-berlin.de

5250113 Advanced Translation (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250114 Unseen Translation/Übersetzen vom Blatt (deutsch-englisch)

2 SWS	3 SP				
UE	Di	08-10	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250126 Profesional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS	3 SP				
PL	Mi	14-16	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250127 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS	3 SP				
PL	Fr	12-14	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250151 English for the Media (englisch)

2 SWS	3 SP				
PL	Di	18-20	wöch.	DOR 24 , 1.502	E. Gibbels

detaillierte Beschreibung siehe S. 16

5250152 Praxiskolloquium

1 SWS	1 SP				
PCO	Mo	10-12	wöch.	UL 6 , 2004A	E. Gibbels

Das Praxiskolloquium bietet den Austausch über die Erfahrungen aus den jeweiligen Praktika der Studierenden sowie Workshops zu Berufsplanung und Jobsuche für AnglistInnen. Neben dem Praktikumsbericht und aktiver Teilnahme ist ein abschließendes Gruppengespräch Voraussetzung für die Vergabe des Studienpunktes. Der konkrete Modus für das Kolloquium wird in der ersten Sitzung festgelegt; Ihre Anwesenheit an diesem Termin ist daher unbedingt erforderlich. Die Anmeldung zum Praxiskolloquium erfolgt per email bis zum 10.04.2012. elisabeth.gibbels@rz.hu-berlin.de

Studiengang Master (MA) Amerikanistik

Modul 2: Reading American Literature and Culture

5250030 American Literary History II: World War I to the Present: Lektürekurs für BA Studenten (englisch)

2 SWS	3 SP				
LK	Mo	14-16	14tgl./2	I 110 , 343	MA-Studierende

siehe BA AM Modul 1

5250031 American Literary History II: World War I to the Present: Lektürekurs für BA Studenten (englisch)

2 SWS	3 SP				
LK	Di	14-16	14tgl./2	I 110 , 343	MA-Studierende

Siehe BA AM Modul 1

5250032 American Literary History II: World War I to the Present: Lektürekurs für BA Studenten (englisch)

2 SWS	3 SP				
LK	Do	12-14	14tgl./2	I 110 , 343	MA-Studierende

Siehe BA AM Modul 1

5250033 American Literary History II: World War I to the Present: Lektürekurs für BA Studenten (englisch)

2 SWS	3 SP				
LK	Fr	12-14	14tgl./2	I 110 , 343	MA-Studierende

Siehe BA AM Modul 1

Modul 3: Intercultural Relations

5250107 Interpreting Discussions and Negotiations (englisch)

2 SWS	3 SP				
UE	Mi	12-14	wöch.	DOR 65 , 459	E. Affandi, D. Simon

Have you ever considered working as an interpreter? Come along to the course "Interpreting Discussions and Negotiations" and find out whether you have the necessary talent. During the course you will learn the basic skills needed for interpreting and expand your active vocabulary. The topics covered are e.g. a tour of various German cities with a scholar from the US; a short history of English music; a visit to a doctor's office; ordering a buffet luncheon; the development of various ground-breaking inventions and more. During the course each participant will be required to prepare ONE presentation on a topic connected with the interpreting themes. All MA American Studies students are welcome. Others may join if enough places are available. Number of participants: 15. Registration required via email: eva.affandi@rz.hu-berlin.de

5250120 Advanced Writing: Current Issues in the US (englisch)

2 SWS	3 SP				
UE	Mo	10-12	wöch.	DOR 24 , 1.501	S. Ehlert

This class is designed to give participants the opportunity to read about and discuss current events in the U.S., whether political developments, social and cultural developments, or issues of general interest. Participants will complete weekly readings at home, take part in discussions, and write and revise one 5-7 page essay. One in-class presentation is required. Attend the first class meeting (April16) to receive a place in the course.

5250121 Non-Fiction Writing (englisch)

2 SWS	2 SP / 3 SP				
UE	Mi	12-14	wöch.	I 110 , 349	S. Ehlert

This class is designed to provide an opportunity for students to read a variety of interesting modern non-fiction writing selections in English and try their hand at creating their own pieces. Students will develop a writing portfolio and participate in in-class readings and critiques. Number of participants is limited to 15. Attend the first class meeting (April 11) in order to receive a place in the course.

Modul 4: Identities

5250016 Concepts of Literary and Cultural Studies in America: Constructing the Nation - Gender, Sexuality, 'Race' and Disability in Sports (englisch)

2 SWS	3 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

detaillierte Beschreibung siehe S. 11

5250034 Depression/Identities: America 1929-1941 (englisch)

2 SWS	4 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.601	M. Klepper

The thirties in America were a time of personal and national struggle to come to terms with the consequences of the financial and economic crisis and a time of recalibration in regard to the self-definition and self-description of the United States. Starting from the premise that national traditions are continuously (re-)invented (Eric Hobsbawn) and that communities in a self-reflective and emphatic sense are imagined (Benedict Anderson), we will explore diverse sources (texts, songs, photographs, murals, movies, etc.) in order to study the competing imaginations of what constitutes at this particular time the "national identity" of the United States. Students will form small research groups and offer their findings to the seminar at large. Apart from trying to get a more informed and more detailed feeling for the time of the Depression and its cultural representations, we will continuously discuss how the idea of the nation is constructed. Please read McElvaine's book (see below) on the Great Depression prior to the class in the semester break!

Please sign yourself up for this class in the virtual classroom in Moodle! The key is "Roosevelt" (Course at PhilFak II/Anglistik-Amerikanistik). No registration through Agnes!
Readings:
• Rolf Eickelpasch/Claudia Rademacher: "Nationale Identität als Konstruktion" (text in moodle)
• Eric Hobsbawm: "Inventing Traditions" (text in moodle)
• Benedict Anderson: excerpts from Imagined Communities (texts in moodle)
• Erika Doss: "No way like the American way" (text in moodle)
• As an introduction to the time: Robert S. McElvaine, The Great Depression. America, 1929-1941. New York: Three Rivers Press, 2009.
Course Requirements:
Participation in a research group within the seminar and presentation of the results. Term paper (ca. 15 pages) in this seminar or the second seminar of module as a MAP.

5250035 The Novel of Adolescence in American Literature (englisch)

2 SWS	4 SP				
SE	Di	12-14	wöch.	DOR 24 , 1.501	R. Isensee

In his essay "The Idea of Adolescence in American Fiction" (1968) Ihab Hassan's argues that "the cult of adolescence" has played a constitutive role in the emergence of a distinctively American literature. Similarly, Leslie Fiedler has suggested that the themes of American literature "belong to the pre-adult world" as a reflection of an ongoing effort to come to terms with the ideas of innocence and experience as crucial coordinates of American cultural history.
Based upon a critical discussion of these assumptions the course will explore various literary representations of the theme of adolescence and their corresponding aesthetic functions in selected novels and short stories and evaluate their relevance for the formation of American literature in the 19th and 20th century.
Among others, writings by M. Twain, St. Crane, S. Anderson, H. James, W. Faulkner, C. McCullers, J.D. Salinger, R. Cormier, L. Lowry, N. Garden will serve as case studies for a comparative analysis of the themes and narrative strategies underlying the construction of adolescent images in texts intended for adult and young adult readers.
More detailed information on the syllabus, bibliography and webliography will be available on the American Studies homepage at the beginning of April.

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

5250036 Politics of the Graphic Novel (englisch)

2 SWS	4 SP				
SE	Mi	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

As an art form, the graphic novel has quickly established itself as part of a North American cultural landscape dominated by visual media. Yet, its historical and stylistic connection to comics does not mean that the genre is limited to "mere entertainment" or "escapist fantasies." Rather, a surprising number of graphic novels have taken up explicitly political themes: the holocaust, U.S. foreign policy, social conflict both in- and outside of the U.S. and Canada, racism, sexism, and homophobia.
In the course, we will investigate how graphic novels participate and intervene in discussions about contemporary as well as historical political issues, and how they construct 'race'/ethnicity, gender, and sexuality in particular. The combination of visual images and written language requires an approach that addresses their interrelation as well as the ways in which each component contributes to the text's overall style. The respective aesthetic strategies form an integral part of the graphic novel's politics and affect its function as a political medium. Texts to be discussed include Art Spiegelman's Maus, Alison Bechdel's Fun Home, and Gene Luen Yang's American Born Chinese.
Requirements for obtaining credit in this course include participation in a group presentation as well as class discussions. Registration for the course takes place in the first session.

5250037 Representations of Gender in Native American Literature (englisch)

2 SWS	4 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.501	R. Isensee

Based upon a close examination of major social, cultural and literary sources of Native American writing in the 20th century the course will explore the particular nature and function of constructions of gender (and race) in recent Native American literature. Focusing on American Indian notions of masculinity and femininity as well as authority and identity the class discussion will investigate concepts of gender and their literary representations from the perspective of Native American authors and contrast them to those in other American (minority) literatures. The reading will include texts by authors such as L. M. Silko, N. S. Momaday, L. Erdrich, R. A. Young Bear and T. King.
Grading in this course will be based on regular participation in the class discussion, one oral presentation and a final paper.
More detailed information on the syllabus and bibliography/webliography will be available on the American Studies Homepage at the beginning of April.

Modul 6: Mediality

5250038 Film and TV Analysis (englisch)

2 SWS	3 SP				
LK	Mo	12-14	wöch.	DOR 24 , 1.601	MA-Studierende

5250039 Film and TV Analysis (englisch)

2 SWS	3 SP				
LK	Mi	10-12	wöch.	DOR 24 , 1.601	MA-Studierende

5250040 Film and TV Analysis (englisch)

2 SWS	3 SP				
LK	Fr	10-12	wöch.	UL 6 , 2004A	MA-Studierende

5250041 Film and TV Analysis (englisch)

2 SWS	3 SP				
LK	Di	16-18	wöch.	DOR 24 , 1.502	M. Klepper

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

5250028 Landmark Decisions of the US Supreme Court - Shaping a Nation (englisch)

2 SWS	4 SP				
SE	Mo	18-20	wöch.	DOR 24 , 1.601	M. Meyer

detaillierte Beschreibung siehe S. 26

Modul 8: Research and Writing Skills

5250115 Academic Writing (englisch)

2 SWS	2 SP / 3 SP				
UE	Di	10-12	wöch.	I 110 , 353	D. Simon

Gives graduate students an opportunity to expand writing skills required in an academic environment such as preparing General-Specific Texts, Summaries, Critiques and Research Papers. Attention will be devoted to topics such as Purpose and Strategy, Organization, Style, Flow and Language Focus. Participants will be required to prepare samples of academic writing for peer review and discussion.
At the end of the course the practical language MAP for both Module Ia and Module 8 is offered.
Class limited to 15 participants. Registration required under : deborah.simon@rz.hu-berlin.de

5250120 Advanced Writing: Current Issues in the US (englisch)

2 SWS	3 SP				
UE	Mo	10-12	wöch.	DOR 24 , 1.501	S. Ehlert

detaillierte Beschreibung siehe S. 32

5250121 Non-Fiction Writing (englisch)

2 SWS	2 SP / 3 SP				
UE	Mi	12-14	wöch.	I 110 , 349	S. Ehlert

detaillierte Beschreibung siehe S. 32

Studiengang Master (MA) Englische Literaturen - English Literatures

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250115 Academic Writing (englisch)

2 SWS	2 SP / 3 SP				
UE	Di	10-12	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 34

5250125 Academic Skills: Essay Composition (englisch)

2 SWS	2 SP				
UE	Mi	10-12	wöch.	I 110 , 349	M. Davies

In this course students will familiarize themselves with the styles, techniques and discoursal features of essay writing in the English-speaking world by engaging in analytical and creative reflection on a number of themes relating to literary and cultural life in Britain. Participants will have the opportunity to analyse essays written in English and to practise and improve their own argumentative, discursive and descriptive style in essay writing, focusing in particular on structural, ideational and rhetorical appropriacy.
max. 15 Teilnehmer
Registration per email by 5th April 2012: michael.davies@rz.hu-berlin.de

Modul Ib: Sprachpraxis: Textsortenkompetenz

5250121 Non-Fiction Writing (englisch)

2 SWS	2 SP / 3 SP				
UE	Mi	12-14	wöch.	I 110 , 349	S. Ehlert

detaillierte Beschreibung siehe S. 32

5250124 Professional Communication Skills: Negotiating Skills and Intercultural Management (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	I 110 , 343	M. Davies

In this course, students will have an opportunity to reflect upon linguistic and cultural issues that shape professional communication between individuals from different societies and cultural backgrounds, with particular emphasis being given to Anglo-German negotiations. In addition to sensitising students to possible conceptual, linguistic and discoursal differences that may influence the way professional communication is conducted in different societies, the course will enable students to develop and practise the oral and written skills they need to communicate effectively in English in a range of situations involving professional cross-cultural exchange. These will involve planning, organizing and conducting simulated meetings and participating in project-work linked to intercultural management.
max. 15 Teilnehmer.
Registration per email by 5th April 2012: michael.davies@rz.hu-berlin.de

Modul II: Authors, Periods, Genres

5250059 Victorian Women Poets (englisch)

2 SWS	4 SP				
SE	Mi	10-12	wöch.	I 110 , 347	S. Lieske

Even though some Victorian women poets, such as Elizabeth Barrett Browning or Christina Rossetti, are part of the poetic canon by now, the prejudice that Victorian women`s poetry is largely about the heart and the home has contributed in a major way to the marginalization of the variety of their poetic voices since the 19th century. In spite of much valuable feminist criticism there is still a tendency to ignore the considerable influence that these women poets had on their male contemporaries.
The seminar will explore Victorian women`s poetry in relation to its Romantic heritage as well as to the beginning of modernist poetry. Our discussions will include the Bronte`s melancholic lyricism, Barrett Browning`s sonneteering, Christina Rossetti`s eerie piety, the social protest of Eliza Cook and Emily Hickey as well as the pre-modernism of Mary Coleridge and Charlotte Mew.
Participants are expected to have their own copy of Victorian Women Poets, ed. Angela Leighton and Margaret Reynolds (Oxford: Blackwell, 1995). A Reader with additional material will be available at the beginning of the summer term.
Please register for the class by email (stephan.lieske@rz.hu-berlin.de) by April 1, 2012.
The Lektürekurs is designed as a close reading of additional women`s poetry of the period.

5250060 Victorian Women Poets (englisch)

2 SWS	- SP / 4 SP				
LK	Mi	12-14	14tgl.	I 110 , 347	S. Lieske

5250061 Anglo-Norman and Middle English Romances (englisch)

2 SWS	4 SP				
SE	Mo	12-14	wöch.	DOR 24 , 1.502	W. Keller

After the Norman Conquest in 1066 (Battle of Hastings), French and English vied for linguistic supremacy as spoken and literary languages. Literary works in post-Conquest Britain reflect this bi-lingualism. The genre of romance is particularly interesting in this respect, given that many Anglo-Norman romances were subsequently translated into Middle English. This seminar focuses on several (related) aspects of Anglo-Norman and Middle English romances. First of all, we will address the question of genre: what is a romance and how does this genre develop at the hands of French, Anglo-Norman and English authors. Secondly, we will discuss the role of translation, comparing the Middle English romances to their Anglo-Norman sources, always with a view to the socio-historical context and to the way in which authors transform the (imaginary) settings and the plot itself. And lastly, we will explore Anglo-Norman and Middle English romances in the context of authorship, that is, the way in which these texts reflect the writing process and gesture towards conceptualizations of literary authorship. All of the texts will be made available (in translation) on Moodle. Please register for this class by email (wolfram.keller@staff.hu-berlin.de) by 1 April 2012.

5250062 Anglo-Norman and Middle English Romances (englisch)

2 SWS	- SP / 4 SP				
LK	Mo	14-16	14tgl.	DOR 24 , 1.502	W. Keller

5250063 Writing Consciousness in the 18th Century (englisch)

2 SWS	4 SP				
SE	Di	10-12	wöch.	I 110 , 343	S. Mieszkowski

Care to delve into the 18th century for a term? In this course we are going to look at the link between writing, reading and a new understanding of consciousness. A few examples of the epistolary novels, genre that used to be immensely popular with readers between the 1680s and the 1770s, will help us do so. Not only did it entertain, it also helped form morals and identity, notions of gender as well as class. We are going to start with Mary Davys's Familiar Letters Betwixt a Gentleman and a Lady (1725), proceed to Samuel Richardson's Pamela or Virtue Rewarded (1740) and end with Tobias Smollett's The Expedition of Humphry Clinker (1771). There will, however, also be a few sprinkles of contemporary philosophy. A word of warning: this course deals with 18th century novels, and these tend to have quite a few pages. If you have not read them in time for class, we will be unable to discuss them. So please start reading in the term break. In order to make sure you have the operational knowledge we need, there will be a plot-quiz on the three primary texts in week 2.
Reading: Please buy and read Samuel Richardson, Pamela and Tobias Smollett, The Expedition of Humphry Clinker. Any decent edition (Penguin Classics; Oxford World's Classics etc.) will do. Since the letters are either dated or numbered, we won't have any coordination problems. Mary Davys's Familiar Letters (1725), excerpts from John Locke's Essay Concerning Human Understanding (1689) and from the anonymous Essay on Consciousness (1728) will be made available as a pdf-file when you register. Recommended background reading: Roy Porter, London: A Social History (2000); Roy Porter, English Society in the Eighteenth Century (1990); John Richetti, The English novel in history: 1700-1780 (1999); John Richetti (ed). The Cambridge Companion of the eighteenth century novel (1996), Joe Bray, The epistolary novel: representation of consciousness (2003) and Jürgen Habermas, Strukturwandel der Öffentlichkeit (1990). Excerpts from these books and other sources will be made available in a reader at the beginning of term.
sylvia.mieszkowski@hu-berlin.de

5250064 Writing Consciousness in the 18th Century (englisch)

2 SWS	- SP / 4 SP				
LK	Di	12-14	14tgl.	I 110 , 343	S. Mieszkowski

sylvia.mieszkowski@hu-berlin.de

Modul IIIa: Texts, Contexts, Cultures: Medien und kulturelle Vermittlungsformen

5250065 Queer/ing Film (englisch)

2 SWS	4 SP				
SE	Mi	14-16	wöch.	DOR 24 , 1.601	S. Mieszkowski

`Queer' is one of these terms which can mean different things to different people. Some use it as an umbrella term that covers any un-straight identity, be it lesbian, gay, bisexual, intersexual or transgender. Others see it less as an identity category, and more as a cultural practice, demanding of any queer act or interpretation a deconstructive potential which takes issues with two dichotomies ('male' vs. 'female' and 'homosexual' vs. 'heterosexual'). The tension between these two positions gives rise to the convictions that not everything lgbit is necessarily queer; and not every queer act/reading has necessarily an lgbit object. In this seminar we are going to do four things: i) to build up a working knowledge of queer theory; ii) to look at films that represent queer topics; iii) to analyse films that criticize the heteronormative matrix; iv) practice to produce queer readings of filmic objects of analysis.
Viewing
Experience teaches that it is extremely difficult to find a space and a time slot for film screenings. I shall therefore send you the list of films we are going to discuss in class by mid-March, and leave it to you where and when you watch them. Hopefully, we'll find a way to make the set films available. I'll be in touch about that, as soon as I have a list of participants.
Entrance Ticket:
If you'd like to participate in this course, you need to bring me an entrance ticket in the shape of a short film clip (could be an ad or a trailer or a docu snippet or a video blog entry) AND a short statement why you consider this 'queer'. I am planning to discuss some of these in class. Please register via email as soon as my address (sylvia.mieszkowski@hu-berlin.de) becomes functional, but no later than 2nd April.

5250066 Queer/ing Film (englisch)

2 SWS	- SP / 4 SP				
LK	Mi	12-14	14tgl.	UL 6 , 2004A	S. Mieszkowski

Modul IIIb: Texts, Contexts, Cultures. Literatur und Wissensordnungen

5250067 Sympathy in Literature (englisch)

2 SWS	4 SP				
SE	Fr	10-12	wöch.	DOR 24 , 1.501	H. Schwalm

In his Dictionary of the English Language (1755), Samuel Johnson defined sympathy as "Fellowfeeling; mutual sensibility; the quality of being affected by the affection of another." As a notion of mutual affection, or, in its later version, the human ability to partake of the feelings and sentiments of another, sympathy is ubiquitous in late seventeenth and early eighteenth-century literature and culture. It guarantees sociability.

This seminar will focus on figurations of sympathy in a broad range of literary texts and genres as well as moral philosophy and poetic theory. In a second step, leaving the eighteenth century, we shall explore the refigurations of sympathy as an aesthetic concept during Romanticism and beyond.
A moodle platform including most primary texts will be provided. Most of the primary texts will be relatively short or extracts only. However, we shall study a – very long – key text in detail: Samuel Richardson's novel Clarissa, Or The History of a Young Lady. You will need to have your own copy (Penguin Classics, or – this would be acceptable for our purposes – the Signet Classics abridged version).
The Lektürekurs will offer scope for the study and discussion of additional primary sources and relevant recent theory.

5250068 Sympathy in Literature (englisch)

2 SWS	- SP / 4 SP				
LK	Fr	12-14	14tgl.	DOR 24 , 1.501	H. Schwalm

Modul IV: Literary Interactions

5250069 The Mystics (englisch)

2 SWS	4 SP				
SE	Di	12-14	wöch.	DOR 24 , 1.601	W. Keller

This class focuses primarily on the writings of Julian of Norwich as well as Margery Kempe's Book of Margery Kempe, which is often discussed as one of the first English autobiographies. On the one hand, we will discuss these works in the context of female mysticism: we will explore the medieval tradition of mysticism and the works of female, continental mystics (e.g. Bridget of Sweden, Catherine of Siena). On the other hand, we will discuss Julian of Norwich's and Margery Kempe's works as autobiographical texts, engaging with the constraints and possibilities of self-expression in late medieval England.
Recommended editions: Nicholas Watson and Jacqueline Jenkins, eds., The Writings of Julian of Norwich (University Park: Pennsylvania State University Press, 2006); Margery Kempe, The Book of Margery Kempe, trans. B.A. Windeatt (Harmondsworth: Penguin, 1994).
Please register for this class by email (wolfram.keller@staff.hu-berlin.de) by 1 April 2012.

5250070 The Mystics (englisch)

2 SWS	- SP / 4 SP				
LK	Di	14-16	14tgl.	UL 6 , 2004A	W. Keller

5250072 Facing (the) East - Eastern Europe in Anglophone Literature (englisch)

2 SWS	- SP / 4 SP				
LK	Mo	16-18	14tgl.	UL 6 , 2004A	M. Jakiša, H. Schwalm

5260092 Sprachenübergreifend: Facing (the) East - Osteuropa in der englischsprachigen Literatur

2 SWS	4 SP				
SE	Mo	14-16	wöch. (1)	DOR 24 , 1.604	M. Jakiša, H. Schwalm

1) findet vom 16.04.2012 bis 14.07.2012 statt

Das Tandem-Teaching-Seminar (Anglistik-Slawistik) geht den Repräsentationen Osteuropas in der gegenwärtigen englischsprachigen Literatur nach. Das Verschwinden von Staaten (Sowjetunion, Jugoslawien, Tschechoslowakei), die Migrationsbewegungen nach der Auflösung des ‚Ostblocks' und die neuen Bilder vom Osten, die die entstandenen Leerstellen fortlaufend füllen, sind zu einem produktiven Quell für eine neue globale ‚Osteuropaliteratur' geworden, die nationalphilologische Grenzen herausfordert.
Am Beispiel zeitgenössischer Romane in englischer Sprache wollen wir den neuen Blick nach Osten in seinen unterschiedlichen Facetten vor dem Hintergrund der jüngeren postkolonialen Kritik und ihren Begriffen wie „globale Melange" (Rushdie), vor dem Hintergrund der „Literaturen in Bewegung" (Ette) und mit Blick auf revidierte Konzepte von „Weltliteratur" (Damrosch) nachvollziehen. Dabei werden Texte von Osteuropäern, die über Osteuropa in der ‚Zweit-Sprache' schreiben, ebenso berücksichtigt, wie Texte von Nicht-Migrierten und britischen Autoren, die das gegenwärtige Osteuropa bzw. die Sowjetunion als Sujet ‚entdecken'.

Literatur:
Gelesen werden u.a.: A.D. Miller: *Snowdrops* (Atlantic Books), James Meek: *The People's Act of Love* (Canongate Books), Aleksandar Hemon: *Lazarus Project* (Penguin Group) und Gary Steyngart: *Absurdistan.* (Random House)

Modul V: Texts and Theories

5250073 Contemporary Critical Theorists (englisch)

2 SWS	4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.501	S. Mieszkowski

Are you longing for an intellectual space where you can get in touch with and discuss new theory? Are you a patient reader unafraid of hard stuff, who has a penchant for carefully chewing sentences? Are you willing to face the challenge of closing the gap between theory concepts and a concrete cultural or literary or filmic object yourself? Ok, then I might have a course for you...
Reading:

Jon Simon's From Agamben to Žižek: Contemporary Critical Theorists (Edinburgh UP, 2011) ISBN: 978-0748639748 will provide basic orientation for this course's selection of theorists. You may find it useful to by this book but are not obliged to do so. By the beginning of term, a reader with all texts discussed in class will be made available to you. Please register via email as soon as my address (sylvia.mieszkowski@hu-berlin.de) becomes functional, but no later than 2nd April.

5250074 Contemporary Critical Theorists (englisch)

2 SWS	- SP / 4 SP				
LK	Do	16-18	14tgl.	DOR 24 , 1.501	S. Mieszkowski

Modul VI: Forschungskolloquium

5250075 Forschungskolloquium (englisch)

2 SWS	4 SP				
CO	Di	16-18	wöch.	UL 6 , 2004A	W. Keller

Ein Teil des Kolloquiums ist für Studierende des MA English Literatures zur Besprechung ihres Forschungsvorhabens (betreutes Selbststudium) bzw. zur Präsentation ihrer im vorhergehenden Semester erarbeiteten Forschungsprojekte vorgesehen.
Weitere Sitzungen des Kolloquiums richten sich an Studierende der alten Studiengänge in der Abschlussphase. Es bietet Hilfestellung bei der Vorbereitung auf die schriftliche und mündliche Prüfung (Suchen und Erarbeiten der Themenschwerpunkte, Recherche, Arbeits- und Präsentationstechniken etc.) und bei der Abfassung der Abschlussarbeit (Themenfindung, Planung und Strukturierung etc.). Für diejenigen, die sich bereits in der Schreibphase befinden, bietet das Kolloquium Gelegenheit, ihren Arbeitsfortschritt vorzustellen und zu diskutieren. Bitte melden Sie sich per Email (an wolfram.keller@staff.hu-berlin.de) für diesen Kurs an: Name, Studiengang, Thema/Themen, Prüfungsform (Abschlussarbeit, Klausur, mündliche Prüfung).

Studiengang Master (MA) of Education

Achtung: neues Einschreibverfahren für sprachpraktische Lehrveranstaltungen ab SoS 2011. Verwenden Sie hierzu das PDF-Formular auf der Seite der 'Abteilung Applied Language Studies'.

5250090 Forschungskolloquium Fremdsprachendidaktiken (deutsch-englisch)

2 SWS					
CO	Fr	14-16	wöch.	DOR 24 , 1.502	S. Breidbach

Moodle-Schlüssel: FoKoll12

Kleiner Master (60SP)

Modul Kompetenzorientierung im Englischunterricht FD 1/FD 2

5250079 Kompetenzorientierung Primarstufe/SEK I

2 SWS	3 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.601	U. Pehle

Es werden 2 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250080 Problemfelder der Praxis: Ansätze zu ihrer Bewältigung: Classroom observation & analysis (deutsch-englisch)

2 SWS	2 SP / 4 SP				
SE	Mi	10-12	wöch.	DOR 24 , 1.502	K. Schultze

Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email zu den Seminaren an.
Observation is one of the most important – and at the same most underestimated – techniques to understand what is going on in the language classroom, not only for student teachers or interns, but also for experienced teachers, teacher trainers and educational scientists.
In this seminar, we are going to observe live and video-recorded English lessons and learn how to analyse them in a systematic and theory-based way. We are going to reflect upon elements and purposes (e.g. diagnostics, peer- or self-evaluation, assessment) of classroom observation, put different observation methods to the test and experience the differences between live and video-based observation. The analysis of classroom videos will be guided by qualitative approaches and supported by the use of an interactive whiteboard (SMARTboard).
Students are expected to plan, carry out and present individual or collaborative observation projects for each of our observations at school. Besides, they should be willing to make themselves familiar with the use of interactive whiteboards and video analysis software.
Please sign up for this course via email to Mrs Stutzke at the secretariat: englischdidaktik@hu-berlin.de
Preparatory reading:
- E.C. Wragg (2006) „An introduction to classroom observation"

5250081 Theoriegeleitetes Forschen und Handeln – Gender and Sexuality in EFL classrooms (deutsch-englisch)

2 SWS	4 SP				
SE	Mi	12-14	wöch.	DOR 24 , 1.502	A. Mihan

Es werden 2 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
What role do gender and sexuality play in the learning and teaching of English as a foreign language? In Germany, very little attention has been paid so far to gender issues in the language classroom – a neglect that allows a firm belief in a binary gender system, essentialist conceptions of maleness and femaleness, as well as the marginalization of unconventional gender and sexual identities to remain largely unquestioned in language teaching theory and practice.
In this seminar we will attempt to link Gender Studies with foreign language didactics by investigating cultural constructions of gender as it intersects with sexuality in various fields of language education. We will analyze gender constructions in curricula, textbooks, and foreign language didactics, explore Gender Studies as a topical area in foreign language classrooms and in teacher education, get to know approaches that attempt to tackle sexism and heteronormativity resp. homo- and transphobia in EFL teaching. Finally, participants will work on tasks for the English classroom that have the potential of offering learning experiences with regard to notions of gender and sexuality which can facilitate the development of reflective self concepts and emancipated personalities of language learners.
A course syllabus as well as required primary and secondary literature will be provided in a Moodle course under www.moodle.hu-berlin.de.

5250083 Problemfelder der Praxis - Teaching ICC (deutsch-englisch)

2 SWS	2 SP / 4 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.502	A. Mihan

Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Intercultural Communicative Competence (ICC) is considered the key competence in contemporary foreign language learning and teaching. But what exactly is meant by ICC, how do you teach it, and how do learners acquire it? This course is designed as a follow-up to the seminar "Theoriegeleitetes Forschen und Handeln – Didaktik des Fremdverstehens" of WS 2011/12, but students who have not studied "Didaktik des Fremdverstehens" but are prepared to do a little extra reading are also welcome. We will begin by briefly refreshing our memory of DFV as a concept of intercultural learning, appreciating its merits and critically reflecting its shortcomings, before we look into a critical cultural studies-induced concept of teaching cultural literacy as a possible alternative to the DFV. After this introductory resp. recapitulating start participants will try out in teams and apply techniques of teaching cultural competence through the study of and working with a fictional text, specifically through the re-writing or otherwise re-telling a short story from a different perspective, by means of a different medium, in a different literary genre, by using another linguistic register, etc. The genesis of the new texts over a series of workshop sessions will be reflected as well as the cultural learning processes that occurred in the cooperative process. At the end of the semester the results of these creative and didactic endeavors will be presented and discussed in class.

5250084 Theoriegeleitetes Forschen und Handeln: CLIL (deutsch-englisch)

2 SWS	4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.601	S. Breidbach

Die Veranstaltung beginnt im Sommersemester in der 2. Semesterwoche. Die Sitzung aus der ersten Woche wird im Laufe des Semesters nachgeholt.
CLIL - Content and Language Integrated Learning: Konzeptionen, Didaktik und Methodik bilingualen Sachfachunterrichts
CLIL – zumeist realisiert als bilingualer Sachfachunterricht – hat einen festen Platz in der deutschen Schullandschaft. In allen Bundesländern bieten eine Vielzahl von Schulen bilinguale Züge an. Darüber hinaus ist die Rede von bilingualen Modulen in aller Munde und bilinguales Lehren zählt zu den Kernkompetenzen der KMK-Richtlinien von 2008 für die Lehrerbildung in den Fremdsprachen. Derzeit wird insbesondere für die Primarstufe die Möglichkeit bilingualen Sachfachunterricht diskutiert und politisch gefordert.
Bilingualer Sachfachunterricht steht im Schnittpunkt fremdsprachlichen und sachfachlichen Kompetenzerwerbs. Was aber genau bedeutet es, wenn fachlicher Kompetenzerwerb in einer Fremdsprache statt findet? Welche didaktischen Modelle stehen bereit und welche methodischen Inszenierungsformen lassen sich daraus ableiten? Welche Ansätze einer CLIL-Didaktik existieren in Deutschland und anderen Ländern? Mit diesen und weiteren grundlegenden Fragen befasst sich dieses Seminar. Der didaktisch-theoretische Fokus wird durch Unterrichtshospitationen ergänzt.
Darüber hinaus werden wir verschiedene CLIL-Modelle in Europa betrachten und die signifikanten Unterschiede zu den in Deutschland realisierten Formen herausarbeiten.
Angesprochen sind vorrangig Studierende mit einem nicht-fremdsprachlichen Kombinationsfach (Geschichte, Geografie, Biologie, Sport, Chemie, Mathematik, Physik usw.).
Studienanforderungen / Workload
Im Verlauf des Seminars werden die Teilnehmer/innen neben der eigenständigen Lektüre regelmäßige *assignments* für die laufende Kursarbeit erbringen. Regelmäßige Anwesenheit und aktive Teilnahme sind selbstverständliche Grundvoraussetzungen einer gelingenden Seminararbeit. Zudem werden Unterrichtshospitationen zu verschiedenen Terminen organisiert. Die Teilnahme an mindestens einer Hospitation ist obligatorisch.
Leistungsanforderungen im Rahmen einer Modulabschlussprüfung:
Gemäß Modulbeschreibung kann eine wissenschaftliche Hausarbeit angefertigt werden.
Grundlagenlektüre für das Seminar ist
Breidbach, Stephan (2007): *Bildung – Kultur – Wissenschaft*. Reflexive Didaktik für den bilingualen Sachfachunterricht. Münster: Waxmann.
Als **Einstiegslektüre** für das Seminar sind **bis zur zweiten Semestersitzung** folgende Texte verpflichtend zu lesen:
Breidbach, Stephan (2007): *Bildung – Kultur – Wissenschaft*. Reflexive Didaktik für den bilingualen Sachfachunterricht. Münster: Waxmann. Kapitel 1 (pp. 23-47).
Breidbach, Stephan (2006): Was hat das Denken mit Sprechen zu tun? *Praxis Fremdsprachenunterricht* 06/06: 10-15.

Ein ausführlicher Semesterplan mit einer Liste **verpflichtender Lektüre** wird in Kürze über die kursbegleitende Moodle-Plattform verfügbar sein.
Bitte schreiben Sie sich in den Moodle-Kurs ein.
Kursschlüssel für Moodle:CLIL_SS12
Es werden 2 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Projektverbund: bitte beachten Sie auch das Angebot
5250161 - Blockseminar von Maria Rodriguez im Mai/Juni

5250087 Kompetenzorientierung SEK I (deutsch-englisch)

2 SWS	4 SP				
SE	Fr	10-12	wöch.	DOR 24 , 1.601	S. Breidbach

Die Veranstaltung beginnt im Sommersemester in der 2. Semesterwoche. Die Sitzung aus der ersten Woche wird im Laufe des Semesters nachgeholt.
Learner Autonomy has become one of the many guiding principles in foreign language education. No education authority, no school and let alone teacher can seriously not want "their" learners to be autonomous. However, this is about as far as the commonalities go as there exists an ongoing debate on what Learner Autonomy actually is, what it is (good) for and how it can be achieved.
In this seminar, we will discuss notions and contexts of Learner Autonomy: trace its history of ideas, explore diverse and diverging political and educational contexts and analyse its function within the modern modern languages classroom – and beyond, when studying out-of-class language practices of language learners.
Students should be prepared to contribute regularly and substantially to coursework, e.g. through preparatory reading and active partipation but also through written assignments or the preparation of individual sessions. Some additional activities will include an online-exchange over the duration of four to six weeks with a partner-course in Hong Kong.
Basic reading (to be purchased before the start of the semester):
1. Benson, Phil (2001): Teaching and researching autonomy in language learning. Harlow: Pearson.
2. Lightbown, Patsy / Spada, Nina (2006): *How languages are learned*. 3rd edition. Oxford: OUP.
Further reading will be indicated on the Moodle-course accompanying this class. Please register in time.
Kursschlüssel: SEK_I
Es werden 2 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.

5250089 Colloquium Master of Education (deutsch-englisch)

2 SWS	2 SP				
CO	Fr	12-14	wöch.	UL 6 , 2004A	S. Breidbach

Die Veranstaltung beginnt im Sommersemester in der 2. Semesterwoche. Die Sitzung aus der ersten Woche wird im Laufe des Semesters nachgeholt.
Bitte unbedingt beachten:
Im SoSe 2012 gibt es für das Colloquium Master of Education eine Gegenstandsvorgabe:
- Forschung zu Lehrer- oder Lerneridentitäten bzw.
- Forschung zu Autonomie und Fremdsprachenlernen
Von Studierenden, die in diesem Semester eine Masterarbeit schreiben wollen, wird erwartet, dass sie ein Thema aus einem der beiden Bereiche oder einem Schnittfeld beider Bereiche wählen.
Insbesondere führt das Colloquium das Seminar „Developing Learner Autonomy" aus dem WiSe 2011/12 fort. Ein wesentlicher Schwerpunkt wird in der Entwicklung von Abschlussprojekten bestehen, die sich aus der Exkursion nach Hong Kong (WiSe 2011/12) ergeben.
Studierende, die das genannte Seminar nicht besucht haben, mögen sich bitte so bald wie möglich im Vorfeld mit Prof. Breidbach beraten.
Eine Teilnahme ist nur möglich, wenn die Pflichtlektüre für das Colloquium vor Semesterbeginn bekannt ist:
1. Benson, Phil (2011): Teaching and researching autonomy. London: Longman.
2. Norton, Bonnie / Toohey, Kelleen (2009): Identity, language learning, and social change. Langauge Teaching 44/4: 412-446.
3. Ushioda, Ema (2011): Language learner motivation, self, identity. Current theoretical perspectives. Computer Assisted Language Learning 24/3: 199-210.
4. Barkhuizen, Gary (2011): Narrative Knowledging in TESOL. 45/3.
Die Texte 2-4 finden sich im Moodle-Kurs zum Colloquium. Anmeldung über: englischdidaktik@hu-berlin.de
Kursschlüssel:Colloquium_MEd

5250119 Classroom Discourse (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	I 110 , 343	S. Ehlert
	Mi	10-12	wöch.	I 110 , 343	S. Ehlert

This course is designed to give future teachers practice using English on the job – before they find themselves in charge of a class! Participants will practice designing and leading classroom activities for different learner proficiency levels in speaking, listening, reading, and writing, and correcting students' oral and written performances - all in English. Special attention will be paid to appropriate classroom vocabulary and making activities interesting and effective. MA Education students only. Number of participants is limited to 16 in each section. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250122 Culture and Language Learning (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 347	M. Davies
	Di	14-16	wöch.	I 110 , 353	M. Davies

In this course, students will reflect on how to develop 'cultural competence' within foreign language education and take a hands-on approach to developing and delivering teaching units with a cultural bias that could be implemented at all levels of the curriculum for English. In addition to looking at important methodological and procedural issues when planning lessons, students will also have an opportunity to develop and try out lessons intended to develop cultural knowledge 'explicitly' and 'implicitly' at different levels of the curriculum.
Maximal 15 Teilnehmer.
Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 05.04.2012
Achtung: Dieser Kurs beginnt am Di., 17.04.2012

5250157 Problemfelder der Praxis

2 SWS	2 SP / 4 SP				
SE	Mi	16-18	wöch.	DOR 24 , 1.502	N.N.

Es werden 3 Seminare parallel angeboten; um eine gleichmäßige Auslastung dieser Kurse zu gewährleisten, melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) zu den Seminaren an.
Besonders geeignet für die Lehrämter Englisch der Grundschule/Sonderpädagogik.

5250161 CLIL - Practical issues for course design and materials development (englisch)

8 SWS					
B		14-18	Block+Sa (1)	UL 6 , 2004A	M. Rodriguez

1) findet vom 25.05.2012 bis 02.06.2012 statt

The course aims to develop students' critical understanding of recent developments in CLIL theory and practice, as well as to stimulate them to reflect on their own teaching practice and potential. It will also give them an insight of how to select, adapt and develop different types of materials and resources for CLIL primary and secondary education, including the use of information and communication technologies.
Blockveranstaltung an zwei Doppelterminen:25. und 26.05.2012 und 01. und 2.06.2012
Freitag von 14-18 Uhr und Samstag von 10-16 Uhr
Wenn Sie an diesem Blockseminar teilnehmen wollen, melden Sie sich bitte per Mail bei Frau Stutzke an unter: englischdidaktik@hu-berlin.de

Modul Schulpraktische Studien

5250082 Nachbereitung des Unterrichtspraktikums A

2 SWS	2 SP / 4 SP				
SE	Do	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250085 Nachbereitung des Unterrichtspraktikums B

2 SWS	2 SP / 4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250086 Vorbereitung auf das Unterrichtspraktikum A

2 SWS	3 SP				
SE	Fr	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250088 Vorbereitung auf das Unterrichtspraktikum B

2 SWS	3 SP				
SE	Fr	10-12	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250153 Unterrichtspraktikum (deutsch-englisch)

2 SWS	A. Hirschfelder,
PR	F. Klimczak,
	A. Mihan,
	N.N.,
	K. Schultze,
	J. Stalschus

detaillierte Beschreibung siehe S. 29

5250154 Vorbereitung auf das Unterrichtspraktikum C

2 SWS	3 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.502	N.N.

detaillierte Beschreibung siehe S. 29

5250155 Nachbereitung des Unterrichtspraktikums C

1 SWS	2 SP / 4 SP				
SE	Mo	18-20	wöch.	DOR 24 , 1.502	N.N.

detaillierte Beschreibung siehe S. 29

5250156 Nachbereitung des Unterrichtspraktikums D

1 SWS	2 SP / 4 SP				
SE	Mi	18-20	wöch.	DOR 24 , 1.501	N.N.

detaillierte Beschreibung siehe S. 29

Großer Master (120 SP)

Modul Kompetenzorientierung im Englischunterricht FD 1/FD 2

5250080 Problemfelder der Praxis: Ansätze zu ihrer Bewältigung: Classroom observation & analysis (deutsch-englisch)

2 SWS	2 SP / 4 SP				
SE	Mi	10-12	wöch.	DOR 24 , 1.502	K. Schultze

detaillierte Beschreibung siehe S. 38

5250081 Theoriegeleitetes Forschen und Handeln – Gender and Sexuality in EFL classrooms (deutsch-englisch)

2 SWS	4 SP				
SE	Mi	12-14	wöch.	DOR 24 , 1.502	A. Mihan

detaillierte Beschreibung siehe S. 39

5250083 Problemfelder der Praxis - Teaching ICC (deutsch-englisch)

2 SWS	2 SP / 4 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.502	A. Mihan

detaillierte Beschreibung siehe S. 39

5250084 Theoriegeleitetes Forschen und Handeln: CLIL (deutsch-englisch)

2 SWS	4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.601	S. Breidbach

detaillierte Beschreibung siehe S. 39

5250089 Colloquium Master of Education (deutsch-englisch)

2 SWS	2 SP				
CO	Fr	12-14	wöch.	UL 6 , 2004A	S. Breidbach

detaillierte Beschreibung siehe S. 40

5250119 Classroom Discourse (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	I 110 , 343	S. Ehlert
	Mi	10-12	wöch.	I 110 , 343	S. Ehlert

detaillierte Beschreibung siehe S. 40

5250122 Culture and Language Learning (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 347	M. Davies
	Di	14-16	wöch.	I 110 , 353	M. Davies

detaillierte Beschreibung siehe S. 40

5250157 Problemfelder der Praxis

2 SWS	2 SP / 4 SP				
SE	Mi	16-18	wöch.	DOR 24 , 1.502	N.N.

detaillierte Beschreibung siehe S. 41

5250161 CLIL - Practical issues for course design and materials development (englisch)

8 SWS					
B		14-18	Block+Sa (1)	UL 6 , 2004A	M. Rodriguez

1) findet vom 25.05.2012 bis 02.06.2012 statt

detaillierte Beschreibung siehe S. 41

Modul Literatur und Medien im Kontext des Englischunterrichts

5250042 The Difference Within: Cultural Diversity in the United States (englisch)

2 SWS	4 SP				
SE	Do	14-16	wöch.	DOR 24 , 1.502	R. Isensee

Based on a close look at significant socio-political moments in American history as well as theories of cultural difference the course will discuss constitutive aspects of defining cultural diversity in the United States past and present. Drawing on a wide array of print, visual and digital material we will analyse various representations of "the difference within" (such as the American East and West, North and South, urban and rural America etc.) in an effort to identify versions of American culture as they are narrated in literary, visual and digital texts. This analytical work will be accompanied by a strong practical dimension that aims at producing concrete teaching projects for grades 7 through 13 in the EFL classroom. Hence, the course will collaborate with the Fachbereich English of an Integrated Secondary School in Berlin offering ample opportunities for implementing teaching projects resulting from the course both in the school classroom and at the university. The course will conclude with a colloquium that intends to provide a forum for a dialogue among students and pupils as well as teachers on the course outcome.
Further information on the syllabus and bibliography will be posted on the American Studies Homepage at the beginning of April.

5250076 Pre-Raphaelite Sensualities (englisch)

2 SWS	4 SP				
SE	Mi	08-10	wöch.	DOR 24 , 1.501	S. Lieske

The Pre-Raphaelites - painters, poets, and sculptors - sought in their shared commitment to the close study of nature to counter what they believed was the Royal Academy`s slavish deference to the formalism typified by the late Renaissance masters who followed Raphael. They harked back to earlier Italian Renaissance painting and drew inspiration from Medieval culture. Their paintings, poetry and art criticism were a major - albeit contradictory - challenge to the conventions of mid-Victorian culture in a broad sense.
The aim of the course is to investigate the contribution of the Pre-Raphaelites who were very influential on the arts and crafts and aesthetic movements of the last third of the 19th century. Our major concern will be their redefinition of sensuality in the context of a seemingly bleak Victorian culture. Moreover, we will study a number of critical texts and poetry by writers, such as John Ruskin, Dante Gabriel Rossetti, Christina Rossetti and William Morris.
A reader with a selection of the relevant texts for our class will be available at the beginning of the semester.
Please register for the class by email (stephan.lieske@rz.hu-berlin.de) by April 1, 2012.

5250106 Film and other Media in the classroom (englisch)

2 SWS	3 SP				
UE	Di	10-12	wöch.	DOR 24 , 1.502	E. Affandi
	Di	12-14	wöch.	DOR 24 , 1.502	E. Affandi

In this course we will explore how and where film among other media can be used to teach English at various levels. The focus will be on British films. Participants are expected to prepare for presentations and discussions. Number of participants: 15. . Interested students please register using the MA Ed Sprachpraxis registration form available on the departmental website. 1st session: April 17.

5250116 The Short Story in the Classroom (englisch)

2 SWS	3 SP				
UE	Do	12-14	wöch.	I 110 , 353	D. Simon

Together we will explore ways of using the short story to teach English at various levels and for a variety of purposes. Participants will be required to read short stories and create activities to accompany them. One major assignment and one piece of creative writing to be handed in are part of the course.
The practical language MAP required for this module is offered at the end of the course.
Class limited to 15 participants. Interested students please register using the MA Education Sprachpraxis registration form available on the departmental website.

5250117 Creative Writing for Teachers (englisch)

2 SWS	3 SP				
UE	Di	10-12	wöch.	I 110 , 306	S. Ehlert

This course is designed to help participants learn to present and discuss different genres in class, to help them think of interesting assignments for their students – and to give them an opportunity to improve their own written English by creating their own pieces of fiction and non-fiction writing. Number of participants limited to 16. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.
The first class meeting will take place April 17.

Modul Schulpraktische Studien

5250082 Nachbereitung des Unterrichtspraktikums A

2 SWS	2 SP / 4 SP				
SE	Do	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250085 Nachbereitung des Unterrichtspraktikums B

2 SWS	2 SP / 4 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250086 Vorbereitung auf das Unterrichtspraktikum A

2 SWS	3 SP				
SE	Fr	08-10	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250088 Vorbereitung auf das Unterrichtspraktikum B

2 SWS	3 SP				
SE	Fr	10-12	wöch.	DOR 24 , 1.502	F. Klimczak

detaillierte Beschreibung siehe S. 28

5250153 Unterrichtspraktikum (deutsch-englisch)

2 SWS	A. Hirschfelder,
PR	F. Klimczak,
	A. Mihan,
	N.N.,
	K. Schultze,
	J. Stalschus

detaillierte Beschreibung siehe S. 29

5250154 Vorbereitung auf das Unterrichtspraktikum C

2 SWS	3 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.502	N.N.

detaillierte Beschreibung siehe S. 29

5250155 Nachbereitung des Unterrichtspraktikums C

1 SWS	2 SP / 4 SP				
SE	Mo	18-20	wöch.	DOR 24 , 1.502	N.N.

detaillierte Beschreibung siehe S. 29

5250156 Nachbereitung des Unterrichtspraktikums D

1 SWS	2 SP / 4 SP				
SE	Mi	18-20	wöch.	DOR 24 , 1.501	N.N.

detaillierte Beschreibung siehe S. 29

Modul Sprachwissenschaftliche Methoden und Englischunterricht FW 1 bzw. FW 2

5250096 Multilingualism (englisch)

2 SWS	4 SP				
SE	Mo	10-12	wöch.	DOR 24 , 1.601	G. Smith

Multilingualism is more common than many realize. Crystal (1997) estimates that approximately "two-thirds of the children on earth grow up in a bilingual environment, and develop competence in it." In this course, we will investigate the phenomenon of multilingualism from a variety of perspectives, including those of: language acquisition, psycholinguistics, language variation, and language change.
Bhatia, T. K. & Ritchie, W. C. (2004). The Handbook of Bilingualism. Oxford: Blackwell Publishing.
Crystal D. (1997). English as a Global Language. Cambridge: Cambridge University Press.

5250097 English in Contrast (englisch)

2 SWS	4 SP				
SE	Mo	14-16	wöch.	UL 6 , 2014A	G. Smith

In this seminar, we will view English through the lens of contrastive analysis. By comparing selected structures of English with analogous structures in German and other languages, we will learn more both about the structure of English as well as about the nature of human language, it's structure and variation.
König, E. & Gast, V. (2009). Understanding English-German Contrasts (2nd ed.). Berlin: Erich Schmidt Verlag.

5250118 Grammar in the Classroom (englisch)

2 SWS	3 SP				
UE	Mo	08-10	wöch.	DOR 24 , 1.501	S. Ehlert

This course is designed to help participants learn to integrate grammar instruction into their reading, writing, speaking, and listening activities for different learner levels. Special attention will be paid to introducing grammar to students in a level- and age-appropriate way, designing controlled and free practice activities, and making certain that activities practice or test what students have been learning. MA Education students only. First class meeting April 16. Number of participants is limited to 16. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250123 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	3 SP				
UE	Mi	12-14	wöch.	I 110 , 353	M. Davies
	Fr	10-12	wöch.	I 110 , 347	M. Davies

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for learner-related factors. Students will investigate the various causes and types of errors in pupils' interlanguage and consider how spoken and written output may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as valid and reliable as possible and how to enable pupils to learn from errors. Final assessment will take the form of a 90-minute 'Klausur' involving linguistic and didactic analysis of pupil errors made in different test settings.
Maximal 15 Teilnehmer.
Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 05.04.2012

Studium Generale

5250109 Simultaneous Interpreting (englisch)

2 SWS	3 SP				
PL	Do	12-14	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250110 Introduction to (conference) Interpreting (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250111 Sight Translation En-Dt/Dt-En (englisch)

2 SWS	3 SP				
PL	Do	08-10	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250112 Interpreting Discussions A (englisch)

2 SWS	3 SP				
PL	Mi	08-10	wöch.	DOR 65 , 459	E. Affandi, D. Simon

detaillierte Beschreibung siehe S. 15

5250113 Advanced Translation (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250114 Unseen Translation/Übersetzen vom Blatt (deutsch-englisch)

2 SWS	3 SP				
UE	Di	08-10	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250126 Profesional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS	3 SP				
PL	Mi	14-16	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250127 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS	3 SP				
PL	Fr	12-14	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250151 English for the Media (englisch)

2 SWS	3 SP				
PL	Di	18-20	wöch.	DOR 24 , 1.502	E. Gibbels

detaillierte Beschreibung siehe S. 16

Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können

Register by email with the instructor

5250109 Simultaneous Interpreting (englisch)

2 SWS	3 SP				
PL	Do	12-14	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250110 Introduction to (conference) Interpreting (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250111 Sight Translation En-Dt/Dt-En (englisch)

2 SWS	3 SP				
PL	Do	08-10	wöch.	DOR 65 , 459	E. Affandi

detaillierte Beschreibung siehe S. 15

5250112 Interpreting Discussions A (englisch)

2 SWS	3 SP				
PL	Mi	08-10	wöch.	DOR 65 , 459	E. Affandi, D. Simon

detaillierte Beschreibung siehe S. 15

5250113 Advanced Translation (englisch)

2 SWS	3 SP				
PL	Do	10-12	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250114 Unseen Translation/Übersetzen vom Blatt (deutsch-englisch)

2 SWS	3 SP				
UE	Di	08-10	wöch.	I 110 , 353	D. Simon

detaillierte Beschreibung siehe S. 16

5250126 Profesional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS	3 SP				
PL	Mi	14-16	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250127 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS	3 SP				
PL	Fr	12-14	wöch.	UL 6 , 3001	M. Davies

detaillierte Beschreibung siehe S. 16

5250128 Language Awareness: Grammar in Context (englisch)

2 SWS	2 SP				
UE	Mo	14-16	wöch.	I 110 , 353	K. Heukroth
	Mi	10-12	wöch.	I 110 , 353	U. Scheffler
	Do	10-12	wöch.	I 110 , 306	U. Scheffler

detaillierte Beschreibung siehe S. 4

5250129 Language Awareness: Working with Words (englisch)

2 SWS	2 SP				
UE	Di	08-10	wöch.	DOR 24 , 1.502	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250130 Language Awareness: Academic Vocabulary (englisch)

2 SWS	2 SP				
UE	Fr	10-12	wöch.	DOR 65 , 325	K. Heukroth

detaillierte Beschreibung siehe S. 5

5250131 Language Awareness: From Paragraph to Essay (englisch)

2 SWS	2 SP				
UE	Do	08-10	wöch.	I 110 , 353	U. Scheffler

detaillierte Beschreibung siehe S. 23

5250132 Language Awareness: Learning Language with Literature (englisch)

2 SWS	2 SP				
UE	Di	14-16	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 5

5250136 Presentation and Discussion: Public Speaking Skills (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 6

5250137 Presentation and Discussion: Presentation Practice (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	I 110 , 353	A. Fausser
	Do	12-14	wöch.	I 110 , 347	A. Fausser

detaillierte Beschreibung siehe S. 6

5250138 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland (englisch)

2 SWS	2 SP				
UE	Mi	16-18	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 7

5250139 Presentation and Discussion: Britain in Brief (englisch)

2 SWS	2 SP				
UE	Mi	12-14	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 7

5250140 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Do	10-12	wöch.	I 110 , 349	A. Fausser

detaillierte Beschreibung siehe S. 7

5250141 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.501	S. Ehlert

detaillierte Beschreibung siehe S. 7

5250142 Writing Tools and Strategies: Writing Academic English (englisch)

2 SWS	2 SP				
UE	Mi	14-16	wöch.	UL 6 , 2004A	E. Gibbels
	Mi	16-18	wöch.	UL 6 , 2004A	E. Gibbels

detaillierte Beschreibung siehe S. 9

5250143 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	I 110 , 353	U. Scheffler

detaillierte Beschreibung siehe S. 10

5250144 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 349	E. Kelly

detaillierte Beschreibung siehe S. 10

5250145 Writing Tools and Strategies: Writing for Academic Purposes (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	I 110 , 353	A. Fausser

detaillierte Beschreibung siehe S. 10

5250151 English for the Media (englisch)

2 SWS	3 SP				
PL	Di	18-20	wöch.	DOR 24 , 1.502	E. Gibbels

detaillierte Beschreibung siehe S. 16

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PIKTOGRAMME

Zugang für Rollstuhlfahrer
(Zugang ebenerdig oder Rampe mit maximal 8 % Steigung, Türbreite mindestens 80 cm)

Rollstuhlgerechter Aufzug
(Fahrkorb mindestens 110 cm breit und 140 cm tief, Türbreite mindestens 80 cm, Bedienelemente höchstens 110 cm hoch)

WC für Rollstuhlfahrer
(Zugang ebenerdig, Türbreite mindestens 80 cm, WC-Becken mindestens rechts oder links anfahrbar, Haltegriffe rechts und/oder links klappbar)

Einrichtungen für Blinde
(z. B. tastbare Orientierungstafeln, Raumnummern und Etagenangaben, Etagenansagen in Aufzügen, mobiles Blindenleitsystem)

Ausgewiesener Behindertenparkplatz

Kürzel	Piktogr.	Straße / Ort	Objektbezeichnung
BE 1		Bebelplatz 1	Kommode
DOR 24		Dorotheenstraße 24	Universitätsgebäude am Hegelplatz
DOR 65		Dorotheenstraße 65	Boeckh-Haus
I 110		Invalidenstraße 110	Institutsgebäude
UL 6		Unter den Linden 6	Universitäts-Hauptgebäude

Veranstaltungsartenverzeichnis

B	Blockveranstaltung
CO	Colloquium
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
PR	Praktikum
PW	Praxisworkshop
SE	Seminar
UE	Übung
VL	Vorlesung
VR	Vortragsreihe