

Wintersemester 2013/14

Vorlesungszeit : 14.10.2013 - 15.02.2014

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.

Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können

Register by email with the instructor

Although exchange students are generally required to complete whole modules, as an exception to the rule, it is possible for them to attend individual English language courses which will still be recognised within the ECTS system. The individual courses available to exchange students are listed below:

5250019 Language Awareness: Grammar in Context (englisch)

2 SWS UE	2 SP Mo	14-16	wöch.	DOR 24 , 1.502	K. Heukroth
UE	Mi	10-12	wöch.	I 110 , 343	U. Scheffler
UE	Do	12-14	wöch.	I 110 , 349	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.

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email to kornelia.heukroth@rz.hu-berlin.de (for the course on Monday) or to ursula.scheffler@rz.hu-berlin.de (for the courses on Wednesday or Thursday)

5250020 Language Awareness: Working with Words (englisch)

2 SWS UE	2 SP Di	08-10	wöch.	UL 6 , 3001	K. Heukroth
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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.

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email to kornelia.heukroth@rz.hu-berlin.de

5250021 Language Awareness: Academic Vocabulary (englisch)

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

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email to kornelia.heukroth@rz.hu-berlin.de

5250022 Language Awareness: From Paragraph to Essay (englisch)

2 SWS UE	2 SP Do	10-12	wöch.	I 110 , 349	U. Scheffler
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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.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email to ursula.scheffler@rz.hu-berlin.de

5250025 Listening and Speaking: Note-taking and Discussion Skills (englisch)

2 SWS UE	2 SP Do	12-14	wöch.	DOR 65 , 325	E. Gibbels
UE	Do	14-16	wöch.	DOR 65 , 325	E. Gibbels

Successful techniques for students include note-taking in lectures and making oral contributions. We will use clips from lectures, podcasts and radio broadcasts. The course introduces different note-taking strategies, note layouts and speaking formats with special emphasis on the advanced language used in academic settings.

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)
 Exchange students: Please register by 9 October 2013 via email (elisabeth.gibbels@rz.hu-berlin.de)

5250033 Writing Tools and Strategies: Academic Writing (englisch)

2 SWS	2 SP				
UE	Mi	12-14	wöch.	I 110 , 343	E. Gibbels
	Mi	14-16	wöch.	I 110 , 343	E. Gibbels

This course introduces typical strategies and stylistic features for writing in the humanities. Emphasis is on improving flow, cohesion and the logical development of ideas. Students will practice writing under exam conditions and use topics from their academic seminars. Several assignments and three short essays in class (300-350 words).

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250034 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP				
UE	Mi	08-10	wöch.	DOR 24 , 1.601	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.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email to ursula.scheffler@rz.hu-berlin.de

5250042 Translation Tools and Strategies: Contrastive Translation (englisch)

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

This course is mainly aimed at American Studies students; exchange students welcome if there are places available. We will look at key differences between German and English text conventions and language patterns and apply them in short translation assignments. Students are also introduced to various translation tools to help them develop successful translation strategies.

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 9 October 2013 via email (elisabeth.gibbels@rz.hu-berlin.de)

5250086 Introduction to (conference) interpreting (englisch)

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

This is an 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 and simultaneous interpreting (memory training, note taking, reformulation and summary techniques, impromptu translation, etc.); to practice (basic) consecutive/simultaneous Interpreting on the basis of authentic texts (predominantly English to German). Number of participants: 15. **Registration required via email:** eva.affandi@rz.hu-berlin.de

5250087 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS	3 SP				
PL	Do	12-14	wöch.	DOR 24 , 1.302	E. Affandi

We'll be translating short texts taken from various sources, predominantly English to German. 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. Number of participants: 15. Registration required via email: eva.affandi@rz.hu-berlin.de

5250088 Interpreting Discussions (englisch)

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

Participants will learn how to effectively interpret discussions (and negotiations) between two individuals who don't know each other's languages. 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** via email: eva.affandi@rz.hu-berlin.de

5250089 Interpreting Discussions - Exchange students (englisch)

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

Participants will learn how to effectively interpret discussions (and negotiations) between two individuals who don't know each other's languages. 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** via email: eva.affandi@rz.hu-berlin.de

5250090 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 SP
PL Mi 14-16 wöch. DOR 24 , 1.302 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 differences between scientific and economic discourse in English and German and will also provide an initial insight into important procedural aspects of specialised translation such as how to research the source text, employing translation tools to assist the translation process, and using databases to manage terminology and assure quality in translation.

Maximal 15 Teilnehmer.

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Mi., 09. Oktober 2013 unter Angabe des Fachsemesters.

5250091 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS 3 SP
PL Fr 12-14 wöch. DOR 24 , 1.302 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 oral and written translation, as well as 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 involving translation between English and German.

Maximal 15 Teilnehmer.

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Mi., 09. Oktober 2013 unter Angabe des Fachsemesters.

Studium Generale

5210125 Was noch gelesen werden sollte. Vergessene Pflichtlektüren (2).

2 SWS 2 SP M. Naumann
VL

Schlafwandlern gleich sind die Großmächte Europas vor einem Jahrhundert in den Ersten Weltkrieg gestolpert. Die Ursachen und Folgen dieser Kulturkatastrophe sind Gegenstand unzähliger historiographischer und literarischer Werke, von denen einige in dieser VL unter dem Titel „Vergessene Pflichtlektüren (2)“ vorgestellt werden.

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Studienordnung 2003

Modul 8: Work Placement and Professional Fields

5200001 Informationsveranstaltung zum Modul Berufsfeldbezogene Zusatzqualifikationen

1 SWS
PW Di 18-20 Einzel (1) DOR 24 , 1.101 K. Schütz
1) findet am 22.10.2013 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 - wöch. A. Boese

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 Di 18-20 wöch. (1) K. Schütz
1) findet vom 29.10.2013 bis 17.12.2013 statt

29.10.2013 Journalismus

Aktualität, gesellschaftliche Relevanz und harte Fakten sind das journalistische Tagesgeschäft, egal ob für ein Print- oder Online-Magazin, Fernsehen oder Radio, die journalistische Tätigkeit erfordert ein wachsames Auge und viel Fingerspitzengefühl. Welche Qualifikationen Studierende außerdem für diesen oft genannten ‚Traumberuf‘ mitbringen müssen, beschreiben unsere Referent/innen.

05.11.2013 Dokumentieren & Bewahren

Unentbehrlich ist das kollektive Gedächtnis, das uns hilft ein Verständnis für die Vergangenheit aufzubringen, diese zu bewahren und für folgende Generationen zugänglich zu machen. Gefragt sind systematisches Denken, präzises Arbeiten und oft ein detektivischer Spürsinn. Wie vielfältig und wichtig die Arbeit ist, zeigen die Vorträge unserer Referent/innen.

12.11.2013 Markt-, Meinungs- und Sozialforschung

Sich eine eigene Meinung zu bilden ist wichtig. Für jeden persönlich, aber auch für Markt- und MeinungsforscherInnen. Sie entwickeln aus einzelnen und individuellen Meinungen Wahlprognosen, Vorhersagen über das Kaufverhalten gegenüber neuen Produkten und vieles mehr. Damit beraten sie Parteien, Institutionen und Unternehmen in ihrem operativem Vorgehen und bei strategischen Entscheidungen.

19.11.2013 Stiftung

In Deutschland fördern rund 13.000 Stiftungen gute Ideen und Konzepte. Um eine reibungslose Stiftungsarbeit zu ermöglichen und Projekte zu konzipieren, die die Stifter für sinnvoll erachten, braucht es viele helfende Hände und kluge Köpfe. Welche Tätigkeitsbereiche es für Geistes- und Sozialwissenschaftler/innen gibt, werden die Referent/innen erzählen.

26.11.2013 Fundraising

Jedes Unternehmen benötigt Ressourcen. Dabei geht es nicht nur darum, finanzielle Mittel zu organisieren, sondern auch um die Beschaffung weiterer Sachmittel. Grundlegend ist dies vor allem für Non-profit-Unternehmen. Was dieser Arbeitsbereich noch beinhaltet und welche Qualifikationen und Erfahrungen Voraussetzung sind, sollen in dieser Sitzung mit unseren Referenten/innen geklärt werden.

03.12.2013 Theater

So vielfältig wie es oft auf der Bühne zugeht, sieht es auch dahinter aus. Das Theater bietet Geistes- und Sozialwissenschaftler/innen ganz verschiedene Wege an, ihr Können zu entfalten. Wer zum Theater will, kann unter anderem in den Bereichen Dramaturgie, Regie, Presse- und Öffentlichkeitsarbeit aber auch in der Theaterpädagogik seine Berufung finden.

10.12.2013 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 Referent/innen aus den Bereichen Personal-, Unternehmens- und individuelle Beratung vor.

17.12.2013 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.

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 12-14 wöch. (1) DOR 24 , 1.405 K. Schütz
1) findet vom 15.10.2013 bis 11.02.2014 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.

5200005 Deutscher Bundestag und Politikberatung

2 SWS 3 SP
PL Fr 14-18 Einzel (1) DOR 24 , 1.405 B. Jansen
Fr 14-18 Einzel (2) B. Jansen
Fr 14-18 Einzel (3) DOR 24 , 1.405 B. Jansen
Sa 09-16 Einzel (4) DOR 24 , 1.405 B. Jansen
Sa 09-16 Einzel (5) DOR 24 , 1.405 B. Jansen

1) findet am 25.10.2013 statt
2) findet am 08.11.2013 statt
3) findet am 06.12.2013 statt

- 4) findet am 09.11.2013 statt
 5) findet am 07.12.2013 statt

Deutscher Bundestag und Politikberatung

Für viele Studierende ist der Deutsche Bundestag ein interessantes berufliches Ziel: Wissenschaftliche Mitarbeiter von Bundestagsabgeordneten bereiten sie die parlamentarische Gremienarbeit vor und sind somit nah dran am politischen Geschehen. Die Tätigkeit setzt allerdings neben fachlichen Kenntnissen vor allem ein politisch-praktisches Denken voraus, welches u.a. eine präzise und verständliche Darstellung komplexer politischer Zusammenhänge und die Einschätzung aktueller politischer Fragestellungen beinhaltet.

Das Seminar möchte einen Einblick in Berufsfelder im politischen Bereich anhand der Tätigkeit des wissenschaftlichen Mitarbeiters eines Bundestagsabgeordneten vermitteln. Im ersten Teil des Seminars werden Arbeitsweisen in einem Abgeordnetenbüro und Abläufe im Bundestag aufgezeigt. Dabei sollen auch die Voraussetzungen der wissenschaftlichen Ausbildung für praktische Anforderungen im Beruf diskutiert werden. Im zweiten Teil des Seminars werden Organisationen im Umfeld des Parlaments vorgestellt, die politikberatend tätig sind, u.a. politische Stiftungen, wissenschaftliche Politikberatung und verbandliche Interessensvertretung. Neben dem Gespräch mit „Machern“ aus der Praxis ist ein Besuch des Deutschen Bundestages vorgesehen. Voraussetzung zur erfolgreichen Kursteilnahme ist neben der Bereitschaft zur Übernahme von Impulsreferaten und Übungen, die regelmäßige Zeitungslektüre sowie die Anfertigung eines Policy-Briefes über ein aktuelles politisches Thema.

Organisatorisches:

Die Veranstaltung leitet Björn Jansen. Er studierte am Institut für Sozialwissenschaften und ist seit 2008 als Büroleiter und wissenschaftlicher Mitarbeiter für einen Bundestagsabgeordneten tätig.

5200006 Fernsehjournalismus

2 SWS	3 SP				
PL	Do	12-14	wöch. (1)	DOR 24 , 1.405	F. Buchwald

1) findet vom 10.10.2013 bis 13.02.2014 statt

Die Lehrveranstaltung bietet Einblicke in Grundlagen des professionellen Journalismus. Dabei können die Teilnehmer/innen, nach einer Einführung in journalistische Techniken und Stilformen, im Laufe des Semesters eigene Beiträge in Form von Texten für Print oder online-Medien, Hörfunkstories oder auch Videobeiträge produzieren. Neben dieser praktischen Arbeit soll aber auch die kritische Sicht auf Journalismus, seine Wirkungen und seine spezifischen Entstehungsbedingungen nicht zu kurz kommen; besonders auch im Hinblick auf Onlinemedien und die Bedeutung sozialer Netzwerke als Nachrichtenvermittler.

Dr. Frank Buchwald, Wirtschaftskorrespondent im Hauptstadtstudio des ZDF, arbeitet seit 1984 im professionellen Journalismus. Nach Zeitungsvolontariat und sechs Jahren in der Fernseh-Nachrichtenredaktion des Südwestfunks berichtete er für das 'heute journal' als Sonderkorrespondent von Nachrichtenschauplätzen in aller Welt, seit 1996 dann sieben Jahre als Auslandskorrespondent aus Südamerika, bevor er 2003 nach Berlin zurückkehrte.

5200007 Presse- und Öffentlichkeitsarbeit im Kulturbereich

2 SWS	3 SP				
PL	Mo	16:30-19:00	Einzel (1)	DOR 24 , 1.402	J. Ehmann
	Mo	16:30-19:00	Einzel (2)	DOR 24 , 1.402	J. Ehmann
	Mo	16:30-19:00	Einzel (3)	DOR 24 , 1.402	J. Ehmann
	Mo	16:30-19:00	Einzel (4)	DOR 24 , 1.402	J. Ehmann
	Mo	17-22	Einzel (5)		J. Ehmann
	Mo	16:30-19:00	Einzel (6)	DOR 24 , 1.402	J. Ehmann
	Sa	11-18	Einzel (7)		J. Ehmann

- 1) findet am 04.11.2013 statt
 2) findet am 02.12.2013 statt
 3) findet am 16.12.2013 statt
 4) findet am 06.01.2014 statt
 5) findet am 20.01.2014 statt
 6) findet am 03.02.2014 statt
 7) findet am 18.01.2014 statt

Die Veranstaltung findet als Blockveranstaltung an folgenden Terminen statt:

1. Mo, 04.11. – 16:30 bis 19 Uhr
2. Mo, 02.12. – 16:30 bis 19 Uhr
3. Mo, 16.12. – 16:30 bis 19 Uhr
4. Mo, 06.01. – 16:30 bis 19 Uhr
5. Sa, 18.1. – 11 bis 18 Uhr im Schiller Theater
6. Mo, 20.1. – 17 bis 22 Uhr im Schiller Theater
7. Mo, 03.02. – 16:30 bis 19:00 Uhr

Studienordnung 2007

Bitte beachten Sie die Hinweise zur Einschreibung in die Kurse zur Sprachpraxis. Sie finden diese in Agnes unter dem Stichwort "Vorlesungsverzeichnis" als PDF-Datei.

Modul 1: American Literary and Cultural History

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250019 Language Awareness: Grammar in Context (englisch)

2 SWS	2 SP					
UE	Mo	14-16	wöch.	DOR 24 , 1.502		K. Heukroth
UE	Mi	10-12	wöch.	I 110 , 343		U. Scheffler
UE	Do	12-14	wöch.	I 110 , 349		U. Scheffler

detaillierte Beschreibung siehe S. 4

5250020 Language Awareness: Working with Words (englisch)

2 SWS	2 SP					
UE	Di	08-10	wöch.	UL 6 , 3001		K. Heukroth

detaillierte Beschreibung siehe S. 4

5250021 Language Awareness: Academic Vocabulary (englisch)

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

detaillierte Beschreibung siehe S. 4

5250023 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.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find under "Weitere Links" (see top of the page).

5250040 Language Consultation

1 SWS						
UE	Di	13-14	wöch.	UL 6 , 2001B		K. Heukroth

For students taking language classes in the BA programmes in English Studies (M 8 and 13) or American Studies (M 1 and 5). Students are welcome to make an appointment for an individual consultation via email to kornelia.heukroth@rz.hu-berlin.de

5250041 Language Consultation

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). Students are welcome to make an appointment for an individual consultation via email to ursula.scheffler@rz.hu-berlin.de

5250047 American Cultural History (englisch)

2 SWS	2 SP					
VL	Mo	16-18	wöch.	HE 1 , 1.06		M. Klepper

This lecture will give an overview over American history from a cultural studies point of view. Guiding concerns will be main currents of thought, American myths and ideologies, transforming ideas about the nation and the individual, the changing gender roles, the successive media revolutions, the changing landscape, ethnicity, science and technology. The lecture will keep to the time-honored period markers in order to give students some orientation. Headings will be: 1492—the conquest of America; City upon a Hill—the Puritan experiment; The Age of Reason/Age of Revolutions; Sentimentalism and the Reform Age; American Renaissance and Westward Expansion; Slavery and Emancipation; The Age of Realism and Science; The Gilded Age, Naturalism and the Frontier Thesis; American Modernism; The Harlem Renaissance; Radical Visions—The Great Depression; Counterculture and Postmodernism; Postcolonialism/Transnationalism and post-9/11 America.

You do not need to sign up or register for this lecture!

Reading and Preparation:

- Brinkley, Alan. *The Unfinished Nation. A Concise History of the American People*. New York: McGraw-Hill, 2009.
- The powerpoint presentations used in the lecture will be available for viewing and downloading on the e-learning platform Moodle **before** each lecture. **The key is Cultlec**. You will also find the syllabus and a bibliography in Moodle.

Course Requirements:

Multiple Choice Test (Klausur) as part of the Modul-examination

5250049 American Literary History I: Beginnings to 1918 (2 SP: VL+SE) (englisch)

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

This lecture offers an overview of U.S. American literary history from the 17th century to World War I. It is complemented by a Lektüreseminar respectively a tutorial exercise (listed below this lecture in the Agnes module overview), in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (7th edition), which is an essential text for the study of American literature. Additional texts will be available online. Credits are based on 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 from the Master program.

5250058 Tutorial (Lektüreübung) (englisch)

1 SWS	2 SP					
UE	Di	10-12	14tgl./1 (1)	DOR 24 , 1.601	C. Holler	
UE	Do	14-16	14tgl./2 (2)	DOR 24 , 1.601	C. Wald	
1) Beginn: 22.10.2013						
2) Beginn 24.10.2013						

In this course, which is offered in conjunction with the lecture on American Literary History from the 17th century to World War I, we will look more closely at selected texts. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. Credits are based on class discussions, an oral presentation or, in exceptional cases, a short written assignment.

If you have questions about the tutorials, please e-mail Katja Linke: humboldtlinke@gmail.com.

Modul 2: Literary and Cultural Theory

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250025 Listening and Speaking: Note-taking and Discussion Skills (englisch)

2 SWS	2 SP					
UE	Do	12-14	wöch.	DOR 65 , 325	E. Gibbels	
UE	Do	14-16	wöch.	DOR 65 , 325	E. Gibbels	
<i>detaillierte Beschreibung siehe S. 4</i>						

5250026 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 as well as providing students with an opportunity to fully appreciate the wide range of genres and styles included in the short story format. Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page).

5250027 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 formulation of convincing arguments and the analysis of competing ideas. Students are required to prepare and deliver a 20-minute presentation and take part in class debates and panel discussions. Students from the second year onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page).
Exchange students: Please register by 9 October 2013 via email (Eimear.Kelly@staff.hu-berlin.de).

5250028 Presentation and Discussion: Presentation Practice (englisch)

2 SWS	2 SP					
UE	Mo	12-14	wöch.	UL 6 , 2004A	A. Fausser	
UE	Do	10-12	wöch.	I 110 , 343	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 topic development, structure, content, and delivery in addition to practicing their language skills. Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find under "Weitere Links" (see top of the page).
Exchange students: Please register by 9 October 2013 via email [audrey.fausser@googlemail.com]

5250029 Presentation and Discussion: Britain in Brief (englisch)

2 SWS	2 SP				
UE	Mi	10-12	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 and Irish culture and society in the early twenty-first century. Exploring a wide range of areas including literature, film, history, 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 or Ireland. Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page).

Exchange students: Please register by 9 October 2013 via email to Eimear.Kelly@staff.hu-berlin.de.

5250030 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.

Students from the second year onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page).

Exchange students: Please register by 9 October 2013 via email to Eimear.Kelly@staff.hu-berlin.de.

5250031 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Di	10-12	wöch.	UL 6 , 2004A	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 provide students with the opportunity to practice their presentation skills as well as expand on their knowledge of the current issues, both at the national and state levels.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find under "Weitere Links" (see top of the page).

Exchange students: Please register by 9 October 2013 via email [audrey.fausser@googlemail.com]

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Ehlert
	Do	10-12	wöch.	I 110 , 347	S. Ehlert

Join the Institute's English language theater group "HUBBUB" in rehearsing and performing a stage adaptation of British author Stella Gibbon's 1932 comedy "Cold Comfort Farm." Auditions and further details for those interested during the informational meeting on Monday, October 14 at 10 am (Inv. 110, Room 349). You must attend the meeting on this day in order to be able to participate. Rehearsals will take place every week on Monday from 10-12 and Thursday from 10-12. You must be able to attend both days in order to take part. Those interested in being members of the crew (props, costumes, sets, etc.) also welcome! Attn: Course credit given only for 2 SWS, although the group meets four hours/week.

5250044 Einführung in die englische/amerikanische Literaturwissenschaft

2 SWS	2 SP				
VL	Do	16-18	wöch.	UL 6 , 2002	R. Isensee

Die Vorlesung führt in zentrale Fragen und Probleme der literaturwissenschaftlichen Theorie und Praxis am Beispiel der englischen und vornehmlich amerikanischen Literatur ein. Einer generellen Verständigung über die Aufgaben, Ziele und Methoden der Literaturwissenschaft folgt die Auseinandersetzung mit Grundbegriffen der Zeichentheorie. Auf dieser Grundlage werden Textsorten und Gattungen hinsichtlich ihrer (poetischen) Besonderheiten der Sprachverwendung untersucht und damit Fragen der Sprachfunktion und Literarizität problematisiert. Vor dem Hintergrund relevanter genretheoretischer Konzepte werden anhand ausgewählter Werke markante Züge und Verfahrensweisen erzählender, lyrischer und dramatischer Texte vorgestellt. Darüber hinaus werden literaturtheoretische Ansätze, die diesen Konzepten unterliegen bzw. sie in unterschiedlicher Weise beeinflusst und befördert haben, in ihren wesentlichen Koordinaten diskutiert.

Die Vorlesung ist neben dem Seminar zur Textanalyse Gegenstand der MAP (Klausur) im Modul 2 des BA Englisch sowie BA Amerikanistik.

Die Anmeldung für die Vorlesung erfolgt via AGNES.

5250046 Einführung in die Literaturwissenschaft: Textanalyse (Amerikanistik)

2 SWS	3 SP					
SE	Di	12-14	wöch.	DOR 24 , 1.501		C. Wald
SE	Do	12-14	wöch.	DOR 24 , 1.601		N.N.
SE	Mi	10-12	wöch.	DOR 24 , 1.601		C. Holler

Das Seminar dient der Einübung von grundlegenden Techniken literaturwissenschaftlicher Analyse und Interpretation am Beispiel von exemplarischen Texten verschiedener Gattungen. Es steht in engem Bezug zu den in der Vorlesung „Einführung in die englische/amerikanische Literaturwissenschaft“ (52 50016) erläuterten Konzepten und soll den Teilnehmern die Möglichkeit bieten, sich mit den in der Vorlesung erläuterten Theorien und Modellen aktiv, selbständig und vor allem in Bezug auf ein breites Spektrum von Beispielen auseinander zu setzen. Zugleich wird es auch um Methoden und Techniken des wissenschaftlichen Arbeitens gehen. („Wie halte ich ein Referat?“, Recherchestrategien, Umgang mit wissenschaftlichen Hilfsmitteln usw.). Teilnehmerzahl: max. 30

5250048 American Cultural Theory (englisch)

2 SWS	3 SP					
SE	Do	10-12	wöch.	DOR 24 , 1.501		K. Linke

This course introduces students to the field of cultural studies, mostly from a US perspective. We will study such approaches as critical race theory, postcolonial studies, critical approaches to class, indigenous studies, transnational studies, gender and queer studies, as well as queer of color critiques. We will use these different approaches to analyze cultural texts in different media. The focus of the class will be on how these approaches intersect with each other and how they help us engage complex cultural products and practices.

Please register for this class via AGNES.

If you have further questions about the class, please e-mail Katja Linke: humboldtlinke@gmail.com.

Modul 3: American Arts and Media in Context

Außerdem: eine sprachpraktische Übung – (siehe Angebot Sprachpraxismodul oder eine Veranstaltung zur Linguistik)

5250033 Writing Tools and Strategies: Academic Writing (englisch)

2 SWS	2 SP					
UE	Mi	12-14	wöch.	I 110 , 343		E. Gibbels
	Mi	14-16	wöch.	I 110 , 343		E. Gibbels

detaillierte Beschreibung siehe S. 5

5250034 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP					
UE	Mi	08-10	wöch.	DOR 24 , 1.601		U. Scheffler

detaillierte Beschreibung siehe S. 5

5250035 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. Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250036 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	UL 6 , 3001		A. Fausser

Gives students the opportunity to learn and practice a variety of skills necessary for writing in academia. In addition to writing essays, students will also practice other aspects of writing such as summarizing, paraphrasing, and quoting. The course will also focus on conventions of academic writing, for example topic development, political correctness, tone, and register. Current topics and articles from scholarly journals will provide ample material for students to engage with in practicing their writing skills.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find under "Weitere Links" (see top of the page).

Exchange students: Please register by 9 October 2013 via email [audrey.fausser@googlemail.com]

5250041 Language Consultation

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

detaillierte Beschreibung siehe S. 9

Modul 4: Literary and Cultural Representations of American Society

Literary Representations (eines der Angebote wählen)

5250051 Popular Literature of the 1930s and 40s (englisch)

2 SWS 4 SP
SE Di 10-12 wöch. (1) I 110 , 347 M. Klepper
1) Maximal 15 BA Englisch und Maximal 15 BA Amerikanistik

Which literature did ordinary people in America read during the 1930s and 1940s? What was available? Was it all heavy depression literature or escapist, consumerist trash? Which (perhaps contradictory) discourses did popular literature during the 30s and 40s transport? What was the texts' position on gender roles, the "races", Americanness, the future, consumption, class, religion, personal identities and other fundamentals in constructing reality? And is popular literature subversive or rather affirmative. These are some of the questions we will explore in this seminar. At the same time, we will reflect on the theory of mass culture or popular culture, on the questions which cultural studies ask and the historical, discursive conditions of the time (the Great Depression and World War II). To sum up, we will try to find out what the popular imaginary during the 1930s and the 1940s in America was like. Since we are reading popular fiction, we will have to cover a rather large number of books – so this is something for students who love to read a lot of light literature and dream... You have to read it, but it's worth it, believe me!

Viewing/Reading:

- Carolyn Keene, *The Password to Larkspur Lane* (1933)
- Zane Grey, *Code of the West* (1934)
- Sax Rohmer, *The Mask of Fu Manchu* (1932)
- James M. Cain, *Mildred Pierce* (1941)
- Dashiell Hammett, *The Thin Man* (1934)
- Laura Lee Hope, *The Bobbsey Twins at Lighthouse Point* (1939)
- Raymond Chandler, *The Lady in the Lake* (1943)
- Earl Derr Biggers, *Keeper of the Keys* (1932)
- Langston Hughes, *Simple Speaks his Mind* (1950)
- Movie: King Vidor (dir), *Our daily bread* (1934)
- Comics: *Superman, Captain America*

Requirements:

- As a requirement for participation students have to give a background or historical presentation on one of the authors/syndicates/historical topics involved.
- In terms of module examinations BA English students will have to write a term paper either in this or in their other seminar of module 13, BA American studies students will have to write a term paper either in this seminar or in "Cultural Representations".

You have to register for this class in AGNES and the e-learning platform Moodle (link in Agnes). As a password use "Poplit". In Moodle you will find the syllabus for the class.

5250052 Poetry of Resistance (englisch)

2 SWS 4 SP
SE Mi 14-16 wöch. DOR 24 , 1.601 V. Amato

Audre Lorde has said that for oppressed and marginalized groups, "poetry is not a luxury. It is a vital necessity of our existence.... Poetry is the way we help give name to the nameless so it can be thought." Poetry can be an act / art of resistance against interconnected forms of oppression. Poetry and activism being connected in such ways, poetry holds the capacity to express social protest and even to effect social change. Poetry of resistance gives voice and agency to subjects and groups that have been systematically excluded from mainstream cultural discourses, shifting the perspective from hegemonic and normative to self-affirmative accounts of these poets of resistance.

In this seminar, we will read contemporary poetry from various poets, better-known and less known, coming from diverse backgrounds and positions. We will look at poems, spoken-word performances, and song lyrics, that deal with issues of 'race', class, gender and sexuality. We will also discuss the ways in which form, style and language of poems can challenge traditional conventions of poetry.

Students are invited to write and perform their own poems of resistance in the seminar.

Requirements: Students are expected to give short presentations and/or organize a session's discussion.

Recommended reading for general orientation: Lorde, Audre. "Poetry Is Not a Luxury." *Sister Outsider: Essays and Speeches*, 1984.

Cultural Representations (eines der Angebote wählen)

5250053 Global Education in the 21st Century: A Joint Course of NYU and HU Students (englisch)

2 SWS 4 SP
SE Mi 17-20 wöch. (1) DOR 24 , 1.501 R. Isensee
1) 16.10.-18.12.13

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 figure 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 initiatives 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 practices of education. This course will serve as a site of academic dialog between NYUB and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize 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 knowledge 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 NYUB 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 (December 18, 2013) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is **limited to 10 students**. The course meets once a week for 3 hours from October 16 to December 18, 2013. Registration for the course takes place via personal application (including a brief motivational statement of 5 lines) until September 30.

5250054 The Cultural Politics of Barbie (englisch)

2 SWS	4 SP				
SE	Di	14-16	wöch.	DOR 24 , 1.501	E. Boesenberg

Few US American toys have attained a global distribution comparable to that of Barbie, and few are more controversial – the "Barbie Dream House" currently located in Berlin being a case in point. Throughout its history, the doll has functioned as a focal point in debates about gender, 'race,' sexuality, corporeality, and consumption, to name only a few of the most salient topics. In the course, we will discuss the cultural significance of Barbie with particular attention to its effects on constructions of gender (which are of course racialized, classed, etc.)

Regular attendance, contributions to class discussions, and participation in a group presentation are required in order to receive credit for this course.

5250055 Queer Intersections (englisch)

2 SWS	4 SP				
SE	Do	16-18	wöch.	DOR 24 , 1.501	K. Linke

This course is an introduction to intersectional queer studies. In particular, we will focus on intersections of sexuality / gender and race, raising such questions as: What are the relations between queer studies and whiteness? Why is racism endemic in many queer spaces? How are certain queer politics complicit with racist / colonialist / imperialist projects of the state? How have queer people of color created alternative stories, theories, spaces, and politics? We will explore these questions from our own diverse positionalities by reading and analyzing both theoretical and fictional texts in various media.

Please register for this class via AGNES.

If you have further questions about the class, please e-mail Katja Linke: humboldtlinke@gmail.com.

5250056 History and Structure of the American Government, Federal vs the States (englisch)

2 SWS	4 SP				
SE	Di	16-18	wöch. (1)	UL 6 , 3001	C. Steineger
	Do	16-18	wöch. (2)	UL 6 , 3001	C. Steineger
1) 15.10.-5.12.2013					
2) 15.10.-5.12.2013					

This lecture is an overview that covers the following aspects of the history and structure of the American Government: the writing and philosophy of the U.S. Constitution; checks and balances of power between the Executive, Legislative and Judicial branches; How a bill becomes law; Lobbyists and "special interests"; the roles and relationships of the Federal, state, and local governments; the impact of U.S. Supreme Court decisions, such as Brown v. Topeka Board of Education and Roe v. Wade; the evolving economy; and current public opinion and political candidates. Students will learn about the process by which policy becomes alive, which can be just as important as the policy goal. I ensure that they hear the perspective of a practitioner.

- Senator Chris Steineger was a member of the Kansas Senate from 1997-2013

Modul 5: Paradigms of American Literature and Culture

5250038 Translation Tools and Strategies: Translation in Academic Contexts (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	I 110 , 347	E. Gibbels
	Mo	12-14	wöch.	I 110 , 347	E. Gibbels

The course aims at BA English students who take a final exam, American Studies students welcome if places available. In addition to discussing translations in class, a supplementary set of grammar exercises highlights structural differences between the two languages and helps students develop strategies for tackling typical German-English translation hazards.

Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250039 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS	2 SP					
UE	Di	10-12	wöch.	I 110 , 349		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). Students from the second term onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250040 Language Consultation

1 SWS						
UE	Di	13-14	wöch.	UL 6 , 2001B		K. Heukroth

detaillierte Beschreibung siehe S. 9

5250042 Translation Tools and Strategies: Contrastive Translation (englisch)

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

detaillierte Beschreibung siehe S. 5

Modul 6: American Studies: European Contexts and Intercultural Relations

5250059 Orientalism/Occidentalism: Transatlantic Relations in American and Canadian Literature and Film (englisch)

2 SWS	4 SP					
SE	Fr	10-12	wöch.	I 110 , 347		M. Heide

The seminar will explore the significance of discursive constructions of "the East" and "the West" at different moments in transatlantic history. We will discuss literary and visual texts produced since the late 18th century. The first part will introduce theories of Orientalism and Occidentalism (e.g. Said, Mignolo, Shohat), as well as other issues in the colonialist construction of Otherness; we will also discuss historical events and political positions in transatlantic relations. The second part will concentrate on two specific discursive events of the early national period of the US: (1) the Dispute of the New World, and (2) the Barbary captivity narratives by Americans who were "enslaved" in North Africa in the late 18th century. The third part will focus on texts of the mid-19th century American Renaissance. The fourth part of the seminar will discuss the meaning of Orientalism and Occidentalism in post-WW II North American literature and film, with a specific emphasis on post 9/11 USA and Canada. The reading will include: Thomas Jefferson. *Notes on the State of Virginia* (1785, excerpt); Susanna Haswell Rowson. *Slaves in Algiers; or, A Struggle for Freedom* (1794); Royall Tyler. *The Algerine Captive* (1797); Herman Melville. *Moby-Dick* (1851, excerpt); Whitman, Walt. "Passage to India" (1871); David Henry Hwang. *M. Butterfly* (1988)

5250060 Studienprojekt: Public Diplomacy and Global Challenges in the 21st Century (englisch)

2 SWS	3 SP					
SE	Fr	15-17	wöch.	DOR 24 , 1.501		M. Kohl

The annual Transatlantic Trends survey by the German Marshall Fund reflects approval rates for President Obama's foreign policy agenda of 79%, which is about seven times higher than George W. Bush's foreign policy approval rating (<http://trends.gmfus.org/transatlantic-trends/country-profiles-2/germany/>). This seems like a great shift in public opinion in Germany (and Europe) towards its closest ally, the United States of America. Yet, a critical attitude towards the U.S. remains widespread among intellectuals and especially the young who have not experienced the strong engagement of the U.S. in Germany during the Cold War years. Modern Public Diplomacy strategies are trying to take this into account. This course will reflect upon the image of the U.S. in the past and today, at home and abroad. Furthermore, it will discuss past and current public diplomacy strategies and will draw upon practical examples and projects in which the U.S. Embassy is engaged. Students will develop project proposals designed to reflect the shift in public diplomacy outreach from a promotion of the brand "America" to the engagement of foreign audiences in a common agenda in order to encounter global challenges. They will present their proposals to practitioners for review.

Modul 7: Research and Writing Skills

5250037 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS	2 SP					
UE	Di	12-14	wöch.	UL 6 , 3001		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. One longer paper (7-10 pp.) will be developed during the course, and there will be writing and organization exercises each week. Course designed for BA American Studies students; BA English students welcome if space available. Use the Sprachpraxis registration form to register for the course.

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5200001 Informationsveranstaltung zum Modul Berufsfeldbezogene Zusatzqualifikationen

1 SWS
 PW Di 18-20 Einzel (1) DOR 24 , 1.101 K. Schütz
 1) findet am 22.10.2013 statt
 detaillierte Beschreibung siehe S. 6

5200002 Training zur beruflichen Orientierung

1 SWS 1 SP
 PW - wöch. A. Boese
 detaillierte Beschreibung siehe S. 6

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen

1 SWS
 VR Di 18-20 wöch. (1) K. Schütz
 1) findet vom 29.10.2013 bis 17.12.2013 statt
 detaillierte Beschreibung siehe S. 7

5200004 Vom Studium zum Beruf

2 SWS 3 SP
 PL Di 12-14 wöch. (1) DOR 24 , 1.405 K. Schütz
 1) findet vom 15.10.2013 bis 11.02.2014 statt
 detaillierte Beschreibung siehe S. 7

5200005 Deutscher Bundestag und Politikberatung

2 SWS 3 SP
 PL Fr 14-18 Einzel (1) DOR 24 , 1.405 B. Jansen
 Fr 14-18 Einzel (2) B. Jansen
 Fr 14-18 Einzel (3) DOR 24 , 1.405 B. Jansen
 Sa 09-16 Einzel (4) DOR 24 , 1.405 B. Jansen
 Sa 09-16 Einzel (5) DOR 24 , 1.405 B. Jansen
 1) findet am 25.10.2013 statt
 2) findet am 08.11.2013 statt
 3) findet am 06.12.2013 statt
 4) findet am 09.11.2013 statt
 5) findet am 07.12.2013 statt
 detaillierte Beschreibung siehe S. 8

5200006 Fernsehjournalismus

2 SWS 3 SP
 PL Do 12-14 wöch. (1) DOR 24 , 1.405 F. Buchwald
 1) findet vom 10.10.2013 bis 13.02.2014 statt
 detaillierte Beschreibung siehe S. 8

5200007 Presse- und Öffentlichkeitsarbeit im Kulturbereich

2 SWS 3 SP
 PL Mo 16:30-19:00 Einzel (1) DOR 24 , 1.402 J. Ehmann
 Mo 16:30-19:00 Einzel (2) DOR 24 , 1.402 J. Ehmann
 Mo 16:30-19:00 Einzel (3) DOR 24 , 1.402 J. Ehmann
 Mo 16:30-19:00 Einzel (4) DOR 24 , 1.402 J. Ehmann
 Mo 17-22 Einzel (5) J. Ehmann
 Mo 16:30-19:00 Einzel (6) DOR 24 , 1.402 J. Ehmann
 Sa 11-18 Einzel (7) J. Ehmann
 1) findet am 04.11.2013 statt
 2) findet am 02.12.2013 statt
 3) findet am 16.12.2013 statt
 4) findet am 06.01.2014 statt
 5) findet am 20.01.2014 statt
 6) findet am 03.02.2014 statt
 7) findet am 18.01.2014 statt

detaillierte Beschreibung siehe S. 8

5250057 Representation, the Photograph and the Process of Research (englisch)

2 SWS 4 SP
PL Mo 10-14 14tgl. DOR 24 , 1.501 M. Curran

Late modern critique regarding visual representation and media in general has created an environment where photographers and artists have revised and transformed photographic research practices into more complex forms. While providing an historical overview, this seminar introduces such forms, locating them within the context of the indexical association, historically, of photography's relationship to reality. Drawing on multi-sited research projects, informed by visual ethnography, and a project brief, and while engaging with both theoretical and visual discourse, it will examine how such responses to this core tenet have informed contemporary practice and the representation of reality and the everyday. Further, the seminar will outline the application of photography while highlighting performative and disseminative interventions regarding re‐narration including installation, digital, web‐based and publication.

5250061 Praxiskolloquium

1 SWS 1 SP
PCO Fr 12-14 wöch. DOR 24 , 1.502 N.N.

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.

5250086 Introduction to (conference) interpreting (englisch)

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

detaillierte Beschreibung siehe S. 5

5250087 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS 3 SP
PL Do 12-14 wöch. DOR 24 , 1.302 E. Affandi

detaillierte Beschreibung siehe S. 5

5250088 Interpreting Discussions (englisch)

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

detaillierte Beschreibung siehe S. 5

5250090 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 SP
PL Mi 14-16 wöch. DOR 24 , 1.302 M. Davies

detaillierte Beschreibung siehe S. 6

5250091 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS 3 SP
PL Fr 12-14 wöch. DOR 24 , 1.302 M. Davies

detaillierte Beschreibung siehe S. 6

Bachelorstudiengang Englisch (BA Englisch)

Bitte beachten Sie die Hinweise zur Einschreibung in die Kurse zur Sprachpraxis. Sie finden diese in Agnes unter dem Stichwort "Vorlesungsverzeichnis" als PDF-Datei.

Modul 1: Introduction to Linguistics

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250004 Introduction to Linguistics (englisch)

2 SWS 2 SP
VL Fr 10-12 wöch. HE 1 , 1.06 S. Olsen

Die Vorlesung als Basisveranstaltung des Moduls 1 dient der ersten Einführung in die Thematik der allgemeinen Sprachwissenschaft, vorwiegend am Beispiel englischer Sprachdaten und unter besonderer Berücksichtigung einschlägiger Theorien 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 und Pragmatik) und eine psychologisch fundierte linguistische Beschreibung dieses grammatischen Wissens als Teil der menschlichen Kognition.

5250014 Introduction to Linguistics (englisch)

2 SWS	3 SP					
SE	Mi	12-14	wöch.	I 110 , 347		A. McIntyre
SE	Mi	14-16	wöch.	I 110 , 347		A. McIntyre
SE	Mi	16-18	wöch.	I 110 , 347		A. McIntyre
SE	Do	18-20	wöch.	DOR 24 , 1.502		A. McIntyre
SE	Mo	16-18	wöch.	DOR 24 , 1.601		G. Smith
SE	Mo	14-16	wöch.	DOR 26 , 208		G. Smith

Students who cannot register via Agnes because they have not received their student ID numbers (Immatrikulationsnummer) by October 10, 2013, as well as students with special needs (Härtefallregelung), please register for this class via e-mail: george.smith@staff.hu-berlin.de

Please list all courses you can attend. Please DO NOT register via e-mail, if you can register via Agnes!!

This introductory seminar 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 seminar also prepares for the MAP in Module 1.

Modul 2: Introduction to Literary Studies

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250044 Einführung in die englische/amerikanische Literaturwissenschaft

2 SWS	2 SP					
VL	Do	16-18	wöch.	UL 6 , 2002		R. Isensee

detaillierte Beschreibung siehe S. 11

5250045 Einführung in die Literaturwissenschaft: Textanalyse

2 SWS	3 SP					
SE	Di	08-10	wöch.	DOR 24 , 1.501		S. Blackmore
SE	Di	12-14	wöch.	I 110 , 343		S. Lieske
SE	Do	12-14	wöch.	DOR 24 , 1.501		H. Schwalm
SE	Fr	10-12	wöch.	I 110 , 343		K. Frisch

Die Teilnehmerzahl ist auf 30 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Das Seminar dient der Einübung von grundlegenden Techniken literaturwissenschaftlicher Analyse und Interpretation am Beispiel von exemplarischen Texten verschiedener Gattungen. Es steht in engem Bezug zu den in der Vorlesung „Einführung in die englische/amerikanische Literaturwissenschaft“ erläuterten Konzepten und soll den Studierenden die Möglichkeit bieten, sich mit den in der Vorlesung erläuterten Theorien und Modellen aktiv, selbständig und vor allem in Bezug auf ein breites Spektrum von Beispielen auseinander zu setzen.

Zugleich wird es auch um Methoden und Techniken des wissenschaftlichen Arbeitens gehen. („Wie halte ich ein Referat?“, Recherchestrategien, Umgang mit wissenschaftlichen Hilfsmitteln usw.).

Die Anmeldung erfolgt über AGNES. Studierende ohne AGNES-Zugang und "Härtefälle" melden sich bitte per email an: sabine.blackmore@staff.hu-berlin.de.

5250046 Einführung in die Literaturwissenschaft: Textanalyse (Amerikanistik)

2 SWS	3 SP					
SE	Di	12-14	wöch.	DOR 24 , 1.501		C. Wald
SE	Do	12-14	wöch.	DOR 24 , 1.601		N.N.
SE	Mi	10-12	wöch.	DOR 24 , 1.601		C. Holler

detaillierte Beschreibung siehe S. 12

Modul 3: Introduction to English and American Cultural Studies

5250047 American Cultural History (englisch)

2 SWS	2 SP					
VL	Mo	16-18	wöch.	HE 1 , 1.06		M. Klepper

detaillierte Beschreibung siehe S. 9

5250048 American Cultural Theory (englisch)

2 SWS	3 SP					
SE	Do	10-12	wöch.	DOR 24 , 1.501	K. Linke	

detaillierte Beschreibung siehe S. 12

5250054 The Cultural Politics of Barbie (englisch)

2 SWS	4 SP					
SE	Di	14-16	wöch.	DOR 24 , 1.501	E. Boesenberger	

detaillierte Beschreibung siehe S. 14

5250056 History and Structure of the American Government, Federal vs the States (englisch)

2 SWS	4 SP					
SE	Di	16-18	wöch. (1)	UL 6 , 3001	C. Steineger	
	Do	16-18	wöch. (2)	UL 6 , 3001	C. Steineger	

1) 15.10.-5.12.2013
2) 15.10.-5.12.2013
detaillierte Beschreibung siehe S. 14

5250059 Orientalism/Occidentalism: Transatlantic Relations in American and Canadian Literature and Film (englisch)

2 SWS	4 SP					
SE	Fr	10-12	wöch.	I 110 , 347	M. Heide	

detaillierte Beschreibung siehe S. 15

5250118 British Cultural History (englisch)

2 SWS	2 SP					
VL	Di	10-12	wöch.	I 110 , 190	S. Lieske	

The lecture offers a survey of British cultural history since the Early Modern period in order to understand the specific nature of contemporary British culture. We will explore the impact that economic, political, and social developments have had on the thinking of people and the cultural representations that they have produced.

5250119 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 SP					
SE	Mi	16-18	wöch.	UL 6 , 3001	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.

5250120 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 SP					
SE	Mo	14-16	wöch.	DOR 24 , 1.601	C. Cronjäger	

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.

5250121 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 SP					
SE	Di	12-14	wöch.	I 110 , 347	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

5250009 Introduction to the History and Variation of English (englisch)

2 SWS VL	2 SP Di	12-14	wöch.	UL 6 , 2014A	L. Peter
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This introductory lecture 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. In this respect, the lecture discusses certain historical processes like the restructuring of morphological/functional paradigms and grammaticalisation, e.g. pertaining to the English system of verb forms.

The lecture sets the framework for a more detailed treatment of historical language change or, alternatively, of contemporary variation of the English language in the seminars offered in this module.

5250010 Varieties of English in the British Isles (englisch)

2 SWS SE	3 SP Do	10-12	wöch.	DOR 24 , 1.601	L. Peter
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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 varieties 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, consistency and standard vs. non-standard and the unique problem of the 'right' accent. It is also concerned with recent/ongoing linguistic change in general and dialect levelling and diffusion in particular, taking into account the convergence of modern dialects and the speech of younger speakers.

5250015 Variation in English (englisch)

2 SWS SE	3 SP Fr	14-16	wöch.	DOR 24 , 1.502	A. McIntyre
SE	Fr	16-18	wöch.	DOR 24 , 1.502	A. McIntyre

Modul 5: Survey of English Literatures

Angebot der Gender Studies (Interdisciplinary Problems of Gender and Sexuality)

5250122 English Nineteenth and Twentieth-Century Feminist Fiction (englisch)

2 SWS SE	3 SP Mi	08-10	wöch.	DOR 24 , 1.501	B. Schnabel
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In diesem Kurs werden Beispiele feministischer Fiktion des Spätviktorianismus, der Moderne sowie der Postmoderne in den Mittelpunkt gestellt. Texte von AutorInnen wie Thomas Hardy, Virginia Woolf und Caryl Churchill sind Gegenstand der Analyse. Wir werden uns mit den sozialen und künstlerischen Aspekten dieser Schriften beschäftigen. Im Zentrum der Diskussion werden die Stories "An Imaginative Woman" von Thomas Hardy und "Mrs Dalloway in Bond Street" von Virginia Woolf sowie Caryl Churchills Stück *Top Girls* stehen. Die Seminarsprache ist Englisch. Weitere Informationen erfolgen in der ersten Sitzung.

5250123 The Theme of Education in Twentieth-Century Comedy and Fiction (englisch)

2 SWS SE	3 SP Fr	08-10	wöch.	DOR 24 , 1.501	B. Schnabel
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Bildung als literarisches Thema hat in der englischen Kulturgeschichte eine lange Tradition. In unserem Seminar werden wir uns mit jeweils einem Text aus der ersten und der zweiten Hälfte des zwanzigsten Jahrhunderts befassen. Beide gehören zu den Klassikern der englischen Literatur auf diesem Gebiet. In unserer Arbeit konzentrieren wir uns auf die sozialen Aspekte des Themas sowie auf dessen künstlerische und genrespezifische Umsetzung. Textgrundlage des Seminars werden George Bernard Shaws Welterfolg *Pygmalion* sowie Barry Hines's Kultroman *A Kestrel for a Knave* sein. Beide Werke waren Vorlagen für preisgekrönte Verfilmungen, deren Relation zur Textgrundlage wir am Semesterende betrachten. Seminarsprache ist Englisch. Weitere Hinweise erfolgen im ersten Seminar.

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.

5250005 Word-Formation (englisch)

2 SWS	3 SP				
SE	Fr	12-14	wöch.	HE 1 , 1.06	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.

5250011 English Phonetics and Phonology (englisch)

2 SWS	3 SP				
SE	Di	10-12	wöch.	BE 1 , 140/142	L. Peter

The course is concerned with major phonetic and phonological aspects of the English language. Thus, students study speech with regard to articulatory, acoustic and auditory features, using them as criteria for the classification of speech sounds. They investigate phonological units and processes at different levels, taking a comparative look at German. Special attention is paid to English prosodic features, including the quasi-phonological organisation of (English) English intonation. In this context, students familiarise themselves with methods of transcription and the notation of intonation.

5250013 Introduction to Semantics (englisch)

2 SWS	2 SP				
SE	Do	16-18	wöch.	DOR 24 , 1.601	W. Roberts

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

5250016 English Syntax (englisch)

2 SWS	2 SP				
SE	Do	14-16	wöch.	DOR 24 , 1.502	A. McIntyre
SE	Do	16-18	wöch.	DOR 24 , 1.502	A. McIntyre

5250017 Phonetics and Phonology (englisch)

2 SWS	3 SP				
SE	Di	12-14	wöch.	DOR 24 , 1.502	G. Smith

In this seminar we will begin with an investigation of the articulatory, acoustic and auditive properties of human language. Building upon this, we will investigate the major phonological units, their interaction, and their organization in hierarchical levels. We will see how the phonological subsystem interacts with other subsystems of language, and how theories of phonology have developed over time. While the main focus will be on English, we will also draw on data from German and other languages. Students will have the opportunity to record and analyze their own speech in at least two languages.

Modul 7: American Literary History

5250049 American Literary History I: Beginnings to 1918 (2 SP: VL+SE) (englisch)

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

detaillierte Beschreibung siehe S. 10

5250050 Lektürekurs

1 SWS	1 SP				
SE	Mi	10-12	14tgl./1 (1)	DOR 24 , 1.501	U. Schneeberg
SE	Mi	10-12	14tgl./2 (2)	DOR 24 , 1.501	U. Schneeberg
SE	Mi	16-18	14tgl./1 (3)	DOR 24 , 1.601	E. Boesenberg
SE	Mi	16-18	14tgl./2 (4)	DOR 24 , 1.601	E. Boesenberg
SE	Mi	12-14	14tgl./1 (5)	UL 6 , 3001	C. Holler
SE	Do	14-16	14tgl./1 (6)	DOR 24 , 1.601	C. Wald

1) Beginn 16.10.2013
 2) Beginn: 23.10.2013
 3) Beginn 16.10.2013
 4) Beginn: 23.10.2013
 5) Beginn: 16.10.2013
 6) Beginn: 17.10.2013

In this course, which is offered in conjunction with the lecture on American Literary History from the 17th century to World War I, we will look more closely at selected texts. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. Credits are based on class discussions, an oral presentation or, in exceptional cases, a short written assignment.

If you have questions about the Lektürekurse, please e-mail Katja Linke: humboldtlinke@gmail.com.

Modul 8: Oral Skills and Language Awareness - Sprachpraxis

5250019 Language Awareness: Grammar in Context (englisch)

2 SWS	2 SP					
UE	Mo	14-16	wöch.	DOR 24 , 1.502	K. Heukroth	
UE	Mi	10-12	wöch.	I 110 , 343	U. Scheffler	
UE	Do	12-14	wöch.	I 110 , 349	U. Scheffler	

detaillierte Beschreibung siehe S. 4

5250020 Language Awareness: Working with Words (englisch)

2 SWS	2 SP					
UE	Di	08-10	wöch.	UL 6 , 3001	K. Heukroth	

detaillierte Beschreibung siehe S. 4

5250021 Language Awareness: Academic Vocabulary (englisch)

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

detaillierte Beschreibung siehe S. 4

5250022 Language Awareness: From Paragraph to Essay (englisch)

2 SWS	2 SP					
UE	Do	10-12	wöch.	I 110 , 349	U. Scheffler	

detaillierte Beschreibung siehe S. 4

5250023 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. 9

5250024 Listening and Speaking: Listening Comprehension and Oral Expression (englisch)

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

Authentic audio and video 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.

Students from the second semester onwards: Please register by 30 September 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250025 Listening and Speaking: Note-taking and Discussion Skills (englisch)

2 SWS	2 SP					
UE	Do	12-14	wöch.	DOR 65 , 325	E. Gibbels	
UE	Do	14-16	wöch.	DOR 65 , 325	E. Gibbels	

detaillierte Beschreibung siehe S. 4

5250026 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. 10

5250027 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. 10

5250028 Presentation and Discussion: Presentation Practice (englisch)

2 SWS	2 SP					
UE	Mo	12-14	wöch.	UL 6 , 2004A	A. Fausser	
UE	Do	10-12	wöch.	I 110 , 343	A. Fausser	

detaillierte Beschreibung siehe S. 10

5250029 Presentation and Discussion: Britain in Brief (englisch)

2 SWS	2 SP				
UE	Mi	10-12	wöch.	DOR 65 , 325	E. Kelly

detaillierte Beschreibung siehe S. 11

5250030 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. 11

5250031 Presentation and Discussion: Current Trends and Developments in the USA (englisch)

2 SWS	2 SP				
UE	Di	10-12	wöch.	UL 6 , 2004A	A. Fausser

detaillierte Beschreibung siehe S. 11

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Ehlert
	Do	10-12	wöch.	I 110 , 347	S. Ehlert

detaillierte Beschreibung siehe S. 11

5250040 Language Consultation

1 SWS					
UE	Di	13-14	wöch.	UL 6 , 2001B	K. Heukroth

detaillierte Beschreibung siehe S. 9

5250041 Language Consultation

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

detaillierte Beschreibung siehe S. 9

Modul 9: English Language in Social and Cultural Context (Wahlpflicht)

5250001 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)

2 SWS	4 SP				
SE	Fr	12-14	wöch.	DOR 24 , 1.501	S. Repp

In this seminar we shall look at languages that are spoken as a first or second language by many pupils at German schools - Russian and Turkish - and compare them to English. This comparison will be concerned with all levels of linguistic analysis. For instance, in the phonology we find that both Russian and Turkish have much smaller vowel inventories than English but they still have vowels English does not have. They also have something called hard vs. soft consonants (like a hard and soft /l/), this distinction in the case of Russian being an important characteristic of the consonant system. Morphologically, the three languages are very different with Turkish being an agglutinative language, and Russian/German being inflecting. So Turkish seems to have very complex words. For instance the verb "ayrilamamistim" with the stem "ayril" (to part/separate) has 5 affixes that express: ability+negation+perfective+past+1Sing. Syntactically, there is the basic difference that English and Russian are SVO languages whereas Turkish is SOV. There are also interesting, and maybe puzzling, facts in the realm of syntax. For instance, in Turkish, embedded clauses can have case. And Russian, even though it does not have articles, can mark definiteness. We shall look at the similarities and differences between these three languages both from a descriptive and from a theoretical point of view. So we will be asking what and why. This will give us some basic understanding of the languages spoken around us and it will sharpen our understanding of the linguistic system shaped by universal grammar and exploited in the grammars of individual languages. Course credits are given for discussion in class & homework assignments.

5250003 Speech acts (englisch)

2 SWS	4 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.502	N. Scherf	

In this seminar we will discuss the topic of speech acts. Starting with the influential works of J.L. Austin and J. R. Searle, we will investigate pragmatic aspects of speech acts.

We will also read current papers on the topic and look at the interaction between speech acts and syntax.

Course requirements: active participation, one presentation, smaller assignments throughout the semester.

5250006 Mental Lexikon (englisch)

2 SWS	4 SP					
SE	Do	10-12	wöch.	UL 6 , 2004A	S. Olsen	

This seminar will study the structure of the mental lexicon and the processes that are used to access complex words. Different theoretical approaches will be considered.

5250012 Contact Situations and English-Related Pidgins and Creoles (englisch)

2 SWS	4 SP					
SE	Mi	14-16	wöch.	UL 6 , 3001	L. Peter	

The seminar is concerned with major aspects of the study of pidgins and creoles, e.g. theories covering the genesis of such forms, and aims to describe the relevance of pidgin and creole research to linguistic theory. It examines the processes of simplification, lexicification (by English and other languages), complexification, expansion and creolisation as well as the phenomena resulting from a post-creole continuum. The following forms, among others, are scrutinised with regard to sociohistorical context, current exoglossic situation and linguistic development: Jamaican Creole, Krio (of Sierra Leone), Cameroon Pidgin English and Papua New Guinea Pidgin English (Tok Pisin).

Modul 10: Linguistics as a Cognitive Science (Wahlpflicht)

5250001 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)

2 SWS	4 SP					
SE	Fr	12-14	wöch.	DOR 24 , 1.501	S. Repp	

detaillierte Beschreibung siehe S. 23

5250003 Speech acts (englisch)

2 SWS	4 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.502	N. Scherf	

detaillierte Beschreibung siehe S. 24

5250006 Mental Lexikon (englisch)

2 SWS	4 SP					
SE	Do	10-12	wöch.	UL 6 , 2004A	S. Olsen	

detaillierte Beschreibung siehe S. 24

5250012 Contact Situations and English-Related Pidgins and Creoles (englisch)

2 SWS	4 SP					
SE	Mi	14-16	wöch.	UL 6 , 3001	L. Peter	

detaillierte Beschreibung siehe S. 24

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

5250124 Utopian Thought in Sixteenth and Seventeenth-Century Literature (englisch)

2 SWS	4 SP					
SE	Do	08-10	wöch.	DOR 24 , 1.501	B. Schnabel	

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

In diesem Seminar beschäftigen wir uns zunächst mit dem Utopiebegriff und betrachten anschließend utopische Aspekte in englischen Texten unterschiedlichster Genres. Hauptgegenstand wird Thomas More's Text *Utopia* sein. Wir verfolgen die Tradition, aus der dieser Text kommt und wie er sich von ihr absetzt. In einem späteren Seminarteil untersuchen wir More's potenziellen Einfluß auf den utopischen Diskurs des nachfolgenden Jahrhunderts, z. B. im Drama William Shakespeares . Wir berücksichtigen in unserer Diskussion dabei den jeweiligen biographischen, historischen und kulturellen Kontext. Das Seminar findet in englischer Sprache statt. Weitere Informationen erfolgen in der ersten Sitzung .

5250125 Nineteenth-Century Poetry (englisch)

2 SWS 4 SP
SE Di 10-12 wöch. DOR 24 , 1.502 W. Keller

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

The aim of this course is to familiarize students with the poetry of the long nineteenth century. More specifically, the focus will be on the (dis-)continuities between Romantic and Victorian verse. Class discussions will be driven by close readings of individual poems or excerpts of long poems, supplemented by critical and theoretical readings. A detailed syllabus will be available in mid-September -- interested students should contact me by email wolfram.keller@staff.hu-berlin.de>). Students are required to read Byron's *Don Juan* (ed. Steffan, Steffan, and Pratt [Penguin]) and Tennyson's *In Memoriam* (ed. Gray [Norton]) by the beginning of the semester.

5250126 Representations of Animals in Literature (englisch)

2 SWS 4 SP
SE Fr 12-14 wöch. I 110 , 343 K. Frisch

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

...But Some Animals Are More Equal Than Others

Despite the fact that animals are a significant part of the English literary landscape, they are seldom the focus of our attention.

In this course we want to read a wide selection of different texts, mainly from the 20th century, that either feature or deal with animals. These range from Orwell's *Animal Farm* to Coetzee's *The Lives of Animals*, from Hughes's Crow poems to Morpurgo's *WarHorse*, and many more. Moreover, we will also read theory and non-fiction on the topic, including texts by Donna Haraway and Jonathan Safran Foer. The aim of this course is to reconsider the role of animals in our cultural discourses. At the same time, looking at animals also always means looking at humanity and how we as humans define ourselves as different from animals. Therefore we will also address a great variety of issues where humans meet animals, such as zoos, meat production, animal testing, pets and others. Please be aware that some of the literature and issues raised are very gruesome and uncomfortable. If you cannot attend the first session, please write me an email: katrin1008@aol.com

Modul 12: Paradigms of American Literature and Culture (Wahlpflicht)

5250051 Popular Literature of the 1930s and 40s (englisch)

2 SWS 4 SP
SE Di 10-12 wöch. (1) I 110 , 347 M. Klepper
1) Maximal 15 BA Englisch und Maximal 15 BA Amerikanistik
detaillierte Beschreibung siehe S. 13

5250052 Poetry of Resistance (englisch)

2 SWS 4 SP
SE Mi 14-16 wöch. DOR 24 , 1.601 V. Amato
detaillierte Beschreibung siehe S. 13

5250053 Global Education in the 21st Century: A Joint Course of NYU and HU Students (englisch)

2 SWS 4 SP
SE Mi 17-20 wöch. (1) DOR 24 , 1.501 R. Isensee
1) 16.10.-18.12.13
detaillierte Beschreibung siehe S. 13

5250054 The Cultural Politics of Barbie (englisch)

2 SWS 4 SP
SE Di 14-16 wöch. DOR 24 , 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 14

5250055 Queer Intersections (englisch)

2 SWS 4 SP
SE Do 16-18 wöch. DOR 24 , 1.501 K. Linke
detaillierte Beschreibung siehe S. 14

5250056 History and Structure of the American Government, Federal vs the States (englisch)

2 SWS 4 SP
SE Di 16-18 wöch. (1) UL 6 , 3001 C. Steineger
Do 16-18 wöch. (2) UL 6 , 3001 C. Steineger
1) 15.10.-5.12.2013
2) 15.10.-5.12.2013
detaillierte Beschreibung siehe S. 14

Modul 13: Writing Skills - Sprachpraxis

5250033 Writing Tools and Strategies: Academic Writing (englisch)

2 SWS	2 SP					
UE	Mi	12-14	wöch.	I 110 , 343	E. Gibbels	
	Mi	14-16	wöch.	I 110 , 343	E. Gibbels	

detaillierte Beschreibung siehe S. 5

5250034 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP					
UE	Mi	08-10	wöch.	DOR 24 , 1.601	U. Scheffler	

detaillierte Beschreibung siehe S. 5

5250035 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. 12

5250036 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	UL 6 , 3001	A. Fausser	

detaillierte Beschreibung siehe S. 12

5250038 Translation Tools and Strategies: Translation in Academic Contexts (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	I 110 , 347	E. Gibbels	
	Mo	12-14	wöch.	I 110 , 347	E. Gibbels	

detaillierte Beschreibung siehe S. 14

5250039 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS	2 SP					
UE	Di	10-12	wöch.	I 110 , 349	K. Heukroth	
	Fr	08-10	wöch.	DOR 65 , 325	K. Heukroth	

detaillierte Beschreibung siehe S. 15

5250040 Language Consultation

1 SWS						
UE	Di	13-14	wöch.	UL 6 , 2001B	K. Heukroth	

detaillierte Beschreibung siehe S. 9

5250041 Language Consultation

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

detaillierte Beschreibung siehe S. 9

Modul 15: Fachdidaktik Englisch

5250092 Einführung in die Fachdidaktik

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

5250093 Ausgewählte Kapitel des Fremdsprachenunterrichts-Primarstufe (englisch)

2 SWS	3 SP					
SE	Di	14-16	wöch.	UL 6 , 2014B	U. Pehle	

5250094 Ausgewählte Kapitel des Fremdsprachenunterrichts Sek I

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

5250095 Ausgewählte Kapitel des Fremdsprachenunterrichts Sek II

2 SWS SE	3 SP Mi	10-12	wöch.	DOR 24 , 1.502	F. Klimczak
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5250116 Feedback-Kultur

2 SWS QT	Mi	12-14	wöch.	HV 5 , 0122a	D. Sernau
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Als Lehrer*innen sind wir tagtäglich dazu aufgefordert, Feedback bzw. Rückmeldungen zu geben, z.B. zu Leistungen, Verhalten oder Handlungen der Schüler*innen. Unser Feedback hat gravierenden Einfluss auf deren Lernverhalten und Lernerfolg, zugleich ist es in hohem Maße abhängig von unseren persönlichen Kompetenzen und Einstellungen.

Dieses Q-Tutorium lädt zur Sensibilisierung eigener Feedbackmuster ein und zielt auf das Üben hilfreicher Feedbackwerkzeuge innerhalb und außerhalb von Unterrichtsgeschehen.

Die Teilnehmenden erarbeiten sich schrittweise die Komponenten einer konstruktiven Feedbackkultur. Sie entwickeln einen Fragebogen zur Untersuchung des individuellen Feedbackverhaltens, analysieren Sequenzen von videografierten Unterrichtsversuchen und identifizieren verschiedene Formen von Feedback. Im Verlauf des Tutoriums werden dabei kommunikationstheoretische Aspekte ebenso thematisiert wie die Qualität von Unterricht.

Kontakt: d.sernau@googlemail.com

Modul 15a: Schulpraktische Studien

5250096 Vorbereitung auf das Unterrichtspraktikum I (Sek I)

2 SWS SE	3 SP Do	08-10	wöch.	DOR 24 , 1.502	F. Klimczak
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In diesem Seminar analysieren und diskutieren Sie Grundlagen des modernen Fremdsprachenunterrichts 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 neuester 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 im Hinblick 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 anmelden müssen: <http://www.hu-berlin.de/studium/lust/lehrer/szl>

Es werden 3 Vorbereitungsseminare (Prim./Sek. I/Sek. II) 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. Dieses Seminar richtet sich in erster Linie an Studierende im MED. 120 SP.

5250097 Vorbereitung auf das Unterrichtspraktikum (Primarstufe)

2 SWS SE	3 SP Do	12-14	wöch.	I 110 , 343	K. Schneider
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5250099 Unterrichtspraktikum

2 SWS PR	4 SP				A. Hirschfelder, F. Klimczak, A. Mihan, K. Schneider, K. Schultze
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5250100 Nachbereitung des Unterrichtspraktikums - Primarstufe

1 SWS SE	4 SP	-	Block+Sa (1)		K. Schneider
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1) findet vom 27.03.2014 bis 29.03.2014 statt

Freitag, 14.2.2014 14.30 Uhr Charlotte-Salomon-Grundschule, Großbeerenstr. 40, 10965 Berlin

5250101 Nachbereitung des Unterrichtspraktikums Sek I

1 SWS SE	4 SP Mo	12-14	wöch.	DOR 24 , 1.502	A. Hirschfelder
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5250116 Feedback-Kultur

2 SWS QT	Mi	12-14	wöch.	HV 5 , 0122a	D. Sernau
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detaillierte Beschreibung siehe S. 27

Modul 16: Berufsfeldbezogene Zusatzqualifikation

5200002 Training zur beruflichen Orientierung	1 SWS PW	1 SP	-	wöch.		A. Boese
<i>detaillierte Beschreibung siehe S. 6</i>						

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen	1 SWS VR	Di	18-20	wöch. (1)		K. Schütz
1) findet vom 29.10.2013 bis 17.12.2013 statt						
<i>detaillierte Beschreibung siehe S. 7</i>						

5200004 Vom Studium zum Beruf	2 SWS PL	3 SP Di	12-14	wöch. (1)	DOR 24 , 1.405	K. Schütz
1) findet vom 15.10.2013 bis 11.02.2014 statt						
<i>detaillierte Beschreibung siehe S. 7</i>						

5200005 Deutscher Bundestag und Politikberatung	2 SWS PL	3 SP Fr Fr Fr Sa Sa	14-18 14-18 14-18 09-16 09-16	Einzel (1) Einzel (2) Einzel (3) Einzel (4) Einzel (5)	DOR 24 , 1.405 DOR 24 , 1.405 DOR 24 , 1.405 DOR 24 , 1.405 DOR 24 , 1.405	B. Jansen B. Jansen B. Jansen B. Jansen B. Jansen
1) findet am 25.10.2013 statt						
2) findet am 08.11.2013 statt						
3) findet am 06.12.2013 statt						
4) findet am 09.11.2013 statt						
5) findet am 07.12.2013 statt						
<i>detaillierte Beschreibung siehe S. 8</i>						

5250043 Praxiskolloquium	1 SWS PCO	2 SP Mo	16-18	wöch.	UL 6 , 2004A	E. Gibbels
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Pflichtveranstaltung für Studierende im Studiengang BA Englisch. Voraussetzung ist, dass das Praktikum absolviert und der Großteil der Studienpunkte aus den BZQ-Kursen erworben wurde. Die erste Sitzung findet am 21. Oktober 2013 statt. Bitte melden Sie sich bis zum 07. Oktober 2013 per E-mail an (elisabeth.gibbels@rz.hu-berlin.de).

5250057 Representation, the Photograph and the Process of Research (englisch)	2 SWS PL	4 SP Mo	10-14	14tgl.	DOR 24 , 1.501	M. Curran
<i>detaillierte Beschreibung siehe S. 17</i>						

5250086 Introduction to (conference) interpreting (englisch)	2 SWS PL	3 SP Do	10-12	wöch.	DOR 65 , 459	E. Affandi
<i>detaillierte Beschreibung siehe S. 5</i>						

5250087 Sight Translation/Übersetzen vom Blatt (englisch)	2 SWS PL	3 SP Do	12-14	wöch.	DOR 24 , 1.302	E. Affandi
<i>detaillierte Beschreibung siehe S. 5</i>						

5250088 Interpreting Discussions (englisch)	2 SWS PL	3 SP Do	08-10	wöch.	DOR 65 , 459	E. Affandi
<i>detaillierte Beschreibung siehe S. 5</i>						

5250090 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 SP
PL Mi 14-16 wöch. DOR 24 , 1.302 M. Davies
detaillierte Beschreibung siehe S. 6

5250091 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

2 SWS 3 SP
PL Fr 12-14 wöch. DOR 24 , 1.302 M. Davies
detaillierte Beschreibung siehe S. 6

Individuelle Vertiefung

5250037 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS 2 SP
UE Di 12-14 wöch. UL 6 , 3001 S. Ehlert
detaillierte Beschreibung siehe S. 15

Studiengang Master (MA) Amerikanistik

Modul 1: American Studies: Literary/Cultural History and Theory

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS 2 SP
UE Mo 10-12 wöch. DOR 24 , 1.601 S. Ehlert
Do 10-12 wöch. I 110 , 347 S. Ehlert
detaillierte Beschreibung siehe S. 11

5250062 Visual America (Major Problems in American Literary and Cultural History) (englisch)

2 SWS 4 SP
SE Mo 14-16 wöch. DOR 24 , 1.501 M. Klepper

This class is an advanced survey course on major problems of American Literary and Cultural History with a focus on American Art. It is a companion course to *Reading American Literature and Culture*, which focuses on Literature, and *Theories of American Studies*, which focuses on theory. The objective is a repetition of the field combined with an exploration of US visual history. For these purposes we will discuss two essays/text in each session: one on the period in general and one on a specific work of art/visuality, which we will discuss in class. The "periods," which we will explore ("periods" always to be taken with a grain of salt!) are: Re-Discovery: 1492 (Old and New Inhabitants); City upon a Hill (The Puritan Experiment); Reason and Revolutions (The Age of Reasons and American Revolutions between Philadelphia and Seneca Falls); In and beneath the American Renaissance (a canon for 1850 and its multicultural and multi-gendered basis); Post-bellum Realisms and Naturalisms; Modernism and the Harlem Renaissance; Postmodernism and the old/new Diversity. The main part of the meetings will concentrate on questions of visual history: we will study together one aspect of the visual history of the respective period in depth (a painting, a building, a photograph, a sculpture, a movie excerpt etc.) and we will explore its implications for the period. Students who need a more general introduction to American literary and cultural history are welcome to participate in the lecture "American Cultural History" for the BA students (Mo 16-18 in Emil-Fischer-Saal).

Reading:

- The texts for the class will be up-loaded onto the Moodle platform. Please register in Moodle – if you don't have a Humboldt-ID yet, register as a guest.
- The visuals to be explored in class will also be accessible through Moodle.

Course Requirements:

Each student is expected to post one question about one of the periods or the particular visual work of art in focus on Moodle. As an exercise for the module exam students have to hand in a 4 page essay on one work of art of your choice by Christmas. As a Modul examination students will write a take-home exam with questions from this class and the class "Theories of American Studies". For this exam you are expected to prepare *one* work of art in depth.

Please register for this class in the e-learning platform Moodle. The key is "VisAm".

5250063 Critical Border Studies (Theories of American Studies) (englisch)

2 SWS 4 SP
SE Fr 12-14 wöch. I 110 , 347 M. Heide

Border Studies, in the US context, came about as an academic field in the 1980s. In its earliest and most limited sense it refers to the study of culture and society along the US-Mexico border. However, the imaginary and theoretical implications of the border, e.g. as a site of exchange, exclusion, inclusion and protection, reach far beyond the study of the US-Mexico borderlands. More recent scholarship in Border Studies includes topics such as the following: sexual, gender, ethnic, racial distinctions and their social and symbolic constructions. Theoretical issue such as transgression, transnationalism, border regimes and cultural citizenship have been discussed as part of Border Studies. Certainly the history and mythology of the Frontier – important issues of American

Studies – must be reassessed within the critical study of border regimes. The reading will include historiography, cultural theory, gender studies, fiction and visual texts. A major focus will be on Mexican-American cultural production. In preparation for the seminar please watch *Babel* (2006, dir. Alejandro González Iñárritu).

5250074 Oral skills/Presentations (englisch)

2 SWS	3 SP				
UE	Mo	10-12	wöch.	UL 6 , 2004A	J. Purchla

Do you need help setting up and delivering course presentations in English at the HU? Are you planning on attending and presenting at academic conferences? Do you anticipate using English on the job after you graduate? This course is designed to help you organize and present information in an interesting and effective way, whether you want to inform your audience about the latest academic developments, convince your classmates of your thesis, or sell your ideas. Presentation skills to be covered include structuring a presentation, sign-posting, handling and asking questions, rhetorical techniques, and effectively using PowerPoint. Students will give various oral presentations in class and receive feedback and suggestions for improvement from both the instructor and the other participants. This course is a requirement for students in "Modul 1", and the number of students in the course is limited to 18. Please email jeff.purchla@gmail.com to register.

Modul 2: Reading American Literature and Culture

5250064 Reading American Literature and Culture (Vorbereitung der Lehrübung) (englisch)

2 SWS	4 SP				
UE	Di	16-18	wöch.	DOR 24 , 1.501	E. Boesenberg

The course is designed to offer an intensive reading program in U.S. American literary and cultural history. It prepares students for teaching a tutorial in U.S. American literary history and allows them to gain a more comprehensive overview of American literature or to specialize in a particular period, genre, etc. Selected primary texts of particular importance for the tutorials will be discussed in class with a particular focus on central issues in American Studies as well as different ways of reading U.S.-American literature and culture.

Recommended Reading: The course will be based primarily on the Norton Anthology of American Literature, Shorter Edition .

Modul 3: Intercultural Relations

Außerdem eine sprachpraktische Übung - (siehe Angebot Sprachpraxismodul oder eine Veranstaltung zur Linguistik)

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS	2 SP				
UE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Ehlert
	Do	10-12	wöch.	I 110 , 347	S. Ehlert

detaillierte Beschreibung siehe S. 11

5250065 Transatlantic Student Symposium: Sustainability in Education, Culture and Politics: Questioning the Validity of National Narratives and Policies (englisch)

2 SWS	3 SP				
SE	Di	12-14	wöch.	DOR 24 , 1.601	R. Isensee

Seminar und Studienprojekt (SPJ) - auch 3 SP

In recent years, questions have arisen pertaining to the level at which the current lifestyle of humanity, particularly in the West, can be sustained over the long run. Primarily, concerns originating from ecological considerations appear to be describing a narrative of decline and threat, as, for instance, testified by David Attenborough's *State of the Planet* (2000), E.O. Wilson's call to preserve *The Future of Life* (2002), Al Gore's *An Inconvenient Truth* (2006), and Jared Diamond's chilling narrative of ecological *Collapse* (2006) and his call to listen to lessons from *The World Before Yesterday* (2013).

Such perspectives have a long tradition, of course, not just in academia and documentaries, but also within literature, as manifested in Henry David Thoreau's *Walden* (1854), Ernest Callenbach's *Ecotopia* (1981), and Geoffrey Reggio's *Koyaanisqatsi* (1982), to name only a few examples.

The narrative of sustainability, however, does not merely relate to the ecological, but other areas as well. Particularly in a time of ongoing crisis, questions of sustainability touch the economic sphere, which is intimately related to politics.

The project of European integration is severely put to the test, challenging once rather optimistic and hopeful conceptions of solidarity and supranational cooperation. In several Western countries, the political framework of democracy itself appears put to the test – both domestically and internationally –, and new movements from the left and right have been questioning the status quo.

This has raised concerns over cultural matters as well, specifically with regard to reemerging national and nationalist narratives, responses to immigration old and new, to questions of cultural and ethnic identity, as well as the intersections of science and politics as they are manifesting itself in areas of energy resources, health, environmental and climate policy, for instance.

Such challenges have also affected the nature and functions of education, especially in terms of finding a working and sustainable narrative for the future. With current conceptions and frameworks in flux and under review, it is the area of education that may be one of the deciding factors in whether our current ways of living are sustainable or not.

The 2012 Transatlantic Students Symposium will be dedicated to finding approaches to the challenge posed by such questions of sustainability. Students from North America and Europe will conduct a joint field trip to New Mexico and Oregon, prepared academically by courses at the three participating universities, Humboldt-Universität zu Berlin, Oregon State University, and the University of Warsaw.

Please register for the course via AGNES.

Registration for the course takes place via AGNES.

5250075 Interpreting Discussions and Negotiations (englisch)

2 SWS UE	3 SP Mi	12-14	wöch.	DOR 65 , 459	E. Affandi
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Have you ever considered working as an interpreter or translator? Come along to the course "Combined Interpreting Skills" and find out whether you have the necessary talent. During the course you will learn the basic skills needed for interpreting, be it liaison, conference interpreting, and sight translation, 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. 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

5250076 Advanced Writing: US Politics (englisch)

2 SWS UE	3 SP Di	10-12	wöch.	UL 6 , 3001	S. Ehlert
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This course focuses on important contemporary issues concerning civil liberties and political, economic, and social developments in the U.S. Participants will complete weekly readings at home, take part in discussions, and write and revise one 10-12 page paper. Special attention will be paid to the effective planning and structuring of academic papers; how to include statistics and political and social theory in your paper; and how to make your argumentation clearer and more convincing. Number of participants limited to 20. Register by e-mail (Lefko003@hotmail.com) by Oct. 13 to apply for a place in the course.

5250077 Creative Writing (englisch)

2 SWS UE	2 SP Do	12-14	wöch.	I 110 , 347	S. Ehlert
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This class is designed to provide an opportunity for students to explore short fiction and poetry writing in English. Students will develop a writing portfolio which will include a variety of genres and participate in in-class readings and critiques. At the end of the semester each student will receive a small volume of selected student works. Number of participants is limited to 20. Register by e-mail (Lefko003@hotmail.com) by Oct. 13 to apply for a place in the course.

Modul 5: Diversity in American Literature and Culture

Angebot der Gender Studies (Interdisciplinary Problems of Gender and Sexuality)

5250066 Cultures of Basketball (Gender and Sexuality in American Literature and Culture) (englisch)

2 SWS SE	4 SP Mi	14-16	wöch.	DOR 24 , 1.501	E. Boesenberg
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As a cultural discourse, spectator sports are of vital significance in Western societies. They contribute to concepts of the nation as well as regional affiliations, to constructions of 'race,' class, gender, sexuality, disability, and age. Both through media coverage and representations in novels, films, television series, etc., sports have attained an important place in cultural imaginaries.

In the United States, basketball is one of the "big three" sports that garner substantial media attention as well as financial investment. It serves as a cultural site at which notions of 'race' and gender (specifically black masculinities), corporeality, consumption and urban space are being negotiated. But NBA and college games are also broadcast to audiences outside of the US, where they acquire new meanings.

The course investigates cultural dimensions of basketball from a transnational perspective, focusing on the US and Germany in particular. It is offered in conjunction with the conference "Cultures of Basketball," which is organized by American Studies scholars from the University of Paderborn, LMU München, and Humboldt University, and will be held at Humboldt University on November 22 and 23, 2013. Credit for the course requires participation in class discussions, attendance of classes and at least parts of the conference, and preparation of a poster to be displayed during the conference.

5250067 Political Struggles and Cultural Conflicts in Native America (Cultural Diversity in American Literature and Culture) (englisch)

2 SWS SE	4 SP Do	14-16	wöch.	DOR 24 , 1.501	S. John
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The course will examine multidimensional settings that confront Native societies in the U.S. today. Issues to be analyzed include the political status, land rights, education, culture, identity, economic development, intellectual property rights, and leadership towards nation-building. We will deconstruct some persisting stereotypes of the Native American by focusing on the self-image, examining how indigenous people present themselves in academia and the media, and how this relates to the rising topic of indigeneity in a multicultural country and in a globalizing world. Recommended reading for general orientation: - Elizabeth Cook-Lynn, *A Separate Country. Postcoloniality and American Indian Nations*, 2012.- *The Harvard Project on American Indian Economic Development, The State of the Native Nations. Conditions under U.S. Policies of Self-Determination*, 2008.- Richard A Grounds, George E. Tinker and David E. Wilkins, (eds.), *Native Voices. American Identity and Resistance*, 2003. A reader will be available at the copy shop. Please register for this course via email at sonja.john@berlin.de until September 31, 2012.

Organisatorisches:

Angebot der Gender Studies (Interdisciplinary Problems of Gender and Sexuality)

Modul 6: Mediality

5250068 American Television Serials (American Media) (englisch)

2 SWS	3 SP					
SE	Di	10-12	wöch.	DOR 24 , 1.501		C. Wald

In this seminar, we will look at the phenomenon of American 'quality TV' and discuss recent serials. We will be interested in their specific narrative take on the serial form, their aesthetics, and their thematic concerns. For example, we will consider the issue of race, gender and citizenship in *The Wire* (HBO, 2002-2008) and discuss the unusually broad scope of the series' plot structure. We will examine the relevance of the painstakingly recreated 1960s setting of *Mad Men* (AMC, 2007-today) for current concerns with capitalist consumerism, gender, race, and sexuality. Examining *Homeland* (Showtime, 2011-today), issues of national, racial, gender and religious identity will be particularly relevant. Further, we will analyse the serial's concern with the topical political questions of terrorism and surveillance.

Please watch (at least) the first season of *The Wire* before the start of the semester.

5250069 Film-Analysis: A Review of American Film History and Seminal Texts of Film Theory (Vorbereitung der Lehrübung) (englisch)

2 SWS	3 SP					
UE	Di	18-21	wöch. (1)	DOR 24 , 1.601		M. Klepper
	Mi	12-14	wöch.	DOR 24 , 1.601		M. Klepper

1) Beginn: 22.10.13Film-Screening

This course is an advanced survey class on American movie history, filmic techniques and some seminal texts in film theory as well as an introduction for those MA students who want to teach a film tutorial for BA students in the summer. We will look at some of the major steps in the development of American cinema; we will discuss influential film theories by David Bordwell, Jean-Louis Baudry, Laura Mulvey and Linda Williams as well as some chapters from an introduction into film theory by Thomas Elsaesser and Malte Hagener; and we will have a look at basic filmic techniques such as image and shot, perspective, camera movement, lighting, color and sound, editing, film narratology and semiotics.

Please sign yourself up for this class in the virtual classroom in Moodle (link in Agnes)! The key is "moviemania".

Readings:

· Texts will be uploaded onto the Moodle platform.

· Apart from the theoretical texts we will be working with Richard Barsam, *Looking at Movies*, New York: Norton, 2010. Excerpts from the book will also be uploaded onto Moodle. Tutors will work with this book and its DVD tutorials next semester.

Viewings:

The list of movies we will be discussing is part of the syllabus (download from Moodle!). The movies will be screened for you on Tuesdays between 6PM and 8:30 PM. If you cannot participate in the screening you have to watch them on your own! Your instructor will throw a tantrum if you have not seen the movie very recently!

Course Requirements:

You have to read the texts and prepare a handout with 3 theses/suggestions on one of the movies. For the entire module (6): teaching report (on your experience in a tutorial) or self-study journal (please consult with the instructor).

Modul 7: Identities, Diversity, Mediality: Other Perspectives

Angebot von Partnerdisziplinen

5250070 Issues, Elections, and Politicians (englisch)

2 SWS	4 SP					
SE	Di	14-16	wöch. (1)	I 110 , 347		C. Steineger
	Do	14-16	wöch. (2)	UL 6 , 3001		C. Steineger

1) 15.10.-5.12.2013
2) 15.10.-5.12.2013

This lecture examines contemporary American politics. The focus will be on why certain people, political parties, and issues gain attention and power. The course will address the following questions and topics: American political trends since 1980; the rise of the Conservative movement; the meaning of Red States v. Blue States; "soccer moms" and "NASCAR dads"; Who is Occupy Wall Street, and the Tea Party; the 2012 Presidential race: why Obama won and Romney lost; Obama's first & second terms' wins and losses; the economic recession 2008-09. Finally, as a specifically important point, the 2016 elections and candidates will be analyzed. Students will hear the perspective of a practitioner.

- Senator Chris Steineger was a member of the Kansas Senate from 1997-2013

Modul 8: Research and Writing Skills

5250071 Research/Writing Seminar (englisch)

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

This Research/Writing Seminar helps to prepare and supports your work on the final MA thesis. We will cover topics such as: how to find an appropriate topic, how to come up with a first set of ideas, how to imagine an outline for your thesis, how to write a first draft. We will discuss the structure, possible thesis, main questions of imaginary and (your) real papers. We will talk about the language and the methodology and the theoretical grounding of your work. Every student is supposed to prepare 2-3 concrete questions on writing a thesis and we will review and critically discuss excerpts from former MA papers.

Requirements:

- 2-3 questions, uploaded on moodle.
 - A presentation of your own ideas/plans for a thesis.
- Please register in **Moodle** (link in Agnes). Course key will be "gradeA".

5250076 Advanced Writing: US Politics (englisch)

2 SWS	3 SP					
UE	Di	10-12	wöch.	UL 6 , 3001	S. Ehlert	

detaillierte Beschreibung siehe S. 31

5250077 Creative Writing (englisch)

2 SWS	2 SP					
UE	Do	12-14	wöch.	I 110 , 347	S. Ehlert	

detaillierte Beschreibung siehe S. 31

Studiengang Master (MA) Englische Literaturen - English Literatures

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250078 Academic Writing (englisch)

2 SWS	2 SP					
UE	Mi	14-16	wöch.	DOR 24 , 1.502	E. Fawcett	

This course presents graduate students with the opportunity to hone their written language skills at the highest level. The individual building-blocks of various essay types will be analysed and practised, with the aim of improving overall effectiveness. The focus is on purpose and strategy, style and cohesion, as well as on advanced language structures common to academic discourse. Attention will also be paid to pre-composition skills such as avoiding plagiarism, and to niggling issues such as punctuation, paragraphs and references. Contemporary academic and journalistic texts form the thematic basis, and students are expected to contribute with their own topics of interest.

At the end of the course the practical language MAP is offered provided both Modules Ia and Ib are completed. Class limited to 15 participants. Sign up via email: emma.j.fawcett@gmail.com by 10.10.2013.

5250079 Academic Skills: Presentation Skills for Academic Purposes (englisch)

2 SWS	2 SP					
UE	Di	16-18	wöch.	DOR 24 , 1.601	M. Davies	

In this course, students will develop and practise the oral communication skills necessary for engaging in spoken academic discourse with English-speaking audiences on a variety of literary and cultural themes related to their studies. In addition to focusing upon structural and organizational features of 'good' academic presentations, we will investigate how German and English speakers may have different expectations of spoken academic discourse and look at those features of academic speeches in English that make them sound convincing and acceptable to expert audiences. Students will also develop and practise important techniques for interacting effectively with an academic audience and investigate how English intonation and prosody contribute to successful presentations.

Maximal 15 Teilnehmer

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Mi., 09. Oktober 2013 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang. Aushang der Kursliste am 14.10.2013 (Infokästen vor 2001a, UL6).

Modul Ib: Sprachpraxis: Textsortenkompetenz

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Ehlert	
	Do	10-12	wöch.	I 110 , 347	S. Ehlert	

detaillierte Beschreibung siehe S. 11

5250077 Creative Writing (englisch)

2 SWS	2 SP					
UE	Do	12-14	wöch.	I 110 , 347	S. Ehlert	

detaillierte Beschreibung siehe S. 31

5250080 Professional Communication Skills: Written Skills for Culture and Media Professions (englisch)

2 SWS	2 SP					
UE	Mi	10-12	wöch.	DOR 24 , 1.302	M. Davies	

In this course, students will have an opportunity to develop and practise a broad range of written communication skills in a variety of tasks linked to cultural and media-related professions. These include written skills for organizing an international conference and/or a cultural event, writing reviews, reports and articles for publication in literary or cultural sources, and writing position papers and texts related to promotional and commercial aspects of cooperation between cultural institutions from English- and German-speaking countries (including translation). Particular attention will be placed on accuracy as well as on appropriacy of written style when writing professionally in English.

Maximal 15 Teilnehmer

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Mi., 09. Oktober 2013 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang. Aushang der Kursliste am 14.10.2013 (Infokästen vor 2001a, UL6).

Modul II: Authors, Periods, Genres

5250127 Shakespeare's Roman Plays (englisch)

2 SWS	4 SP					
SE	Di	14-16	wöch.	UL 6 , 2004A		V. Lobsien

In this course, we shall study two, possibly three, of Shakespeare's so-called 'roman plays' in some depth: *Titus Andronicus*, *Coriolanus* and, hopefully also, *Antony and Cleopatra*. Please note: It is absolutely essential to have – i.e. buy, possess, own ...! – all three texts in annotated, critical versions. I recommend either Arden or Oxford editions (individual works, available as paperbacks) or alternatively, The Norton Shakespeare (one-volume paperback edition of the complete works). It is a good idea to start reading all three plays before the beginning of term, as there will be additional requirements during the course.

5250128 Shakespeare's Roman Plays (englisch)

1 SWS	4 SP					
LK	Di	16-18	14tgl.	UL 6 , 2004A		V. Lobsien

5250129 Constructions of Masculinity in Gothic Fiction (englisch)

2 SWS	4 SP					
SE	Mo	12-14	wöch.	I 110 , 343		S. Lieske

The course investigates the genesis of Gothic fiction in the context of the social and cultural transformations of gender roles in the late 18th and early 19th centuries - focussing in particular on the construction of masculinity. By exploring the spooky dungeons of medieval monasteries and abandoned abbeys, we will analyze, among other things, typical Gothic emotions, such as fear, terror, and horror. Following the central question to what extent these emotions had a different appeal to male and female writers and readers we will work out ideational and narrative differences between the so-called male and female Gothic from the perspectives of the social history of the novel, psychology and cultural history. Our discussions will include, e.g., how the emotional mobilization of terror and horror serve as a therapy of *ennui*, as alibis for the *mis en discours* of culturally marginalized topics, such as violence or sexuality.

As some of the novels are not exactly short participants are expected to have read and enjoyed the Gothic tickle of the following novels before the beginning of the semester - there is more to come:

Horace Walpole, *The Castle of Otranto* (Oxford: Oxford U.P., 1998).

Ann Radcliffe, *The Romance of the Forest* (Oxford: Oxford U.P., 2009).

Matthew Lewis, *The Monk* (Oxford: Oxford U.P., 1995).

Interested students should contact me by mail - stephan.lieske@rz.hu-berlin.de before the beginning of the winter term.

5250130 Constructions of Masculinity in Gothic Fiction (englisch)

1 SWS	4 SP					
LK	Mo	10-12	14tgl.	I 110 , 343		S. Lieske

5250131 The Historical Novel (englisch)

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

As a continuation of our recent seminars focussing on Scottish Literature and Anglo-Scottish relations in the eighteenth- and nineteenth century, this course is designed to survey the history of the Scottish historical novel from its beginnings to its postmodern permutations. In the course of the semester, we will study the theory and poetics of the historical novel as well as the representations of Scottish history and identity in selected historical fiction. The following novels will be discussed: Sir Walter Scott, *Waverley* (1814) and *Ivanhoe* (1820); Lewis Grassic Gibbon, *A Scots Quair* (1932-34); Allan Massie, *The Ragged Lion* (1995); and James Robertson, *Joseph Knight* (2004). Students are required to have finished reading *Waverley* by the beginning of the semester. Previous participation in the Scotland seminars (summer term 2013) is not required.

5250132 The Historical Novel (englisch)

1 SWS	4 SP					
LK	Fr	12-14	14tgl.	UL 6 , 2004A		W. Keller, H. Schwalm

5250133 Narratives of Happiness in Modernity and Postmodernity (englisch)

2 SWS	4 SP					
SE	Mo	14-16	wöch.	UL 6 , 3001		K. Röder

5250134 Narratives of Happiness in Modernity and Postmodernity (englisch)

1 SWS 4 SP
LK Mo 16-18 14tgl. UL 6 , 3001 K. Röder

This seminar probes into the construction of conceptions of happiness, joy and related positive affects (like interest / excitement) in the processes of literary narration. It discusses happiness and related positive affects in the context of Michel Foucault's "aesthetics of existence" and of his notion of "self care" as well as in connection with recent approaches in positive psychology (by Silvan S. Tomkins / Eve K. Sedgwick).

We will analyse narratives of happiness which can be easily defined through their narrative structures (happy endings and happy turns of plot) but also narratives without happy endings or other normative narrative structures of happiness, narratives which go beyond clear oppositions between positive and negative affect as well as beyond pre-existing, normative conceptions of "right living". In addition, we will investigate narratives in which happiness and joy are an exciting, surprising but also very complex, deep, tensional, ambiguous and unobtainable experiences which are related to a comprehensive aesthetics and hermeneutics of existence.

In the first part of the seminar, we will discuss a selection of philosophical conceptions of happiness and of the aesthetics of existence from classical antiquity, modernity and post-modernity (above all those connected with utilitarianism and existentialism). In a course of close reading which is attached to this seminar, we will probe into the ways in which these conceptions undergo a refiguration in the creative processes of narration and reading.

To obtain full credit points for this seminar, participants have to give a presentation on one of the following novels as well as its conceptions and narrative structures of happiness in class:

Daniel Defoe: *Robinson Crusoe* (1719)
Samuel Johnson: *Rasselas* (1759)
Charlotte Smith: *Emmeline, The Orphan of the Castle* (1788)
Charles Dickens: *Great Expectations* (1860/61)
Henry James: *The Golden Bowl* (1904)
Salman Rushdie: *The Satanic Verses* (1988)
Hanif Kureishi: *The Buddha of Suburbia* (1990)

All secondary literature will be provided at the beginning of the seminar.

Modul III: Texts, Contexts, Cultures

IIIb: Literatur und Wissensordnungen

5250135 Andersrede. Allegorisches Schreiben in der Renaissance (deutsch-englisch)

2 SWS 4 SP
SE Mi 14-16 wöch. UL 6 , 2004A V. Lobsien

Die Allegorie ist eine der ältesten poetisch-rhetorischen Weisen, etwas zu sagen, indem man etwas anderes erzählt. Sie wird seit der Antike praktiziert und theoretisch reflektiert; sie kann Wissen mitteilen, aber auch verbergen. In der Renaissance ist sie das zentrale Verfahren für eine Reihe bemerkenswerter und literaturgeschichtlich bedeutender Werke in ganz unterschiedlichen Gattungen. Das Seminar wird eine Auswahl dieser Texte in *close readings* durcharbeiten und auf ihre literaturtheoretischen, aber auch ihre politischen und theologischen Voraussetzungen eingehen. Eine Auswahl von Texten – u.a. aus Edmund Spensers *The Shepherdes Calender* und *The Faerie Queene*; aus Shakespeares *Titus Andronicus*, *Richard II*, *The Phoenix and the Turtle*; aus Ben Jonsons *masques* und Andrew Marvells Gedichten – wird zu Semesterbeginn als Moodle bereitgestellt. Teilnehmer_innen müssen sich außerdem anschaffen: John Bunyan, *The Pilgrim's Progress*, ed. N. H. Keeble, Oxford 1984 (pb.).

5250136 Andersrede. Allegorisches Schreiben in der Renaissance (deutsch-englisch)

1 SWS 4 SP
LK Mi 16-18 14tgl. UL 6 , 2004A V. Lobsien

5250137 Dream Visions (englisch)

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

In this course, we will read late medieval and early modern dream visions with a view to how they model cognitive processes: perception/imagination, evaluation, and memory. At the beginning of the semester, we will review classical and medieval dream theories -- i.e. common assumptions about the origins and meanings of dreams -- and how the latter are contextualized in faculty psychology. Subsequently, we will read medieval and early modern dream visions, starting chronologically with Geoffrey Chaucer's *Book of the Duchess*, *House of Fame*, *Parliament of Fowls*, and the *Legend of Good Women*, moving on towards fifteenth- and sixteenth-century dream visions, such as John Lydgate's *Temple of Glass*, James I of Scotland's *Kingis Quair*, Charles of Orleans's *Love's Renewal*, the *Assembly of Ladies*, and John Skelton's *The Bouge of Court*. Interested students should contact me by 1 October 2013 wolfram.keller@staff.hu-berlin.de>).

5250138 Dream Visions (englisch)

1 SWS 4 SP
LK Mo 14-16 14tgl. UL 6 , 2004A S. Lieske

Modul IV: Literary Interactions

5250139 Postcolonial Antigones (englisch)

2 SWS 4 SP
SE Mi 12-14 wöch. UL 6 , 2004A C. Wald

The Greek myth recounted in Sophocles's tragedy *Antigone* has invited a wealth of artistic and philosophical adaptations since the play's first performance in the fifth century BC. The scandal that initiates the tragedy's action, Antigone's insistence to bury her brother Polyneices against the order of King Creon, her uncle, has made the play attractive for modern audiences, because it raises fundamental questions about order and resistance, state and individuality, male dominance and female rebellion, and the conflicting obligations deriving from nationality, religion, and kinship. In this seminar, we will first discuss Sophocles's play and its current staging at Berlin's Deutsches Theater. We will then consider theatrical adaptations of *Antigone* in postcolonial contexts: Seamus Heaney's free translation *The Burial at Thebes* (2004) for Dublin's Abbey theatre, Athol Fugard's play *The Island* (1973) set in the South-African prison on Robben Island where the Apartheid regime incarcerated political prisoners, and Femi Osofisan's Nigerian adaptation in *Tegonni: An African Antigone* (1999).

Our discussion will also take into account theoretical perspectives on Antigone, chiefly Judith Butler's book *Antigone's Claim: Kinship between Life and Death* (2000), which reconsiders Antigone's feminist and sexual agency. It will be one of the aims throughout the seminar to explore the gendered forms of authority and resistance as staged in the Anglophone *Antigones* and to discuss the implications of Butler's notion of gender performativity for the theatrical performances.

To prepare for this seminar, please read the English-Greek version of Sophocles's *Antigone*, which you can find here:

Please register on moodle once you have been admitted to the course; the password is "Ismene".

5250140 Postcolonial Antigones (englisch)

1 SWS 4 SP
LK Mi 10-12 wöch. UL 6 , 3001 C. Wald

Modul VI: Forschungskolloquium

5250141 Forschungskolloquium (englisch)

2 SWS 4 SP
CO Fr 10-12 wöch. DOR 24 , 1.601 E. Kilian

This Research Colloquium is both for students in their second semester ('betreutes Selbststudium') and for those in their third semester ('Forschungskolloquium').

For students doing their 'betreutes Selbststudium' it will provide guidance with respect to the selection of a suitable research topic, research tools, research strategies etc.

Students doing the 'Forschungskolloquium' will be able to discuss the compilation of their research bibliography and present their first results towards the end of the semester.

N.B. dates: There will only be a few sessions between the beginning of the semester and Christmas; the rest of the sessions will take place in block sessions on Fridays in January and February.

A detailed plan of activities will be provided in the first session. **Please make sure that you attend the first session on Friday, 18 October !**

Please register via Agnes. If you cannot take part in the course but have already registered, please let me know by email before 18 Oct: eveline.kilian@rz.hu-berlin.de

Studiengang Master (MA) of Education

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

Kleiner Master (60SP)

91 028 English for Graduate Students: Teaching in English (englisch)

2 SWS 4 SP
SPK Mi 14-16 wöch. (1) DOR 24 , 3.005 D. Bowskill
1) findet ab 23.10.2013 statt

In the course of their professional lives many university graduates will need to teach both native and non-native speakers in English. Alongside teaching English as a Foreign Language, teaching in English ranges from teaching an academic subject in English in higher or secondary education to running seminars and workshops in companies and at conferences. This course will help prepare participants for this task by providing practice in the skills of presentation and facilitating discussions and group work in small-group teaching situations. The course will focus on the following areas:

- Effective presentations including the use of audio-visual aids
- Listening skills of native and non-native speakers of English
- Classroom/Seminar/Workshop discourse
- Discussion management skills
- Facilitating group work
- e-learning

Throughout the course participants will have the opportunity to develop and practise the skills necessary for effective teaching in English. The final grade will be based on the aforementioned activities and two teaching practice assignments. This course also prepares candidates for the speaking and listening parts of the UNICert III examination.

This course is only open to graduate students who have, at least, completed their bachelor level studies and members of the academic staff. It is primarily intended for students/staff interested in teaching/planning to teach their subject in English in advanced secondary or higher education, although graduates planning to teach or become a trainer in a commercial or professional setting will also be welcome. Potential participants may contact the course tutor david.bowskill@spz.hu-berlin.de for further details and (if desired) an individual consultation.

Modul Kompetenzorientierung im Englischunterricht FD 1

5250081 Classroom Discourse (englisch)

2 SWS	2 SP				
UE	Mo	12-14	wöch.	UL 6 , 3001	S. Ehlert
	Do	08-10	wöch.	UL 6 , 3001	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.

5250082 Culture and Language Learning (englisch)

2 SWS	2 SP				
UE	Di	12-14	wöch.	UL 6 , 2004A	M. Davies
	Di	14-16	wöch.	DOR 24 , 1.601	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 by Thursday, 10th October 2013 using the MA Education Sprachpraxis Form available on the departmental website / Applied Language Studies Section.

5250103 „Children's and Young Adults' Literature (Grundschule und Sekundarstufe I)“

2 SWS	4 SP				
SE	Mo	14-16	wöch.	HV 5 , 0122a	W. Zydati

A university TEFL-course on „Kinder- und Jugendliteratur“ – why, there are textbooks galore?!? Well, the narrative mode of thinking is (according to Jerome Bruner, one of the most prolific and influential scholars in psychology, language acquisition and educational theory) the primary mode of cognition, by which the human mind processes language- (or discourse-) bound social experience and interaction. Telling stories to children (and vice versa, listening to tales and other fictional genres as a child) entails pre-forms of literacy, by which both first language acquisition of pre-school kids and primary school learners' mastery of literate techniques are given a significant boost. „Good“ first language learners tend to be successful second or foreign language learners. Thus it stands to reason that EFL teachers should exploit the huge potential of children's and young adult learners' literature written in English (each year about 5.000 new works get published) – both in regular primary schools and at the lower secondary level as well as in bilingual / immersion and/or CLIL classes. After all, these texts do not only appeal to the child's or adolescent's general interests in life, but they attract their imagination, their sense of verbal humour and creativity too. They also enhance intercultural learning. And not to forget: Usually they are carefully composed; that is, in linguistic and visual terms they are „constructed“ (ie. scripted and drawn) in a way which holds their attention and promotes the acquisition of the language at all its systemic levels. Fictional texts of this kind offer the EFL classroom a valuable blend of interesting authentic material (a rich vocabulary plus natural, idiomatic language use) and of carefully graded didactic resources.

Recommended pre-reading:

Andrew Wright (1995): *Storytelling with Children*. Oxford: Oxford University Press.

dto. (1997): *Creating Stories with Children*. Oxford: Oxford University Press.

J. Morgan / Mario Rinvoluceri (1983): *Once upon a Time: Using Stories in the Language Classroom*. Cambridge: Cambridge University Press.

Heide Niemann (2002): *Mit Bilderbchern Englisch lernen*. Seelze: Kallmeyer.

D. Tierney / P. Dobson (1995): *Are you sitting comfortably? Telling Stories to Young Language Learners*. London: CILT [Young Pathfinder 3].

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in a written assignment by the end of March 2014 (if you decide to write it in this area). Please, register with the office, Frau Stutzke, UdL 6, room 2004.

5250104 Kompetenzorientierung in der Primarstufe und Sekundarstufe I - Drama-based language teaching (englisch)

2 SWS	3 SP				
SE	Fr	10-12	wöch.	UL 6 , 3001	S. Breidbach

Modul Schulpraktische Studien

5250096 Vorbereitung auf das Unterrichtspraktikum I (Sek I)

2 SWS 3 SP
SE Do 08-10 wöch. DOR 24 , 1.502 F. Klimczak
detaillierte Beschreibung siehe S. 27

5250097 Vorbereitung auf das Unterrichtspraktikum (Primarstufe)

2 SWS 3 SP
SE Do 12-14 wöch. I 110 , 343 K. Schneider
detaillierte Beschreibung siehe S. 27

5250098 Vorbereitung auf das Unterrichtspraktikum (Sek II)

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

In diesem Seminar analysieren und diskutieren Sie Grundlagen des modernen Fremdsprachenunterrichts 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 neuester 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 im Hinblick 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 anmelden müssen: <http://www.hu-berlin.de/studium/lust/lehrer/szl>. Es werden 3 Vorbereitungsseminare (Prim./Sek. I/Sek. II) 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. Dieses Seminar richtet sich in erster Linie an Studierende im MEd. 120 SP.

5250099 Unterrichtspraktikum

2 SWS 4 SP
PR
A. Hirschfelder,
F. Klimczak,
A. Mihan,
K. Schneider,
K. Schultze
detaillierte Beschreibung siehe S. 27

5250100 Nachbereitung des Unterrichtspraktikums - Primarstufe

1 SWS 4 SP
SE - Block+Sa (1) K. Schneider
1) findet vom 27.03.2014 bis 29.03.2014 statt
detaillierte Beschreibung siehe S. 27

5250101 Nachbereitung des Unterrichtspraktikums Sek I

1 SWS 4 SP
SE Mo 12-14 wöch. DOR 24 , 1.502 A. Hirschfelder
detaillierte Beschreibung siehe S. 27

5250102 Tutorium zum Vorbereitungsseminar: Videoanalyse von Unterricht

2 SWS
TU Di 08-10 wöch. DOR 24 , 1.502 D. Schwindenhammer
Mi 16-18 wöch. DOR 24 , 1.502 D. Schwindenhammer

5250116 Feedback-Kultur

2 SWS
QT Mi 12-14 wöch. HV 5 , 0122a D. Sernau
detaillierte Beschreibung siehe S. 27

Großer Master (120 SP)

5250117 Forschungskolloquium Fremdsprachendidaktiken

2 SWS
CO Fr 14-17 wöch. UL 6 , 2004A S. Breidbach

Block - Einzeltermine

Werden per Moodle kommuniziert

91 028 English for Graduate Students: Teaching in English (englisch)

2 SWS
SPK Mi 14-16 wöch. (1) DOR 24 , 3.005 D. Bowskill
1) findet ab 23.10.2013 statt
detaillierte Beschreibung siehe S. 36

Modul Kompetenzorientierung im Englischunterricht FD 1/FD 2

5250081 Classroom Discourse (englisch)

2 SWS 2 SP
UE Mo 12-14 wöch. UL 6 , 3001 S. Ehlert
Do 08-10 wöch. UL 6 , 3001 S. Ehlert
detaillierte Beschreibung siehe S. 37

5250082 Culture and Language Learning (englisch)

2 SWS 2 SP
UE Di 12-14 wöch. UL 6 , 2004A M. Davies
Di 14-16 wöch. DOR 24 , 1.601 M. Davies
detaillierte Beschreibung siehe S. 37

5250105 Theoriegeleitetes Forschen und Handeln I: Stories of learning: Understanding Life Writing and Language Learning Histories for (better?) language teaching (englisch)

2 SWS 5 SP
SE Do 10-12 wöch. UL 6 , 3001 S. Breidbach

5250106 Theoriegeleitetes Forschen und Handeln II: Race and racism as topics in EFL (englisch)

2 SWS 5 SP
SE Di 14-16 wöch. DOR 24 , 1.502 A. Mihan

5250107 „Theoriegeleitetes Forschen und Handeln III: Bilingualer Sachfachunterricht als content and language integrated learning (CLIL)“

2 SWS 5 SP
SE Mo 10-12 wöch. HV 5 , 0122a W. Zydatiř

Increasingly, new curricular knowledge, competences and study skills are acquired in a foreign language to equip school learners for the tertiary level and professional / vocational contexts where a demanding academic proficiency is required in a second / foreign language. Thus educational systems in Europe have begun to implement curricular concepts centred around content and language integrated learning (short, CLIL): eg. „EMILE & classes européennes“ in France or „bilingualer Sachfachunterricht“ (= mehrjähriger Bildungsgang: Sek I & II) or „bilinguale Module“ (= temporary enrichment courses at the lower secondary level) and (more recently) „Kompetenz-, Projekt- & Seminarkurse: Sek II“ in Germany. In the course of this seminar the major aims, structural patterns and theoretical aspects of the different approaches will be presented and discussed. Students will be encouraged to develop their own curricular unit related to some identified topic from a specific bilingual subject (especially geography, history, civic education / politics, biology), or for a bilingual module (eg. in PE, music or philosophy) or for a cross-curricular project (involving several languages or several curricular areas). Special emphasis will have to be put on making the match between subject requirements and (limited) foreign language proficiency (ie. task-based learning, discontinuous texts, study skills, scaffolding). Depending on the technical provisions available at the time, video-recorded CLIL units will be observed, analyzed and exploited in a systematic fashion focusing on an integrated didactic approach towards bilingual subject-matter teaching.

Recommended pre-reading: Manfred Wildhage / Edgar Otten (Hrsg.) (2003): *Praxis des bilingualen Unterrichts*. Cornelsen / Scriptor. – Peeter Mehisto / David Marsh & J.M. Frigols (2008): *Uncovering CLIL*. Oxford: Macmillan.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in (if you decide to do it in this course) a written assignment by the end of March 2014. Please register with Frau Stutzke, UdL 6, room 2004.

5250108 Problemfelder der Praxis I - Thema wird nachgereicht

2 SWS 2 SP
SE Mo 10-12 wöch. DOR 24 , 1.502 A. Hirschfelder

5250109 Problemfelder der Praxis II: Teaching issues of race and racism in EFL - Task design & reflection (englisch)

2 SWS 2 SP
SE Do 12-14 wöch. UL 6 , 3001 A. Mihan

5250110 Problemfelder der Praxis III: Kreativ mit dem Lehrbuch umgehen

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

Was ist ein gutes Lehrbuch? Wie kann man effektiv und kreativ mit dem Lehrbuch arbeiten? Diesen Fragen stellt sich dieses Seminar. Im Seminar werden Bewertungskriterien entwickelt für den Vergleich aktueller Lehrbücher der Sekundarstufe I. Auf Grundlage dieser Bewertungskriterien werden die verschiedenen Lehrbücher themenbezogen auf ihre praktische Handhabung für LehrerInnen und SchülerInnen geprüft. Außerdem sollen fachdidaktische Konzepte in älteren und neueren Lehrbüchern nachvollzogen und deren Aufbereitung diskutiert werden. Gemeinsam werden Ideen entwickelt und erprobt, wie man mit den Lehrbuchaufgaben kreativ im Englischunterricht umgehen könnte, um die vom Lehrbuch vermittelten Inhalte enger mit der Ideen- und Erfahrungswelt der SchülerInnen zu verknüpfen.

Melden Sie sich bitte per Email (silke.stutzke@rz.hu-berlin.de) für das Seminar an.

5250111 Problemfelder der Praxis IV: Video-based explorations of the foreign language classroom

2 SWS	2 SP					
SE	Mi	10-12	wöch.	HV 5 , 0122a	K. Schultze	

Wie kann man Videotechnik dazu nutzen, Fremdsprachenunterricht besser zu verstehen? Das Seminar wird dieser Frage sowohl theoretisch als auch praktisch nachgehen:

Zum einen werden wir uns einen Überblick über den Stand der videobasierten Unterrichtsforschung im Bereich des Fremdsprachenlernens und -lehrens verschaffen und die Potentiale und Grenzen dieses – gegenwärtig überaus hoch gehandelten – Forschungszweigs diskutieren.

Zum anderen werden wir in der Videowerkstatt unserer Abteilung Selbstversuche in videobasiertem *micro teaching* unternehmen: Kurze Unterrichtssequenzen (z.B. Einstiege, Auswertungsgespräche) werden gemeinsam vorbereitet, innerhalb der Seminargruppe simuliert, dabei aufgezeichnet und anschließend systematisch analysiert.

Das Seminar wird teils auf Deutsch, teils auf Englisch durchgeführt werden.

Wer die Analyse der entstandenen Videoaufzeichnungen vertiefen und zugleich das eigene Feedbackverhalten professionalisieren möchte, ist außerdem herzlich zur Teilnahme an dem Q-Tutorium „Lehramtsstudierende üben sich in konstruktiver Feedbackkultur“ eingeladen, welches direkt im Anschluss (Mi 12-14h) im selben Raum stattfindet.

Anmeldung für das Seminar bitte per Email an Frau Stutzke: englischdidaktik@hu-berlin.de

Vorbereitende Lektüre:

· Janik, T., & Seidel, T. (Eds.) (2009). *The Power of Video Studies in Investigating Teaching and Learning in the Classroom*. Münster: Waxmann.

· Dinkelaker, J., & Herrle, M. (2009). *Erziehungswissenschaftliche Videographie: eine Einführung*. Wiesbaden: VS.

5250112 Mastercolloquium: Research Methods in EFL

2 SWS	2 SP					
CO	Fr	12-14	wöch.	UL 6 , 3001	S. Breidbach	

5250113 „Kompetenzorientierung im Fremdsprachenunterricht“ (Schwerpunkt CLIL): Colloquium

2 SWS	2 SP					
CO	Mo	12-14	wöch.	HV 5 , 0122a	W. ZydatiB	

Das Kolloquium bezieht sich auf die Klärung und Erarbeitung möglicher Themenstellungen für die Masterarbeit im „Großen Lehramtsmaster“ (120 SP) in der Fachdidaktik Englisch; und zwar im Gegenstandsbereich „Integriertes Sach-Sprachlernen / CLIL / bilingualer Unterricht / Immersion / Zweisprachigkeitserziehung“. Besonderer Wert wird auf die methodologischen Zugriffe hinsichtlich der jeweiligen Fragestellungen gelegt: empirische Ansätze (qualitativ / quantitativ), deskriptiv-linguistische Arbeiten, konzeptuell-curriculare Themen. Von daher erfolgen spezifische Literaturhinweise je nach Thema und Methode der geplanten Arbeit.

5250116 Feedback-Kultur

2 SWS						
QT	Mi	12-14	wöch.	HV 5 , 0122a	D. Sernau	

detaillierte Beschreibung siehe S. 27

Modul Literatur und Medien im Kontext des Englischunterrichts

5250032 Presentation and Discussion: English Play: Cold Comfort Farm (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Ehlert	
	Do	10-12	wöch.	I 110 , 347	S. Ehlert	

detaillierte Beschreibung siehe S. 11

5250072 The Difference Within: Cultural Diversity in the United States (englisch)

2 SWS	5 SP					
SE	Do	12-14	wöch.	DOR 24 , 1.502	R. Isensee	

Based on a close look at decisive 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 texts 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 manifestations. This analytical work will be accompanied by a strong practical dimension that seeks to produce concrete teaching projects for grades 7 to 13. 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 teachers on the teaching projects developed throughout the course.

Course requirements include regular and active class participation, one in-class presentation/teaching project and a final paper of 15 pages.

Please register for the course via AGNES.

5250083 Film and other Media in the Classroom (englisch)

2 SWS	3 SP					
UE	Di	10-12	wöch.	DOR 24 , 1.306	E. Affandi	
	Di	12-14	wöch.	DOR 24 , 1.302	E. Affandi	
	Mi	10-12	wöch.	DOR 65 , 560	E. Affandi	

In this course, we will have a close look at the many types of media that form part of everyday life, and together we will explore how and where film as well as 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 and hand in one major assignment. The practical language MAP required for this module is offered at the end of the course. Number of participants: 15.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 10.10.2013

5250143 Life Writing from Modernism to the Present (englisch)

2 SWS	4 SP					
SE	Fr	14-16	wöch.	DOR 24 , 1.601	H. Schwalm	

This course is part of a one-term Master of Education teaching project linking "Fachdidaktik" and "Fachwissenschaft" (English Literature). We aim to investigate a range of modes and processes of life writing from different perspectives: - life writing for (and in) professional teacher education, - life writing as a literary and cultural phenomenon and, finally, - life writing in terms of writing processes. The teaching project comprises two courses and as we will seek to make cross-references between them, they are ideally to be studied alongside each other. Nevertheless, each course may be studied individually. In this particular course, we aim to investigate a broad range of life writings (i.e. autobiographies, biographies, diaries, letters, obituaries, internet blogs etc.) in British literature and culture from the modernist period to the present. Against the backdrop of their potential significance for school teaching, we shall study and discuss 'traditional' critical issues such as the construction of identity/self/selves in and through specific narratives, engage with crucial theoretical issues (class, gender, postcolonialism; the textual and narrative nature of the self), look at electronic rewritings of auto/biographical genres, and finally perhaps engage in our own creative writing exercises. Please obtain your own copies of 1. Carolyn Steedman: Landscape for a Good Woman: A Story of Two Women (Virago Classic non-fiction). 2. Jackie Kay. Adoption Papers (Bloodaxe Books) 3. Jan Morris: Conundrum (Faber & Faber).

Modul Schulpraktische Studien

5250096 Vorbereitung auf das Unterrichtspraktikum I (Sek I)

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

detaillierte Beschreibung siehe S. 27

5250098 Vorbereitung auf das Unterrichtspraktikum (Sek II)

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

detaillierte Beschreibung siehe S. 38

5250099 Unterrichtspraktikum

2 SWS	4 SP					
PR					A. Hirschfelder, F. Klimczak, A. Mihan, K. Schneider, K. Schultze	

detaillierte Beschreibung siehe S. 27

5250101 Nachbereitung des Unterrichtspraktikums Sek I

1 SWS	4 SP					
SE	Mo	12-14	wöch.	DOR 24 , 1.502	A. Hirschfelder	

detaillierte Beschreibung siehe S. 27

5250102 Tutorium zum Vorbereitungsseminar: Videoanalyse von Unterricht

2 SWS
TU Di 08-10 wöch. DOR 24 , 1.502 D. Schwindenhammer
Mi 16-18 wöch. DOR 24 , 1.502 D. Schwindenhammer

detaillierte Beschreibung siehe S. 38

5250116 Feedback-Kultur

2 SWS
QT Mi 12-14 wöch. HV 5 , 0122a D. Sernau

detaillierte Beschreibung siehe S. 27

Modul Sprachwissenschaftliche Methoden und Englischunterricht FW 1 bzw. FW 2

5250018 English in Contrast (englisch)

2 SWS 4 SP
SE Di 16-18 wöch. BE 1 , 140/142 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 about the structure of English as well as about the nature of human language, its structure and variation. The following textbook is used as a point of departure: König, E. & Gast, V. (2009). *Understanding English-German Contrasts* (2nd ed.). Berlin: Erich Schmidt Verlag.

5250073 Language Acquisition (englisch)

2 SWS 4 SP
SE Fr 12-14 wöch. DOR 24 , 1.601 K. Yatsushiro

In this course, we investigate how children acquire their first language, from the view point that children are born with a linguistic mechanism that allows them to acquire and produce language creatively. We learn current theories of language acquisition, mainly focusing on early childhood syntactic development. Students will learn to search naturalistic data and are expected to conduct a small experiment.

5250084 Grammar in the Classroom (englisch)

2 SWS 3 SP
UE Mo 08-10 wöch. DOR 24 , 1.601 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. In addition, we will focus on making activities more interesting and fun. MA Education students only. Number of participants is limited to 16. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250085 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

2 SWS 3 SP
UE Mi 12-14 wöch. DOR 24 , 1.502 M. Davies
Fr 10-12 wöch. DOR 24 , 1.302 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 provide **appropriate feedback** 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 by Thursday, 10th October 2013 using the *MA Education Sprachpraxis Form* available on the departmental website / Applied Language Studies Section.

5250114 „Bi- and Plurilingualism in Familial, Scholastic und Societal Contexts“ (englisch)

2 SWS 4 SP
SE Mo 08-10 wöch. HV 5 , 0122a W. ZydatiB

Both bi- and plurilingualism and bi- or multilingual education are individual and social phenomena at the same time. Thus the course will look at the following concepts relevant to future teachers and at the situations they will be confronted with every day:

- first and second language, strong and weak language(s), balanced bilinguals, receptive and productive bi-lingualism, language attrition, cognitive functioning (impairment and reserve)
- simultaneous v. sequential / consecutive bilingualism; strategies for bilingual education in the family: home language v. local language, one person-one language; parents / caregivers as „teachers“: motherese, language teaching techniques; intentional / „artificial“ bilingualism (= home immersion); children as interpreters for parents

- additive v. subtractive bilingualism, literacy in the knowledge society, semi-lingualism; language and thought (= verbal thought), language as a cognitive tool; code-switching v. code-mixing; BICS v. CALP, street v. school language, interdependence and threshold hypotheses, CUP v. SUP; risk factors for academic achievement (insights from PISA and DESI: DaZ): deprived / vulnerable learners, language across the curriculum, scaffolding, entitlement to achieving basic competence levels (= „Mindeststandards“)
- first, second and foreign languages in society and bi- / plurilingual education; diglossia in nation states; language policies in the EU (1+2) and beyond, language loss & revival, English as a „killer language“?; bilingual schooling issues (CLIL / EMILE, variants of immersion)
- the Berlin Europe-School (an experimental school project in dual / two-way immersion): the role of partner tongues, curricular planning (topic web & leporello), content-obligatory language, the intercultural dimension, L2 proficiency and achievement grades („Noten“)
- bilingual university courses & professional training: „Studierfähigkeit“ / general academic proficiency in L2; „Ausbildungs- & Berufsreife“ (vocational skills in a foreign language)
- bi- / multilingualism and the brain: processing several languages, modes of language processing (lexical v. syntactic, the idiom v. the generative principle); first & second language acquisition: innateness v. interaction theories, evolutionary aspects

Recommended pre-reading: Colin Baker (2006): *Foundations of Bilingual Education and Bilingualism*. Cleve-don: Multilingual Matters. – W. Zydariß (2000): *Bilingualer Unterricht in der Grundschule*. Ismaning: Hueber.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in (if you decide to do it in this course) a written assignment by the end of March 2014. Please register with Frau Stutzke, UdL 6, room 2004.

5250115 Q-Team: Exploring foreign language learner narratives – Qualitativ-empirische Analysen von Sprachlernbiografien (englisch)

2 SWS

QT

Do

14-18

14tgl.

UL 6 , 2004A

K. Schultze

Personenverzeichnis

Person	Seite
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Introduction to (conference) interpreting)	5
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Sight Translation/Übersetzen vom Blatt)	5
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions)	5
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions - Exchange students)	5
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions and Negotiations)	31
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Film and other Media in the Classroom)	41
Amato, Viola, amatovio@cms.hu-berlin.de (Poetry of Resistance)	13
Blackmore, Sabine, sabine.blackmore@staff.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	18
Boese, Anneke (Training zur beruflichen Orientierung)	6
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (American Literary History I: Beginnings to 1918 (2 SP: VL+SE))	10
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (The Cultural Politics of Barbie)	14
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-  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 26		Dorotheenstraße 26	Institutsgebäude
DOR 65		Dorotheenstraße 65	Boeckh-Haus
HE 1		Hessische Straße 1-4	Bibliotheksgebäude
HV 5		Hausvogteiplatz 5-7	Institutsgebäude
I 110		Invalidenstraße 110	Institutsgebäude
UL 6		Unter den Linden 6	Universitäts-Hauptgebäude

Veranstaltungsartenverzeichnis

CO	Colloquium
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
PR	Praktikum
PW	Praxisworkshop
QT	Q-Tutorium
SE	Seminar
SPK	Sprachkurs
TU	Tutorium
UE	Übung
VL	Vorlesung
VR	Vortragsreihe