

Sommersemester 2013

Vorlesungszeit : 08.04.2013 - 13.07.2013

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:

5250111 Introduction to conference Interpreting (consecutive + simultaneous) (englisch)

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

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

5250112 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS	3 SP				
PL	Do	12-14	wöch.	DOR 65 , 459	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 per email: eva.affandi@rz.hu-berlin.de

5250114 Interpreting Discussions - Exchange students (englisch)

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

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

5250115 Professional Translation Skills II (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 dimensions of scientific and economic discourse in English and German and will also provide an initial insight into procedural aspects of specialised translation such as researching the source text, employing translation tools within the translation process, and developing and managing databases for terminology and quality control.

Maximal 15 Teilnehmer.

Registration per email by 4th April 2013: michael.davies@rz.hu-berlin.de

5250116 Professional Translation Skills II (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 at-sight, ex tempore, or written translation (including adaptation of culturally-specific texts) participants will be sensitized to key linguistic and translatorial principles that influence the translation process between German and English. At the end of the course, students will have a repertoire of core translation strategies at their disposal they could readily employ in journalistic/media-related environments.

Maximal 15 Teilnehmer.

Registration per email by 04th April 2013: michael.davies@rz.hu-berlin.de

5250121 Language Awareness: Grammar in Context

2 SWS	2 SP					
UE	Mo	14-16	wöch.	DOR 24 , 1.505	K. Heukroth	
UE	Mi	10-12	wöch.	UL 6 , 2004A	U. Scheffler	
UE	Do	10-12	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 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) 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)

5250122 Language Awareness: Working with Words

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

Encourages participants to make more effective use of various types of dictionaries; aims to assist students looking to expand their vocabulary in order to express their ideas appropriately and accurately; helps to develop skills and strategies to expand their own vocabulary from authentic sources and to recall new vocabulary.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to kornelia.heukroth@rz.hu-berlin.de

5250123 Language Awareness: Academic Vocabulary

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

The course aims to help participants understand and use general and discipline-specific vocabulary at university level, combining independent study and class activities. It provides ample opportunity to encounter and practice the selected vocabulary in a variety of contexts. A general goal is to help participants develop strategies to continue increasing their vocabulary and become more proficient in the use of monolingual dictionaries.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to kornelia.heukroth@rz.hu-berlin.de

5250124 Language Awareness: From Paragraph to Essay

2 SWS	2 SP				
UE	Do	08-10	wöch.	I 110 , 349	U. Scheffler

This course aims to develop participants' awareness of essential features of composition and essay writing through analysis and practice activities; practice of selected language aspects and effective use of monolingual dictionaries will help course members to avoid the pitfalls of mother-tongue interference and to improve the lexical and stylistic accuracy in their essays.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to ursula.scheffler@rz.hu-berlin.de

5250127 Listening and Speaking: Note-taking and Discussion Skills

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

Life as a university student includes listening to lectures and making oral contributions to classes. This course will practice effective note-taking techniques as well as fundamental debating and presentation skills. We will use clips from lectures but also podcasts, radio programmes and films. The course provides plenty opportunity to try out different note layouts and speaking formats relevant in academic settings. Credit points on the basis of attendance and course work, including home assignments.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to elisabeth.gibbels@rz.hu-berlin.de

5250128 Listening and Speaking: Voices of Great Britain, Ireland and the United States

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 term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

5250129 Presentation and Discussion: Public Speaking Skills

2 SWS	2 SP				
UE	Di	16-18	wöch.	I 110 , 343	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 term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

Exchange students: Please register by 4 April 2013 (10 am) via email to Eimear.Kelly@staff.hu-berlin.de.

5250130 Presentation and Discussion: Presentation Practice

2 SWS	2 SP				
UE	Di	12-14	wöch.	I 110 , 347	A. Fausser
UE	Do	12-14	wöch.	I 110 , 349	A. Fausser

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

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email [audrey.fausser@googlemail.com]

5250131 Presentation and Discussion: Britain in Brief

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

This course provides students with the skills necessary to deliver an effective presentation and at the same time gives them the opportunity to examine trends which have shaped British 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 term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

Exchange students: Please register by 4 April 2013 (10 am) via email to Eimear.Kelly@staff.hu-berlin.de.

5250132 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland

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 term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

Exchange students: Please register by 4 April 2013 (10 am) via email to Eimear.Kelly@staff.hu-berlin.de.

5250133 Presentation and Discussion: Current Trends and Developments in the USA

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

Gives students the opportunity to explore the divisive issues currently being debated in the USA. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how political and cultural issues intersect. The topics covered will provide students with ample material to strengthen their discussion skills. Informal and formal presentations will give students the chance to practice their presentation skills as well as deepen or expand on their knowledge of the current issues, both at the national and state levels.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email [audrey.fausser@googlemail.com]

5250135 Writing Tools and Strategies: Academic Writing

2 SWS	2 SP				
UE	Mo	10-12	wöch.	UL 6 , 2004A	E. Gibbels
	Mo	12-14	wöch.	UL 6 , 2004A	E. Gibbels

The course deals with text formats typical for academic writing occasions, such as abstracts, definitions, and academic papers. Students will be introduced to key writing and editing strategies, including the effective organization of texts, outlining principles and writing clear and concise academic English. Credit points on the basis of attendance and course work, including at least two essays in class, revisions and shorter home assignments.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to elisabeth.gibbels@rz.hu-berlin.de

5250136 Writing Tools and Strategies: Essay Writing

2 SWS	2 SP				
UE	Mi	08-10	wöch.	UL 6 , 2004A	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 term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to ursula.scheffler@rz.hu-berlin.de

5250138 Writing Tools and Strategies: Essay Writing

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

Gives students the opportunity to learn and practice a variety of skills necessary for writing in academia. In addition to writing argument essays and additional writing assignments including various types of writing, such as summarizing, paraphrasing, and comparing and contrasting, the course will also focus on conventions of academic writing, such as political correctness, tone, and register. Articles on current topics will provide ample material for students to engage with in practicing their writing skills.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email [audrey.fausser@googlemail.com]

5250144 Translation Tools and Strategies: Comparative Translation Ge-En, En-Ge

2 SWS	2 SP				
UE	Mi	16-18	wöch.	I 110 , 343	E. Gibbels

The course will analyse key differences between German and English with regard to grammar and structure as they apply in translation but will also look at diverging textual conventions. Wider issues of professional translation will be touched upon in passing. Apart from attendance and course work, credits awarded for two satisfactory in-class translations.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students: Please register by 4 April 2013 (10 am) via email to elisabeth.gibbels@rz.hu-berlin.de

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Studienordnung 2007

Basisstudium

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

Modul 1: American Literary and Cultural History

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

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

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

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

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

1 SWS	2 SP					
UE	Di	14-16	14tgl./1 (1)	I 110 , 343	MA-Studierende	
UE	Mo	14-16	14tgl./1 (2)	I 110 , 343	MA-Studierende	
UE	Do	16-18	14tgl./1 (3)	I 110 , 343	MA-Studierende	
UE	Fr	12-14	14tgl./1 (4)	I 110 , 343	MA-Studierende	
1) Gruppe 1: "1. Sitzung: 16.04."						
2) Gruppe 2: "1. Sitzung: 15.04."						
3) Gruppe 3: "1. Sitzung: 18.04."						
4) Gruppe 4: "1. Sitzung: 19.04."						

"Achtung! Der Kursbeginn für alle Gruppen ist erst in der 2. Semesterwoche!"

5250121 Language Awareness: Grammar in Context

2 SWS	2 SP				
UE	Mo	14-16	wöch.	DOR 24 , 1.505	K. Heukroth
UE	Mi	10-12	wöch.	UL 6 , 2004A	U. Scheffler
UE	Do	10-12	wöch.	I 110 , 349	U. Scheffler

detaillierte Beschreibung siehe S. 5

5250122 Language Awareness: Working with Words

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

detaillierte Beschreibung siehe S. 5

5250123 Language Awareness: Academic Vocabulary

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

detaillierte Beschreibung siehe S. 5

5250125 Language Awareness: Learning Language with Literature

2 SWS	2 SP				
UE	Di	14-16	wöch.	I 110 , 306	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 term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

5250142 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

5250143 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

Modul 2: Literary and Cultural Theory

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250003 American Cultural Theory (englisch)

2 SWS	3 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.601		K. Linke
SE	Do	10-12	wöch.			C. Wald
SE	Di	10-12	wöch.	UL 6 , 3001		C. Holler

This course aims at introducing students to a variety of scholarly discourses and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies the responses to these sources by scholars of American Studies with different theoretical backgrounds. Addressed are theories such as Poststructuralism, Gender Studies, Critical Whiteness Studies, Postcolonial Studies, Critical Race Theory, Queer of Color Critiques, etc. The students are encouraged to reflect critically on the ways these theories are engaged in the production and contestation of gender, race, ethnicity, sexuality, and other categories.

The course registration is via AGNES.

There will be a reader with texts to be discussed in class at Sprintout (S-Bahn-Bögen) by April 8th.

If you have questions about this class, please e-mail Claudia Holler: claudia.holler@staff.hu-berlin.de

5250127 Listening and Speaking: Note-taking and Discussion Skills

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

detaillierte Beschreibung siehe S. 5

5250128 Listening and Speaking: Voices of Great Britain, Ireland and the United States

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

detaillierte Beschreibung siehe S. 5

5250129 Presentation and Discussion: Public Speaking Skills

2 SWS	2 SP					
UE	Di	16-18	wöch.	I 110 , 343		E. Kelly

detaillierte Beschreibung siehe S. 6

5250130 Presentation and Discussion: Presentation Practice

2 SWS	2 SP					
UE	Di	12-14	wöch.	I 110 , 347		A. Fausser
UE	Do	12-14	wöch.	I 110 , 349		A. Fausser

detaillierte Beschreibung siehe S. 6

5250131 Presentation and Discussion: Britain in Brief

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

detaillierte Beschreibung siehe S. 6

5250132 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland

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

detaillierte Beschreibung siehe S. 6

5250133 Presentation and Discussion: Current Trends and Developments in the USA

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

detaillierte Beschreibung siehe S. 6

5250134 English Play 2: The Woman in White

2 SWS	3 SP					
UE	Mo	12-14	wöch.	DOR 24 , 1.502		S. Ehlert

HUbbub, the Institute's theater group, prepares for their show at the Lange Nacht der Wissenschaften. Participation limited to students in last semester's English play course.

Modul 3: American Arts and Media in Context

5250004 American Media Today: Concepts and Genres (englisch)

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

Starting with a visual approach to media as part of the critical discussion of recent theories of culture and media in the United States the course we will then explore and evaluate current trends of the American (new) media landscape as well as the cultural contexts that they are grounded in. In an attempt to enhance the skills of reading media the course will introduce approaches to media analysis before discussing selected visual and digital representations in terms of themes and narrative strategies.

Course requirements include active class preparation and participation as well as one in-class presentation. The final exam (MAP) will consist of either a paper of 15 pages or multi-media presentation.

5250005 American Media Today: Surveillance and Technology (englisch)

2 SWS	3 SP					
SE	Do	14-16	wöch.	DOR 24 , 1.601		I. Scholz

Contemporary media have reflected major changes and technological advances for a long time: inventions such as television and the personal computer have not only transformed the ways in which people are able to access media such as (written) fiction, news, and entertainment, they have also had an impact on the media products as such – form and content have changed to accommodate the new technologies, new types of media were developed. Some of these new technologies and media products have blurred the lines between "public" and "private", thus raising questions in regards to agency, control, and surveillance. In a first step, students of this seminar will be exposed to medial representations of technology in literature, film, and TV series that are part of or affiliated with the science fiction genre. Through a critical reading, central discourses connected to technological advances will be illuminated. In the second part of the class, the students will have the chance to analyze if and how the notion of surveillance plays a role in reality TV and social media, thus bringing to light how technology influences American media today. The number of participants in this class is limited to 35, please sign up via agnes before the start of the semester.

5250006 Film and TV Analysis (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	I 110 , 347		MA-Studierende
	Do	18-21	wöch. (1)	DOR 24 , 1.601		MA-Studierende
UE	Di	14-16	wöch.	I 110 , 347		MA-Studierende
UE	Do	12-14	wöch.	I 110 , 347		MA-Studierende

1) Dies sind die Zeiten für das Film-Screening für alle drei Gruppen.

5250135 Writing Tools and Strategies: Academic Writing

2 SWS	2 SP					
UE	Mo	10-12	wöch.	UL 6 , 2004A		E. Gibbels
	Mo	12-14	wöch.	UL 6 , 2004A		E. Gibbels

detaillierte Beschreibung siehe S. 6

5250136 Writing Tools and Strategies: Essay Writing

2 SWS	2 SP					
UE	Mi	08-10	wöch.	UL 6 , 2004A		U. Scheffler

detaillierte Beschreibung siehe S. 7

5250137 Writing Tools and Strategies: Essay Writing

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 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page).

5250138 Writing Tools and Strategies: Essay Writing

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

detaillierte Beschreibung siehe S. 7

5250143 Language Consultation

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

detaillierte Beschreibung siehe S. 8

Vertiefungsstudium

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

Modul 5: Paradigms of American Literature and Culture

Wählen Sie je ein Angebot aus *Paradigms* und eines aus *Concepts* für Modul 5.

5250007 Paradigms of American Literature: Naturalism in American Literature (englisch)

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

Based upon a close look at the particular philosophical and socio-cultural prerequisites of literary naturalism in the United States, the course will explore the manifold contributions of naturalism to the theoretical debate on and the practice of realism in American literature in the last third of the 19th century. At the backdrop of the controversies about the „war over real-ism“ in public and academic discourses at the time the class discussion will focus on the themes and narrative models employed by authors such as Stephen Crane, Frank Norris, Am-brose Bierce, Hamlin Garland, Sherwood Anderson, Jack London, and Theodore Dreiser. In an attempt to determine the significance of literary naturalism for the further development of American literature the course will examine its influence on writing in the 20th century, as for instance on neo-realism.

Course requirements include active class preparation and participation as well as one in-class presentation. The final exam (MAP) will consist of either a paper of 15 pages or an oral exam.

5250008 Paradigms of American Literature: Gated Communities in American Fiction (englisch)

2 SWS	4 SP				
SE	Mo	16-18	wöch.	DOR 24 , 1.501	D. Rose

Gated communities are highly contested examples of communal aggregation. Its advocates praise them as something resembling a new Eden: spaces without need or fear, idyllic realms of peace and security to quietly settle down and raise kids. Its opponents, on the other hand, view gated communities as manifestations of a suburban nightmare taken to the extreme: fortified enclaves made up of prefab houses, devoid of personality or even individuality. For some critics, they are part of a larger effort of what Mike Davis has called "the destruction of accessible public space": hermetically sealed worlds that have become so self-contained that they pose a threat to democratic society. But the phenomenon of the gated community has not only captured the public interest, it has also excited the literary imagination.

The course will deal with gated communities in fiction, theory, and cultural practice. After establishing a theoretical framework by considering sociological and legal approaches as well as cultural theory, we will take a closer look at fictional representations in prose, movies, and TV shows. Texts include novels like Eric Puchner's *Model Home* (2010) and *The Tortilla Curtain* (1995) by T.C. Boyle, Spike Jonze's 2011 short film *Scenes from the Suburbs*, and the Showtime series *Weeds* (2005-12). In the seminar, we will work towards an understanding of the role of the gated community in contemporary American culture and the contribution of the literary imagination in shaping this role.

Requirements: Regular attendance, active participation, and a short presentation.

Please register for the course via e-mail before the beginning of the semester: david.rose@hu-berlin.de

5250009 Paradigms of American Literature: Boundaries of "Race" (englisch)

2 SWS	4 SP				
SE	Do	16-18	wöch.	DOR 24 , 1.601	S. Chirila

In American culture the category of race was used as an instrument of (collective) marking and othering, together with gender, class, etc., becoming, as Henry Louis Gates Jr. puts it, a trope of ultimate, irreducible difference between cultures, linguistic groups, or practitioners of specific belief systems who more often than not have fundamentally opposed economic interest. African American literature highlights the dichotomies and hierarchies at the basis of the category of race (and the phenomenon of "double consciousness" that W. E. B. Du Bois considered to be a mark of African American collective psychology), simultaneously dismantling the process of transforming history into nature or cultural arbitrariness into the natural, in Pierre Bourdieu's terms. The seminar familiarizes the students with the means by which works of authors such as Richard Wright, Zora Neale Hurston, Ralph Ellison or Toni Morrison manifestly or implicitly signal the making of boundaries of race – constructions naturalized through cultural discourses –, also describing the effects of the intersection of race with other cultural categories. The seminar investigates the problematic of a "racial identity" imprinted in a literary tradition shaped through a dynamic of counteracting or subverting institutionalized discourses of oppression and marginalization as well as through motifs and techniques rooted in African stories and myths (e.g. the ancestor, the trickster, signifying etc.). In order to outline paradigmatic African American literary representations of boundaries engendered by race the seminar focuses on the following works : Zora Neale Hurston, *Their Eyes Were Watching God* (1937); Richard Wright, *Native Son* (1940); Ralph Ellison, *Invisible Man* (1952); Maya Angelou, *I Know Why the Caged Bird Sings* (1969); Alice Walker, *The Color Purple* (1982); Toni Morrison, *Beloved* (1987). A reader with a series of texts selected for discussion in class will be made available at Sprintout, but students should be familiar with the whole aforementioned works – you can already start reading during the Semester break! Please register via e-mail by March 22nd: silvia.chirila@hu-berlin.de.

5250011 Concepts of Literary and Cultural Studies in America: Narratives of the American Civil War (englisch)

2 SWS	4 SP					
SE	Do	14-16	wöch.	DOR 24 , 1.501	R. Isensee	

While the American Civil War has always taken a central place in the public and academic discourse in the USA after 1865, there has been a significant rise in the interest in this war since the last decades of the 20th century. The 1980s and 1990s in particular saw a remarkable increase of academic publications as well as fictional representations of this conflict. At the backdrop of this renewed interest in an event that ended more than 145 years ago the course will focus on representations of the Civil War in American literature since the 19th century. It will especially explore literary models and cultural meanings of fictionalizing history as well as investigate their function in conceptualizing present self-definitions of American culture and society. Based on selected texts by authors such as St. Crane, A. Bierce, W. Faulkner, A. Gurganus, H. Bahr, and Ch. Frazier the class discussion will examine the literary constructions of "A war that never goes away" (James McPherson) and analyse the narrative strategies employed for the *reconstruction of a usable past*.

Course requirements include active class preparation and participation as well as one in-class presentation. The final exam (MAP) will consist of either a paper of 15 pages or an oral exam.

5250012 Concepts of Literary and Cultural Studies in America: "Contemporary Native American/First Nations' Self-Representations in Literature and the Visual Arts" (englisch)

2 SWS	4 SP					
SE	Mi	16-18	wöch.	DOR 24 , 1.601	A. Grunewald	

This seminar provides an introduction to and a selection of contemporary Native American/First Nations literary texts and visual artworks. The course will examine self-representations of Native American/First Nations authors and artists of today.

We will discuss stereotypes and strategies of representations and resistance.

Critical thinking will be encouraged with regard to simplistic white vs. red dichotomies. Potential counter-narratives and counter-imagery by Sherman Alexie, Tomson Highway, Rebecca Belmore, Kent Monkman, and others will be analysed in detail. This seminar thus aims at a revision of monolithic versions of Indigenoussness in favor of Aboriginal diversity. The course shall furthermore enable students to continue to read and understand Native American/First Nations literature and visual arts as specifically context-related with regard to a national colonial history, a European-dominated settler society, pre-contact communal diversity and memory.

Requirements: Students are expected to give short presentations and /or organize a session's discussion. Continuous active participation and attendance is required and expected.

Reading: A reader with most of the course material will be made available at Sprintout Copy Shop at Dorotheenstraße at the beginning of the summer semester.

Recommended reading for a general orientation:

Zapf, Hubert (ed.). *Amerikanische Literaturgeschichte*. 3rd edition. Stuttgart, Weimar: J.B. Metzler, 2010. Pages 393-421.

Tillett, Rebecca. *Contemporary Native American Literature*. Edinburgh: Edinburgh University Press, 2007.

Registration: Please register for this seminar via e-mail to grunewaa@cms.hu-berlin.de, including your subjects of study and your semester.

Office Hours: Please inquire after individual appointments via grunewaa@cms.hu-berlin.de.

5250141 Translation Tools and Strategies: Language Learning through Translation

2 SWS	2 SP					
UE	Di	10-12	wöch.	DOR 24 , 1.502	K. Heukroth	
UE	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 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

5250142 Language Consultation

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

detaillierte Beschreibung siehe S. 8

5250144 Translation Tools and Strategies: Comparative Translation Ge-En, En-Ge

2 SWS	2 SP					
UE	Mi	16-18	wöch.	I 110 , 343	E. Gibbels	

detaillierte Beschreibung siehe S. 7

Modul 7: Research and Writing Skills

5250013 Bachelorkolloquium-BA-Research and Thesis Colloquium

2 SWS CO	2 SP Di	14-16	wöch.	UL 6 , 2004A	E. Boesenberg
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The colloquium accompanies the preparation for and the writing of a bachelor thesis in American Studies. After the initial sessions, which focus on academic and formal issues that are crucial for the quality of scholarly writing, students present their respective research projects (or parts thereof) to discuss them with the instructor as well as their peers. Topics to be discussed include, but are not limited to, central research questions, the scope of the projects, and the structure of the proposed thesis.

5250139 Writing Tools and Strategies: Writing the Term Paper

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

5200002 Training zur beruflichen Orientierung

1 SWS PW	1 SP Fr	13-16	Einzel (1)	GEO 47 , 3.16	L. Schulz
PW	Sa	09-12	Einzel (2)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (3)	DOR 24 , 1.308	L. Schulz
PW	Fr	11-14	Einzel (4)	GEO 47 , 3.16	L. Schulz
PW	Fr	15-18	Einzel (5)	GEO 47 , 3.16	L. Schulz
PW	Sa	09-12	Einzel (6)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (7)	DOR 24 , 1.308	L. Schulz
PW	Fr	13-16	Einzel (8)	GEO 47 , 3.42	L. Schulz
PW	Sa	09-12	Einzel (9)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (10)	DOR 24 , 1.308	L. Schulz

1) findet am 26.04.2013 statt
2) findet am 27.04.2013 statt
3) findet am 27.04.2013 statt
4) findet am 03.05.2013 statt
5) findet am 03.05.2013 statt
6) findet am 04.05.2013 statt
7) findet am 04.05.2013 statt
8) findet am 17.05.2013 statt
9) findet am 18.05.2013 statt
10) findet am 18.05.2013 statt

Wo, was, wie? – Training zur beruflichen Orientierung

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

An diesem Training müssen Sie im Laufe eines Bachelorstudiums an der Phil. Fak. II einmal teilnehmen. Bitte vergessen Sie nicht, sich in AGNES für eine Gruppe dieser Veranstaltung anzumelden.

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen

1 SWS VR	Di	18-20	wöch. (1)	DOR 24 , 1.205	K. Schütz
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1) findet vom 23.04.2013 bis 11.06.2013 statt

23.04.2013 PR und Öffentlichkeitsarbeit

Jobs im Bereich Kommunikation erfreuen sich immer größerer Beliebtheit. Kein Museum, kein Wirtschaftsunternehmen, ein Verlag verzichtet heute auf eine PR- oder Presseabteilung. Immer geht es dabei um das Managen von Kommunikation. Mit Hilfe unserer ReferentInnen versuchen wir, dieses weit gefächerte Feld zu konkretisieren.

30.04.2013 Verlag

Lektor oder Lektorin ist der Traumberuf vieler Studierender der Geisteswissenschaften. Ob im Sachbuch, Belletristik der in einer literarischen Agentur. Doch um ein Buch auf den Markt zu bringen, braucht es mehr. Presse, Rechte und Lizenzen oder Marketing sind im Verlagswesen ebenso gefragt.

07.05.2013 Nachrichten

Nachrichten, Informationen und Hintergründe oder Fakten, Fakten, Fakten. Wenn das Publikum und die Themen ständig wechseln, sind Genauigkeit und Schnelligkeit von Nachrichten gefragt. Wie man so weit kommt und was an in einer Nachrichtenredaktion wirklich macht, darauf geben unsere Referenten/innen Antwort.

14.05.2013 Persönliche/r Referent/in

Eine Rede muss geschrieben werden? Das macht der persönliche Referent. Eine Entscheidungsvorlage? Finden Sie bei dem Referenten. Einen Termin vereinbaren? Auch das. Persönliche Referenten/innen arbeiten an vielen Dingen zugleich und immer Hand in Hand mit ihren Chefs.

21.05.2013 Bildung

Lebenslanges Lernen ist das Motto der Bildung und Weiterbildung. Aufgrund der rasanten Entwicklung in der Wissenschaft und der immer geringer werdenden Halbwertszeit von Wissen, ist insbesondere der Bildungssektor ein Bereich, der auch in Krisenzeiten ausgebaut wird.

28.05.2013 Tourismus und Fremde Kulturen

Sie wollen dort arbeiten, wo andere den Urlaub verbringen? Dann sollten Sie sich eine Tätigkeit im Tourismus suchen. GeisteswissenschaftlerInnen in diesem Bereich veröffentlichen qualifizierte Reisebücher, organisieren und gestalten Führungen und Veranstaltungen zu wissenschaftsnahen Themen.

04.06.2013 Musik

An der Spree spielt die Musik. Ob beim Marketing für ein Opernhaus, bei einem großen Musiklabel oder als Konzertveranstalter/in moderner Musikrichtungen. Das Angebot in diesem Bereich ist groß und vielfältig und jeder Bereich hat eine Voraussetzung: Die Begeisterung für Musik!

11.06.2013 Personalwesen- und Entwicklung

Headhunting, Outplacement, Human Resources – Worte, die scheinbar von einer fernen, fremden Welt künden. Und trotzdem: Geistes- und SozialwissenschaftlerInnen suchen in und für die Personalabteilungen von Unternehmen und in Personalagenturen nach neuen Mitarbeitern, beurteilen Stärken und Schwächen und unterstützen die Angestellten dabei, ihre Kompetenzen zu erweitern

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

5200004 Vom Studium zum Beruf

2 SWS	3 SP					
PL	Mo	12-14	wöch. (1)	DOR 24 , 1.404	K. Schütz	
1) findet vom 08.04.2013 bis 08.07.2013 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 Von der Uni in die freie Wirtschaft. Nützliche Bewerbungsstrategien und berufliche Perspektiven für GeisteswissenschaftlerInnen.

2 SWS	3 SP					
PL	Fr	10-12	wöch. (1)	DOR 24 , 1.404	I. Kummert	
1) findet vom 12.04.2013 bis 12.07.2013 statt						

Unzureichender Praxisbezug während des Hochschulstudiums, der fehlende Zugang zu den Möglichkeiten, die sich Geisteswissenschaftlern jenseits der üblichen Berufswege eröffnen, der Mut über den Tellerrand zu schauen und die Fähigkeit, das eigene Profil heraus zu arbeiten, sind Gründe, weshalb sich GeisteswissenschaftlerInnen häufig gar nicht erst in der freien Wirtschaft und in fachfremden Bereichen bewerben. Diese besonders praxisorientierte Lehrveranstaltung soll den Studierenden dabei helfen heraus zu finden, welche Fähigkeiten und Fertigkeiten sie ausmachen und wie diese angemessen bei potenziellen Arbeitgebern adressiert werden. Darüber hinaus wird im Rahmen von Rollenspielen und Fallbeispielen intensiv u.a. geübt, Situationen angemessen einzuschätzen, gut zu argumentieren und adäquate Entscheidungen zu treffen.

5200006 Lebendige Sprache und Freude am Sprechen

2 SWS	3 SP					
PL	Fr	14-18	14tgl. (1)	DOR 24 , 3.020	B. Kommerell	
1) findet vom 19.04.2013 bis 12.07.2013 statt						

In diesem Seminar geht es darum, das Sprechen als lebendige Vermittlung von Literatur zu erkennen und zu erlernen. Es soll helfen, sowohl Sprachfehler wie zu starke Dialektfärbungen, damit individuelle Hemmungen zu beseitigen. Dabei wird besondere Aufmerksamkeit der „handwerklichen“ Seite des Sprechens, der Bedeutung von Buchstaben, Silben, Satzgliedern geschenkt, die für das „poetische“ Verständnis von Texten von grundlegender Bedeutung sind. Die Arbeit im Seminar zielt darüber hinaus mit Körper- und Kommunikationsübungen auf die Spracherfahrung als Körpererfahrung, auf Haltung und Präsenz, mithin auf die Entwicklung von Selbsterfahrung und Selbst-Bewußtsein. Das Seminar will die Fähigkeit entwickeln, literarische Texte nicht nur sprachlich zu erschließen, sondern, ob in Prosa oder Vers, auch kompetent und damit weiter wirkend zu vermitteln. Natürlich wird das Seminar auch auf die Bedürfnisse der Studierenden eingehen. Nach einem Körper- Atmung- und Stimm- Training werde ich an der Artikulation arbeiten und dann in Probereferaten, Reden, und auch Unterrichtsdemonstrationen die Ausdrucksfähigkeit und die Präsenz schulen. Auch das Vermindern von Lampenfieber wird ein Thema sein. So werden Fragen der kommenden Praxis im Vordergrund stehen.

An folgenden Terminen findet die Veranstaltung von 14 bis 18 Uhr statt:
19. April, 3. Mai, 17. Mai, 31. Mai, 7. Juni, 28. Juni, 5. Juli und 12. Juli 2013.

5200007 Spielplangebundene Workshoparbeit in der Theaterpädagogik des Maxim Gorki Theaters Berlin

2 SWS	3 SP			
PL	Fr	15-17	Einzel (1)	J. Pankus
	Fr	15-19	Einzel (2)	J. Pankus
	Fr	15-19	Einzel (3)	J. Pankus
	Fr	15-19	Einzel (4)	J. Pankus
	Fr	15-19	Einzel (5)	J. Pankus
	Fr	15-19	Einzel (6)	J. Pankus
	Fr	15-19	Einzel (7)	J. Pankus
	Sa	11-16	Einzel (8)	J. Pankus

DOR 24 , 1.404

- 1) findet am 26.04.2013 statt
- 2) findet am 10.05.2013 statt
- 3) findet am 17.05.2013 statt
- 4) findet am 24.05.2013 statt
- 5) findet am 31.05.2013 statt
- 6) findet am 07.06.2013 statt
- 7) findet am 14.06.2013 statt
- 8) findet am 15.06.2013 statt

Die Theaterpädagogik am Theater nimmt einen Sonderstatus innerhalb des Berufsfelds ein, denn hier ist das Theater nicht nur Methode, sondern auch Inhalt. Für diese Arbeit ist es wesentlich, Theater als Kunstform mit seinen Entwicklungen und Mitteln gut zu kennen. Gleichzeitig muss man ein Gespür haben, wie man theaterunerfahrene Menschen auf Vorstellungsbesuche vorbereitet. Spielplangebundene Vor- und Nachbereitungen für junge Menschen (aber auch andere Zielgruppen) gehören daher zur Basisarbeit. Im Rahmen dieses Seminars wird exemplarisch ein Workshop zur Inszenierung „Das Leben des Galilei“ von Bertolt Brecht (Regie: Armin Petras) am Maxim Gorki Theater entwickelt. Nach einer ersten Recherche- und Lektürephase erarbeitet jeder Teilnehmer in einer Kleingruppe einen Workshop, der dann im Seminar erprobt und ausgewertet wird.

Wesentlicher Bestandteil des Seminars sind: ein Kurzreferat, zwei Protokolle, Lektüre des Originalstücks sowie der MGT-Fassung und das Erarbeiten eines Workshopkonzepts (inkl. praktische Durchführung und schriftliche Abgabe).

Sollten sich mehr Teilnehmer melden, als teilnehmen können, entscheidet das Losverfahren.

Organisatorisches:

Janka Pankus ist seit Januar 2002 Theaterpädagogin am Maxim Gorki Theater. Nach einem Theaterwissenschaftsstudium in Berlin, Tübingen, Philadelphia und München machte sie mehrere Regiehospitanzen am Bayerischen Staatsschauspiel und leitete von 1993 bis 1997 die Freie Theatergruppe "Tollhaus" in München. 2000/2001 arbeitete sie beim Theaterpädagogischen Dienst in Berlin. Darüber hinaus arbeitet sie seit 1992 als Übersetzerin und Lektorin im Bereich Jugendbuch, seit 2005 als Deutsch-als-Fremdsprache-Dozentin an verschiedenen Universitäten und Institutionen, und seit 2010 ist sie Dozentin bei den theaterpädagogischen Weiterbildungslehrgängen an der Otto-Suhr-Volkshochschule Berlin Neukölln in Zusammenarbeit mit dem Kulturnetzwerk Neukölln.

5200011 Karriere- und Praxiswoche 2013 - für Geistes-, Sozial- und Wirtschaftswissenschaftler/innen

1 SWS	1 SP			
Proj		12-18	Block (1)	K. Schütz
1) findet vom 13.05.2013 bis 17.05.2013 statt				

Karriere- & Praxiswoche 2013 - für Geistes-, Sozial- und Wirtschaftswissenschaften

Die Karriere- & Praxiswoche findet bereits zum vierten Mal statt. In diesem Jahr richtet sich das Programm sowohl an Geistes- und Sozialwissenschaftler/innen als auch an die Wirtschaftswissenschaftler/innen.

Ziel der Woche ist:

1. Studierende über Praktikums-, Volontariats-, Trainee- und Jobmöglichkeiten zu informieren.
2. Den Kontakt zwischen Universität und Wirtschaft herzustellen und zu stärken.
3. Die Studierenden auf die Zeit nach dem Studienabschluss vorzubereiten.

Was erwartet Sie:

- **Informative Firmenpräsentationen:** Nutzen Sie die Vorträge um spannende Informationen über die Unternehmen einzuholen und um die Unternehmensvertreter alles zu fragen was Sie schon immer über ihr Unternehmen oder die Institution wissen wollten.
- **Podiumsgespräche:** Drei Experten aus der Praxis informieren Sie über Ihren konkreten Arbeitsalltag und stellen Ihnen so verschiedene Berufsfelder vor. Sie sind eingeladen, Fragen zu stellen und mit den Gästen zu diskutieren.
- **Soft Skill & Case Study Workshops:** Bei spannenden Workshop Themen können Sie in Zusammenarbeit mit qualifizierten Experten Ihr Wissen und Können testen und erweitern. Gleichzeitig können Sie sich vor Entscheidungsträgern der jeweiligen Unternehmen beweisen und so direkt zu Praktika oder Ihrem Jobeinstieg ins Gespräch kommen.
- **Bewerbungsmappencheck:** Sowohl das WIWEX-Team als auch das PhiloNET-Team wird während der Karriere- & Praxiswoche für Studierende einen kostenlosen Bewerbungsmappencheck anbieten.

Die Teilnahme ist für Studierende kostenlos.

Das aktuelle Programm und weitere Veranstaltungsdetails finden Sie auf <http://karriereweche.wiwex.net/> ODER <http://praxiswoche.wiwex.net/>.

Um Anmeldung wird gebeten: Bitte schicken Sie eine E-Mail an: hannes.tauch@wiwex.net

Geben Sie bei der Anmeldung an, welchen Vortrag, welche Firmenpräsentation, welchen Workshop Sie besuchen wollen.

Anerkennung für den Bereich Berufsfeldbezogene Zusatzqualifikationen in den Studiengängen der Sozial- und Geisteswissenschaften:

Wollen Sie die Teilnahme an der Karriere- & Praxiswoche im Bereich Berufsfeldbezogene Zusatzqualifikationen anerkannt bekommen, müssen Sie folgende Veranstaltungen besuchen:

Zwei Firmenpräsentationen + zwei Podiumsgespräche + einen Workshop + einen Bewerbungsmappencheck

5250014 Kreatives Schreiben für den Literaturmarkt

2 SWS 3 SP
PL Di 18-20 wöch. DOR 24 , 1.502 L. Kuppler

Das Seminar bietet eine Einführung in das literarische Schreiben. Die Studierenden werden angeleitet, eigene literarische Texte (Kurzgeschichten, Romanteile) zu entwickeln, zu schreiben und diese im Seminar vorzustellen und gegenseitig professionell zu begutachten und zu lekturieren. Diese Texte sind die Arbeitsgrundlage des Seminars, anhand derer in das Handwerkszeug des Creative Writing und die Arbeitsweise eines professionellen Lektorats eingeführt und diese praktisch erprobt werden. Darüber hinaus wird im Seminar das Berufsbild AutorIn, LektorIn und ProgrammleiterIn vorgestellt und ein Überblick über aktuelle Entwicklungen auf dem Literaturmarkt geboten. Der Schwerpunkt des Seminars liegt auf der unterhaltenden Belletristik.

5250015 Praxiskolloquium

2 SWS 1 SP
PCO M. Heide

nach Vereinbarung

5250111 Introduction to conference Interpreting (consecutive + simultaneous) (englisch)

2 SWS 3 SP
PL Do 10-12 wöch. DOR 65 , 459 E. Affandi
detaillierte Beschreibung siehe S. 4

5250112 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS 3 SP
PL Do 12-14 wöch. DOR 65 , 459 E. Affandi
detaillierte Beschreibung siehe S. 4

5250113 Interpreting Discussions (englisch)

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

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

5250115 Professional Translation Skills II (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. 4

5250116 Professional Translation Skills II (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. 4

Bachelorstudiengang Englisch (BA Englisch)

Basisstudium

Modul 1: Introduction to Linguistics

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250081 Introduction to Linguistics

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

Die Vorlesung als Basisveranstaltung des Moduls 1 dient der ersten Einführung in die Thematik der 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.

5250086 Introduction to Linguistics

2 SWS	3 SP					
SE	Di	08-10	wöch.	UL 6 , 2014B		M. Egg
SE	Di	12-14	wöch.	DOR 24 , 1.501		G. Smith
SE	Do	14-16	wöch.	DOR 24 , 1.502		A. McIntyre
SE	Do	16-18	wöch.	DOR 24 , 1.501		A. McIntyre

Registration for the seminars in module 1 is via Agnes. Students whose registration is rejected by AGNES at the end of the registration period should contact george.smith@staff.hu-berlin.de to see whether placement in a seminar is possible after cancellations have been taken into account. In this case, please list all courses you can attend.

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

Modul 3: Introduction to English and American Cultural Studies

5250016 American Cultural Theory (englisch)

2 SWS	3 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.601		K. Linke
SE	Di	10-12	wöch.	UL 6 , 3001		C. Holler
SE	Do	10-12	wöch.	DOR 24 , 1.502		C. Wald

This course aims at introducing students to a variety of scholarly discourses and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies the responses to these sources by scholars of American Studies with different theoretical backgrounds. Addressed are theories such as Poststructuralism, Gender Studies, Critical Whiteness Studies, Postcolonial Studies, Critical Race Theory, Queer of Color Critiques, etc. The students are encouraged to reflect critically on the ways these theories are engaged in the production and contestation of gender, race, ethnicity, sexuality, and other categories.

The course registration is via AGNES.

There will be a reader with texts to be discussed in class at Sprintout (S-Bahn-Bögen) by April 8th.

If you have questions about this class, please e-mail Claudia Holler: claudia.holler@staff.hu-berlin.de

5250049 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories

2 SWS	3 SP					
SE	Do	08-10	wöch.	UL 6 , 2004A		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.

5250149 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories

2 SWS	3 SP					
SE	Mo	16-18	wöch.	UL 6 , 3001		J. Schoen

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

This course is designed to introduce students to major concepts and key literary works produced in Britain during the Romantic period. By the end of the semester students will have a profound knowledge of a wide range of texts (primarily representative works of prose and poetry) and of aesthetic concepts, such as the Gothic, the Sublime and the Beautiful, Sensibility and Sympathy. Participants will be encouraged to explore different methods of engaging critically with the texts and sharing their own readings with others.

Modul 4: History and Varieties of English

5250087 Old English

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

This course offers an introduction to Old English (OE), the version of English spoken between the Germanic invasions (the traditional date is 449) and the Norman Conquest. We will first recapitulate the historical backdrop of the period (as is closely linked to some of the linguistic developments of OE) and will set the stage for an investigation of OE by looking at the predecessors of OE, viz., Indo-European and Germanic. Then we will review the different linguistic levels of OE, in particular, phonetics/phonology incl. spelling, morphology, syntax, semantics, and lexicon. We will also read short sections from original OE texts, both prose and poetry, but with a focus on the linguistic aspects of the texts.

5250093 Introduction to the History and Variation of English

2 SWS	2 SP				
VL	Mi	12-14	wöch.	UL 6 , 2014A	L. Peter

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

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

5250094 Varieties of English in the British Isles

2 SWS	3 SP				
SE	Mi	10-12	wöch.	DOR 24 , 1.601	L. Peter

By taking a closer look at the regional, social and functional variation of English in Great Britain and the Republic of Ireland, the seminar derives certain forms of current English from traditional dialects and discusses more recent factors shaping modern dialects. The seminar is intended to establish the details of the (socio-)linguistic situations of the two countries, of their dialect regions and major urban centres.

It deals with questions of norms and standard, sociolects and the unique problem of the 'right' accent. It is also concerned with mechanisms of linguistic change in general and dialect levelling in particular as well as the convergence of urban dialects and the speech of younger speakers.

5250095 Early Modern English

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

The seminar describes the development of the English language between, roughly, 1500 and 1750. In its initial part students familiarise themselves with basic problems and methods of historical language description. Then they study different levels of the Early Modern English language system. Peculiarities of this period and the major structural changes are demonstrated by examples taken from all linguistic levels. In addition, students study the development of the linguistic situation in England, the processes of standardisation and codification of the English language and the rapid expansion of its lexicon. Typical texts produced in the period are read, analysed and compared to their Present-Day English (PDE) equivalents to give an impression of important differences between the two stages in the development of English. Considering standard and non-standard dialects, the seminar examines their influence on PDE and its variability.

5250118 Variation in English (englisch)

2 SWS	3 SP				
SE	Mo	12-14	wöch.	I 110 , 349	A. McIntyre
SE	Mo	14-16	wöch.	I 110 , 349	A. McIntyre

The course deals with regional variation in English around the world, extending material covered in the lecture in Module 4. The first part of the course gives a detailed overview of the most important general issues in the study of dialects, including (i) the relation between regional varieties and extralinguistic phenomena such as social class and gender, (ii) the notions of standard and non-standard varieties, (iii) the question of 'right' and 'wrong' in language, (iv) the historical sources of variation between dialects and the factors which encourage or hinder the spread of new linguistic features to other areas. In discussing these matters, we will cover most of the most important examples of differences between English varieties. The second part of the course will be devoted to a study of selected specific varieties of English, which will be selected partly on the basis of suggestions by students.

Modul 5: Survey of English Literatures

5250051 Survey of English Literatures

2 SWS	2 SP				
VL	Di	12-14	wöch.	UL 6 , 2002	Ringvorlesung

Beginn in der zweiten Unterrichtswoche

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

5250052 Elizabethan and Jacobean Poetry and Drama

2 SWS 3 SP
SE Di 14-16 wöch. DOR 24 , 1.601 A. Kludies

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

During the reigns of Elizabeth I and James I English literature witnessed an unprecedented outburst of literary production and creativity in particular in poetry and drama. In this course we will discuss a variety of poems, a comedy (*Twelfth Night*) and two tragedies (*Doctor Faustus*, *Hamlet*) from this extraordinary period in English literary history.

In addition to analysing the literary structures and strategies of these texts, we will study the cultural discourses and practices by which they were shaped and by which they contributed to shape them in turn. Thus, the aim of this seminar is to provide students with a comprehensive and, hopefully, complex notion of what is called 'the English Renaissance'.

Students are required to purchase the texts of Shakespeare's *Twelfth Night* and *Hamlet* in the Arden, Norton or Oxford Shakespeare editions (no other editions allowed!) – and to have read both plays by the beginning of the semester. A reader containing further primary and secondary texts will be available at the beginning of the semester. The seminar cannot be joined after the second week of the semester.

5250053 English Literary Fairytale and Short Story

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

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

Dieses Seminar befasst sich mit den Genres Literary Fairytale and Shortstory in der englischen Literatur des 19. und 20. Jahrhunderts. Es stellt Varianten der klassischen und modernen Kurzerzählung vor und setzt Innovationen des 20. Jahrhunderts vergleichend ins Verhältnis zu Texten des vorangegangenen Jahrhunderts. Der Autor Charles Dickens wird dabei als Vertreter des 19. Jahrhunderts mit einem seiner phantasievollen sozialen Märchen im Zentrum unserer Seminardiskussion stehen. Shortstory Texte von AutorInnen wie Virginia Woolf und H.G. Wells stehen anschließend für die literarischen Innovationen des 20. Jahrhunderts. Das Seminar findet in englischer Sprache statt. Die Texte werden in einem Reader zur Verfügung gestellt.

5250054 Poetry of the Mid-Victorian Period

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

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

Ah! Two desires toss about
The poet's feverish blood.

One drives him to the world without,
And one to solitude.

Matthew Arnold's lines illustrate how much of the Romantic impulse survived into the allegedly bleak Victorian age with its confidence in Utilitarian values. Victorian poetry reveals tensions that are symptomatic of Victorian culture: while it permanently negotiates with its Romantic heritage, at the same time, however, poets feel the need to redefine the poetic discourse for the Victorian age. When John Stuart Mill, e.g., rejected Romantic poetry as "feeling confessing itself to itself in moments of solitude," he expressed a warning that Arnold took very seriously, arguing in 1853 against "the dialogue of the mind with itself" and for the need to write poetry with a moral purpose. Yet, Victorian poetry also represents a cultural space where the artist could criticize society and find solace in moments of frustration and despair.

We will study a selection of Victorian poetry focussing in particular on Alfred Tennyson, Matthew Arnold, Robert Browning, Elizabeth Barrett-Browning, Dante Gabriel and Christina Rossetti.

A reader with all the texts will be available at the beginning of the semester.

5250055 Country and City in Wessex Literature

2 SWS 3 SP
SE Fr 08-10 wöch. DOR 24 , 1.501 B. Schnabel

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

Der britische Autor Thomas Hardy ist für die Beschreibung der Schönheit des Südwestens Englands bekannt. In seinen Texten gestaltet er die Region Wessex zum Schauplatz seiner Geschichten. Er vereint auf beeindruckende Weise Dichtung und Sozialkritik. Die Begriffe Country und City stehen dabei für den sozio-ökonomischen Wandel, der sich in der zweiten Hälfte des 19. Jahrhunderts in England vollzieht. Die Industrialisierung, verbunden mit dem Begriff der City, übt nicht nur Einfluss auf die Lebensweise der urbanen Bevölkerung aus, sondern tangiert auch die sozialen und persönlichen Lebensbedingungen der Landbevölkerung. Wir werden uns mit zwei Romanen und einem Essay Hardys befassen, in denen sowohl Fragen von Naturschönheit und Industrialisierung als auch die Themen Liebe, weibliche Emanzipation und viktorianische Sexualmoral thematisiert werden. Dabei wird die schriftstellerische Entwicklung Hardys vom Autor eines humoristischen Pastoralromans bis hin zum engagierten Verfasser sozialkritischer Literatur aufgezeigt. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt. Das Seminar findet in englischer Sprache statt.

5250056 "That fierce unmanagable blood" - Poetry of the Great War

2 SWS 3 SP
SE Mo 14-16 wöch. DOR 24 , 1.501 J. Schoen

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

With the impending centenary celebrations of 1914-1918, it seems appropriate to reassess some of the poetry that has been produced in connection with the First World War. We will briefly touch upon common features of war literature and on texts and circumstances of canonic writers. The main goal of this course, however, will be to get to know and explore lesser known poets, such as Isaac Rosenberg or John Rodker, for whom the war experience brought to the fore their ambiguous position in British society. A reader with texts for the seminar and an extensive bibliography will be available at the copy-shop in Georgenstrasse.

5250057 Black British Fiction

2 SWS 3 SP
SE Fr 12-14 wöch. UL 6 , 2014A I. Maassen

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

Notting Hill Carnival, Hiphop, Brixton clubs – the Black British community constitutes one of the largest and culturally most vibrant ethnic minorities in Britain today. Drawing on the discursive context of multiculturalism and issues of integration, racism, and urban violence, this seminar aims to look at the literary representations of Britons with African or Afro-Caribbean roots in contemporary British society. Focusing on prose fiction but also taking in examples from poetry and the theatre, we are going to explore issues of migration and diaspora, of identity and hybridity, of roots and routes, and the cultural negotiations between Black Pride and black British.

Please purchase the following novels:

- Caryl Phillips, *Crossing the River* (1st publ. 1993, Vintage pb. 2006, ISBN 978-0099498261)
- Diran Adebayo, *Some Kind of Black* (Abacus pb. 1997, ISBN 978-0349108728)
- Andrea Levy, *Fruit of the Lemon* (Review Headline pb. 2000, ISBN 978-0747261148)

A Reader with primary and secondary material will be made available.

Requirements:

- regular attendance and active participation
- in-depth knowledge of the reading material
- oral presentation and/or worksheets

5250058 Romantic Imaginations

2 SWS 3 SP
SE Di 08-10 wöch. DOR 24 , 1.501 K. Franz

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

This course is designed to introduce students to major concepts and key literary works produced in Britain during the Romantic period. By the end of the semester students will have a profound knowledge of a wide range of texts (primarily representative works of prose and poetry) and of aesthetic concepts, such as the Gothic, the Sublime and the Beautiful, Sensibility and Sympathy. Participants will be encouraged to explore different methods of engaging critically with the texts and sharing their own readings with others.

Note on texts: A reader will be provided at the beginning of the summer term.

5250061 Oscar Wilde and His Contemporaries

2 SWS 3 SP / 4 SP
SE Do 10-12 wöch. I 110 , 306 K. Frisch

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

Oscar Wilde was not only a dazzling personality but also a prolific and masterful writer. While his texts are now more than a century old they have lost nothing of their allure, their wit and wisdom. Yet often overlooked is the rich and diverse literary scene of which Wilde was part. In my seminar our focus will be two-fold: On the one hand we will have a closer look at selected texts by Wilde. On the other we will study lesser-known writers of the same period. The goal of the course will be to create a comprehensive picture of the last decade of the 19th century, also known as the Fin-de-Siècle.

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.

5250082 Word-Formation

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

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

5250083 Word-Formation

2 SWS 3 SP
SE Do 10-12 wöch. UL 6 , 2004A 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 available in Moodle.

5250089 Phonetics and Phonology

2 SWS 3 SP
SE Mo 14-16 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. Throughout the course, the focus will be on the major varieties of English. As needed, we will contrast English with other languages, especially German. Students will additionally have the opportunity to investigate other languages which are of interest to them.

5250096 Inflectional Morphology (englisch)

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

Starting from certain semantic categories (e.g. Temporality and Aspectuality), the seminar studies the morphological, or rather, morpho-syntactic (functional) categories Tense, Correlation and Aspect as well as Mood of the English verb, which are seen as based on privative binary oppositions. In a similar way, the category of Voice is discussed in the context of building the information structure of sentences. The seminar correspondingly explores the English noun with regard to the concept of countability, the category of Number and the phenomenon of (formal vs. notional) concord. Furthermore, the seminar takes a comparative look at whether and how the concepts and semantic categories in question are grammaticalised in German. The categories are also examined from the perspective of Cognitive Grammar in general and the mental-space theory in particular.

5250119 English Syntax (englisch)

2 SWS	2 SP					
SE	Fr	14-16	wöch.	DOR 24 , 1.501	A. McIntyre	
SE	Fr	16-18	wöch.	DOR 24 , 1.501	A. McIntyre	
SE	Fr	18-20	wöch.	DOR 24 , 1.501	A. McIntyre	

This seminar aims to give participants a good understanding of a broad range of issues in syntax. After revising the material covered in the introductory courses, the course will cover (among other things) functional categories (determiners, auxiliaries and complementizers), passive, question formation, infinitives, negation and relative clauses. We will focus on English data, but use data from other languages (including German) as a basis for comparison. The seminar will introduce (and critically discuss) the approach to language mainly associated with Noam Chomsky (variously known as the "principles and parameters theory", "generative grammar" and, in its more recent versions, "minimalism"). Part of the rationale for using this approach is that it (rightly or wrongly) enjoys mainstream status and is the only theory with which familiarity is presupposed in international linguistics journals.

5250150 Introduction to Semantics

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

Modul 7: American Literary History

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

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

detaillierte Beschreibung siehe S. 7

5250017 American Literary History II: World War I to the Present

1 SWS	1 SP					
SE	Mi	16-18	14tgl./1 (1)	DOR 24 , 1.501	E. Boesenberg	
SE	Mi	16-18	14tgl./2 (2)	DOR 24 , 1.501	E. Boesenberg	
SE	Do	12-14	14tgl./1 (3)	DOR 24 , 1.601	D. Löbbermann	
SE	Do	12-14	14tgl./2 (4)	DOR 24 , 1.601	D. Löbbermann	

- 1) Gruppe 1: "1. Sitzung: 10.04.; 16:15-17:00 Uhr"
- 2) Gruppe 2: "1. Sitzung: 10.04.; 17:00-17:45 Uhr"
- 3) Gruppe 3: "1. Sitzung: 11.04.; 12:15-13:00 Uhr"
- 4) Gruppe 4: "1. Sitzung: 11.04.; 13:00-13:45 Uhr"

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

Modul 8: Oral Skills and Language Awareness

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

5250121 Language Awareness: Grammar in Context

2 SWS	2 SP					
UE	Mo	14-16	wöch.	DOR 24 , 1.505	K. Heukroth	
UE	Mi	10-12	wöch.	UL 6 , 2004A	U. Scheffler	
UE	Do	10-12	wöch.	I 110 , 349	U. Scheffler	

detaillierte Beschreibung siehe S. 5

5250122 Language Awareness: Working with Words

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

detaillierte Beschreibung siehe S. 5

5250123 Language Awareness: Academic Vocabulary

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

detaillierte Beschreibung siehe S. 5

5250124 Language Awareness: From Paragraph to Essay

2 SWS	2 SP					
UE	Do	08-10	wöch.	I 110 , 349	U. Scheffler	

detaillierte Beschreibung siehe S. 5

5250125 Language Awareness: Learning Language with Literature

2 SWS	2 SP					
UE	Di	14-16	wöch.	I 110 , 306	E. Kelly	

detaillierte Beschreibung siehe S. 8

5250126 Listening and Speaking: Listening Comprehension and Oral Expression

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 radio programmes and film material will cover topics related to British and American social and cultural life. The course aims to develop students' abilities in listening for gist and detail and gives the opportunity to practice spoken English. Introduction to basics of academic presentation; participants will have to deliver a brief presentation and make several short in-class recordings. It is recommended that students take this course before *Presentation and Discussion*.
Students from the second term onwards: Please register by 21 March 2013 using the printed form you find at "Weitere Links" (see top of the page)

5250127 Listening and Speaking: Note-taking and Discussion Skills

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

detaillierte Beschreibung siehe S. 5

5250128 Listening and Speaking: Voices of Great Britain, Ireland and the United States

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

detaillierte Beschreibung siehe S. 5

5250129 Presentation and Discussion: Public Speaking Skills

2 SWS	2 SP					
UE	Di	16-18	wöch.	I 110 , 343	E. Kelly	

detaillierte Beschreibung siehe S. 6

5250130 Presentation and Discussion: Presentation Practice

2 SWS	2 SP					
UE	Di	12-14	wöch.	I 110 , 347	A. Fausser	
UE	Do	12-14	wöch.	I 110 , 349	A. Fausser	

detaillierte Beschreibung siehe S. 6

5250131 Presentation and Discussion: Britain in Brief

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

detaillierte Beschreibung siehe S. 6

5250132 Presentation and Discussion: Current Trends and Developments in Great Britain and Ireland

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

detaillierte Beschreibung siehe S. 6

5250133 Presentation and Discussion: Current Trends and Developments in the USA

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

detaillierte Beschreibung siehe S. 6

5250134 English Play 2: The Woman in White

2 SWS	3 SP					
UE	Mo	12-14	wöch.	DOR 24 , 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 9

5250142 Language Consultation

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

detaillierte Beschreibung siehe S. 8

5250143 Language Consultation

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

detaillierte Beschreibung siehe S. 8

Vertiefungsstudium**Modul 9: English Language in Social and Cultural Context****5240330 Soziolinguistik**

2 SWS	3 SP					
SE	Do	12-14	wöch.	DOR 24 , 1.608	I. Grantyn	

Offen für Studierende des BA Französisch und BA Spanisch und der BA Englisch, Modul 9 (hier beschränkt auf 8 Teilnehmer - 4 SP).

Anmeldung für alle per e-mail an Frau Grantyn: inga.grantyn@romanistik.hu-berlin.de.

Das Seminar widmet sich ausgewählten theoretischen und methodologischen Aspekten der Soziolinguistik. Am Beispiel des Spanischen, Französischen und Englischen wird die wissenschaftsgeschichtliche Entwicklung dieser Disziplin unter Berücksichtigung der Nachbarwissenschaften (Soziologie, Psychologie, Pragmatik) dargestellt und auf aktuelle Fragestellungen und Forschungsparadigmen eingegangen. Sprachsoziologische Begriffe wie Diglossie, Sprecheridentität, Prestige sowie varietätenlinguistische Begriffe wie Standard, Dialekt, Soziolekt, Register, Stil stehen im Mittelpunkt der Diskussion. Einen weiteren Schwerpunkt bilden soziokulturelle versus universelle Aspekte des Sprachkontakts.

5250088 Semantics

2 SWS	4 SP					
SE	Di	10-12	wöch.	UL 6 , 2004A	M. Egg	

This course offers an introduction to semantics, starting out from the basic concepts and notions that were introduced in Module 1 and broadened in Module 6, linking them to modern semantic theory-building. Students will be initiated to theoretical approaches to semantics including a gentle introduction to the logical representation systems for semantics. We will also focus on the role of semantics in the overall structure of the language system, hence, will investigate the syntax-semantics interface that determines the meaning of syntactically complex constituents on the basis of syntactic structures.

5250091 English intonation

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

This course looks at the prosody and intonation of English both in a purely empirical hands-on way, and from a more theoretical point of view. As for the first point we shall look at phonetic aspects of word stress, accent types, and phrasing in English by using the sound program PRAAT (freely available online) with the aim of training our ears to the way we realize stress, for instance in

words like 'permit' (noun) vs. 'permit' (verb), and the way we realize accents, for instance in statements vs. questions. With regard to the second point we shall look at phonological theories that account for the placement of stress and the occurrence of stress shift as in 'Pete is nineTEEN' vs. 'This book costs NINEteen dollars'. We shall also look at theories that investigate the interaction of phonology with syntax and semantics. For instance, why is it that the stress in 'watch maker' is on the first constituent but in 'stone wall' it is on the second? Why is it that 'John only introduced BILL to Ann' means something different than 'John only introduced Bill to ANN'? Finally we will also look at the role of intonation in irony - is there an ironic tone of voice?

Literature: Will be made available on Moodle.

Course credits are given for homework and discussion in class.

5250097 Pragmatics

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

5250120 Argument structure (englisch)

2 SWS	4 SP					
SE	Do	18-20	wöch.	DOR 24 , 1.502	A. McIntyre	

The seminar deals with questions concerning the relation of meaning and syntactic structure in the verb phrase. Central here is the notion of "argument structure", the area of linguistics dealing with the manner in which an expression allows the syntactic realisation of its arguments (i.e. the expressions semantically dependent on it). Examples of questions considered are as follows. What determines which argument appears as subject in a sentence, i.e. why can we say "John made the coffee" and "The coffee was made by John" but not "*The coffee made John"? Is there any difference in meaning between pairs of sentences with the same verb but different argument structures like "Fred gave the book to Jane" and "Fred gave Jane the book"? Is there a good reason why such alternations are not always possible (e.g. "I donated books to museums" but not "*I donated museums books"). Which principles of argument structure operative in English are universal and which are specific to English?

Modul 10: Linguistics as a Cognitive Science

5240330 Soziolinguistik

2 SWS	3 SP					
SE	Do	12-14	wöch.	DOR 24 , 1.608	I. Grantyn	

detaillierte Beschreibung siehe S. 23

5250088 Semantics

2 SWS	4 SP					
SE	Di	10-12	wöch.	UL 6 , 2004A	M. Egg	

detaillierte Beschreibung siehe S. 23

5250091 English intonation

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

detaillierte Beschreibung siehe S. 23

5250097 Pragmatics

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

detaillierte Beschreibung siehe S. 24

5250120 Argument structure (englisch)

2 SWS	4 SP					
SE	Do	18-20	wöch.	DOR 24 , 1.502	A. McIntyre	

detaillierte Beschreibung siehe S. 24

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

5250059 Modernist Drama

2 SWS	4 SP					
SE	Mo	10-12	wöch.	DOR 24 , 1.601	S. Lieske	

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Even though the London theatre was still dominated by melodrama and the so-called "well-made play" at the end of the 19th century, the *fin de siècle* generated a variety of challenging experiments in drama and theatre. It is not surprising that - in the context of the Irish Renaissance Movement - the playwrights associated with Dublin's Abbey Theatre influenced English and European drama and theatre in a major way.

Seminar discussions will focus on Oscar Wilde's reshaping of the comedy of manner and tragedy, G.B.Shaw's "new realism" in drama as well as the contribution of Irish playwrights, such as W.B. Yeats and John M. Synge, to 20th century drama.

Please bring your own copy of the following texts to our class - and read them before the beginning of the semester:

Oscar Wilde, *Salome* (1894);
 ----, *The Importance of Being Earnest* (1895);
 G.B. Shaw, *Mrs. Warren's Profession* (1893);
 .B. Yeats, *The Countess Cathleen* (1899);
 John M. Synge, *The Playboy of the Western World* (1907).

5250060 Narrating the Self in New Zealand Fiction 1800-2000

2 SWS	4 SP				
SE	Do	10-12	wöch.	DOR 24 , 1.601	K. Tordasi

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Words – those teeny soundbitish things that when carved/scrawled/painted/whispered/ shouted/sung/droned/exactly written say

I am a human being
 I think this-
 I hoped that-
 I was here-
 - Keri Hulme

From its very beginning, New Zealand's literature draws on a unique blend of Maori, Pakeha (New Zealand European), Pacific and Asian cultures. The British colonisers and the generations that followed them, authors and artists growing up with a Maori heritage: They all engage with questions of self-perception and national identity.

This seminar examines different facets of New Zealand fiction from 1800 to 2000, focusing on the formation and representation of identity in novels, short stories and film. The reading list includes short stories by Katherine Mansfield and Keri Hulme, novels by Janet Frame and Alan Duff, as well as Jane Campion's movie *The Piano*.

In preparation for the seminar, please procure and read the following novels:

Alan Duff, *Once Were Warriors*

Janet Frame, *Towards Another Summer*

A reader with additional texts will be available at the beginning of the semester.

5250062 Innovative Twentieth-Century Theatre

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

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Der Expressionismus und das Theater des Absurden gehören im 20. Jahrhundert zu den interessantesten neuen und experimentellen Formen des zeitgenössischen Dramas. Unser Kurs präsentiert zwei anglo-irische Vertreter dieser Kunstform, Sean O'Casey und Samuel Beckett.

Das Seminar wird die künstlerische und ideologische Entwicklung verfolgen, die das experimentelle Theater von O'Casey bis Beckett nahm und ebenso die Anti-Kriegshaltung beider Autoren einschließen. Textanalyse sowie Aspekte von Transformation und Performanz werden dabei in engem Zusammenhang mit ihrem spezifischen ästhetischen und historischen Kontext stehen. Zu letzterem gehören die sogenannten „Roaring Twenties“ sowie die beiden Weltkriege des 20. Jahrhunderts. Das Seminar findet in englischer Sprache statt. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt.

5250063 Queer Reading

2 SWS	3 SP / 4 SP				
SE	Mo	16-18	wöch.	I 110 , 343	C. Cronjäger

Die Teilnehmerzahl ist auf 20 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Queer theory has brought about a paradigm shift in the understanding of gender, sexuality, and identity as analytical categories. In this sense, it allows for the incorporation of all social groups that consider themselves non-heterosexual. This course will survey some of the various forms that same sex desire has taken in literary representations of fiction from the nineteenth century until the present time. We will examine the historical development of sexual 'knowledge' and identities, and we will consider how the issues they represent might affect literary narration, characterization, themes, and style. We will also pay attention to the ways in which representations of sexuality overlap with contemporary understandings of categories such as gender and race.

A reader with secondary material will be provided at the beginning of the semester.

5250146 Contemporary English Drama

2 SWS	4 SP				
SE	Mi	16-18	wöch.	UL 6 , 2004A	C. Wald

In this course, we will discuss contemporary British plays from a broad perspective that includes eminent figures like Harold Pinter, who was awarded the Nobel Prize for Literature, as well as less established dramatists. We will look at texts that still largely conform to the English tradition of social realism – for example Roy Williams' *Sing Yer Hearts Out For The Lads* (2002), a play about racism set in a London pub during the screening of a football match between England and Germany – as well experimental plays that seek for new forms, such as Martin Crimp's *Attempts on Her Life* (1997), which radically deconstructs the idea of character, and Sarah Kane's *Blasted* (1996), whose initial realistic setting literally explodes and which has become a representative of 'in-yr-face' theatre. We will also consider the cultural and political relevance of the plays; some of them – for instance Sarah Daniels's *Beside Herself* (1990), a play about sexual child abuse – have a clear political (in this case feminist) agenda, while it is more difficult to determine the 'message' of other plays, for instance of Pinter's *Party Time* (1991). Our analysis will always pay attention to the possible ways of staging the plays, and we will deepen this aspect by discussing Simon Stephens' recent play *Wastwater* (2011) and its current production at the Deutsches Theater Berlin.

Modul 12: Paradigms of American Literature and Culture

5250008 Paradigms of American Literature: Gated Communities in American Fiction (englisch)

2 SWS	4 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.501		D. Rose

detaillierte Beschreibung siehe S. 11

5250018 Imagining Pasts: Variations of the Historical Narrative

2 SWS	4 SP					
SE	Fr	10-12	wöch.	DOR 24 , 1.501		D. Löbbermann

This seminar sets out to explore the narrative possibilities of historical fiction. It focuses on four novel(ella)s that develop diverse narrative strategies in their attempt to imagine the past: Nathaniel Hawthorne, *The Scarlet Letter* (1850); Kurt Vonnegut, *Slaughterhouse-Five* (1968); Toni Morrison, *A Mercy* (2008); and Michael Chabon, *The Yiddish Policemen's Union* (2007). Each of these texts provides a different perspective on its historical plot: Hawthorne's *The Scarlet Letter* opens with a narrative frame set in the mid-1800s, while the main action takes place in between 1642 and 1649; Vonnegut's *Slaughterhouse-Five* is narrated in 1968 but tells a story that jumps between various moments in the protagonist's life up to his death in 1976 (!), focusing on his experiences in World War II as well as his abduction by extraterrestrials; Morrison's *A Mercy* is an attempt to re/construct its characters' understandings of themselves and the colonial world they inhabit in the 1690s; Chabon's *The Yiddish Policemen's Union* is set in an alternative version of the present which carries the consequences of an alternative history of the 1940s (in which the European Jews fled the Nazi terror not to Palestine, but to Alaska).

A careful reading of these texts will help us understand their interpretations of the past; the conflicts between nations, genders, races, ethnicities and cultures that they depict; and the connection that these conflicts establish between the past and the present. A main focus of the seminar will be on the analysis of narrative form: on the construction of the relationship between the author's and the historical characters' eras; on the relationship between narrative time and narrated time within the text; and the relationship between history and fiction. If history is accessed through narrative, how do these narratives reflect their own status between history and fiction?

I recommend a familiarization with (at least some of) the four texts prior to the beginning of classes. Additional material will be made available in a reader.

5250019 Contemporary American Cinema (englisch)

2 SWS	4 SP					
SE	Mi	12-14	wöch.	DOR 24 , 1.601		C. Wald

In this seminar, we will focus on recent American films that employ innovative formal devices to depict the subjective perception of their protagonists. For audiences, these formal experiments often involve a hermeneutic challenge, as they have to determine the border between reality and imagination or to unravel the actual sequence of events. Among the films to be discussed, we will consider the interplay of memory and forgetting and its implications for identity in Christopher Nolan's *Memento* (2000) and Michel Gondry's *Eternal Sunshine of the Spotless Mind* (2004). We will explore the doppelgänger motif in David Fincher's *Fight Club* (1999) and Darren Aronofsky's *Black Swan* (2010), and the visualisation of the protagonists' unconscious in Nolan's *Inception* (2010) and Spike Jonze's *Being John Malkovich* (1999).

Modul 13: Writing Skills

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

5250135 Writing Tools and Strategies: Academic Writing

2 SWS	2 SP					
UE	Mo	10-12	wöch.	UL 6 , 2004A		E. Gibbels
	Mo	12-14	wöch.	UL 6 , 2004A		E. Gibbels

detaillierte Beschreibung siehe S. 6

5250136 Writing Tools and Strategies: Essay Writing

2 SWS	2 SP					
UE	Mi	08-10	wöch.	UL 6 , 2004A		U. Scheffler

detaillierte Beschreibung siehe S. 7

5250137 Writing Tools and Strategies: Essay Writing

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

detaillierte Beschreibung siehe S. 10

5250138 Writing Tools and Strategies: Essay Writing

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

detaillierte Beschreibung siehe S. 7

5250139 Writing Tools and Strategies: Writing the Term Paper

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

detaillierte Beschreibung siehe S. 13

5250140 Translation Tools and Strategies: Translation in Academic Contexts

2 SWS	2 SP					
UE	Mi	12-14	wöch.	UL 6 , 3001	E. Gibbels	
UE	Mi	14-16	wöch.	UL 6 , 3001	E. Gibbels	

The course addresses typical headaches that native speakers of German face when translating into English. A set of exercises raises students' awareness of successful translation operations and grammar patterns. The main tool is the monolingual dictionary (still irreplaceable!). Several practice translations in class. Credit points on the basis of attendance and course work, including home assignments.

Students from the second term onwards: Please register by 21 March 2013 using the printed form you can find at "Weitere Links" (see top of the page)

5250141 Translation Tools and Strategies: Language Learning through Translation

2 SWS	2 SP					
UE	Di	10-12	wöch.	DOR 24 , 1.502	K. Heukroth	
UE	Fr	08-10	wöch.	DOR 65 , 325	K. Heukroth	

detaillierte Beschreibung siehe S. 12

5250142 Language Consultation

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

detaillierte Beschreibung siehe S. 8

5250143 Language Consultation

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

detaillierte Beschreibung siehe S. 8

Modul 15: Fachdidaktik English**5250027 Einführung in die Grundlagen der Fachdidaktik**

2 SWS	3 SP					
VL	Di	14-16	wöch.	DOR 24 , 1.501	U. Pehle	

5250028 Ausgewählte Kapitel des Fremdsprachenunterrichts-Primarstufe

2 SWS	3 SP					
SE	Di	16-18	wöch.	DOR 24 , 1.501	U. Pehle	

5250029 Ausgewählte Kapitel des Fremdsprachenunterrichts-Primarstufe und Sek I

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

Bitte melden Sie sich per Mail an: silke.stutzke@rz.hu-berlin.de

5250030 Ausgewählte Kapitel des Fremdsprachenunterrichts Sek II

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

Bitte melden Sie sich an unter silke.stutzke@rz.hu-berlin.de

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP					
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer	

Achtung: Dies ist keine anrechenbare Veranstaltung und ersetzt keine Lehrveranstaltung im Sinne der Studien- und Prüfungsordnung.

Immer mehr Klassenzimmer in Berlin werden mit interaktiven Whiteboards (IWBs) ausgestattet. Doch wie nutzt man die Vorteile dieses neuen Mediums? Wie bezieht man SchülerInnen in die Nutzung der interaktiven Tafeln mit ein? Genau auf diese wichtigen Fragen sollen im Q-Tutorium Antworten gefunden werden, indem gemeinsam Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes der IWBs erarbeitet werden. Dafür wird zunächst recherchiert, was kommunikationsorientierten Unterricht ausmacht. Nach einer Einführung in die SMART Board Software wird es dann vor allem um die Entwicklung eigener Tafelbilder, Aufgaben und Übungen für einen kommunikativen und lernendenaktivierenden Einsatz des IWB im Fachunterricht gehen. Dafür erhalten alle Teilnehmenden einen eigenen Software-Key, sodass die SMART Board Software auch von zu Hause aus genutzt werden kann. Ziel des Tutoriums ist es, einen Katalog an Materialien und Stundenentwürfen zu entwickeln, aber auch die Eignung vorhandener Materialien für den Unterricht zu beurteilen.

Der Kurs richtet sich vor allem an Bachelorstudierende mit Lehramtsoption, aber auch alle Lehramtsmasterstudierenden sind dazu eingeladen, am Kurs teilzunehmen.

Das Projektstudium kann leider keine regulären Kurse ersetzen, kann aber mit 3 SP im Rahmen der individuellen Vertiefung (Zweifach Englisch BA, Erstfach Englisch BA 80 SP, BA Amerikanistik), im Rahmen der BZG oder im freien Modul im MA Amerikanistik anerkannt werden. Außerdem erhalten alle Studierenden auf Wunsch ein Teilnahmezertifikat.

Von den TeilnehmerInnen wird eine große Bereitschaft zur aktiven Mitgestaltung des Tutoriums erwartet. Da die Teilnehmerzahl auf 20 begrenzt ist, melden Sie sich bitte möglichst frühzeitig per E-Mail unter susann.dannhauer@student.hu-berlin.de an.

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS
PSE

K. Schultze

Q-Team für Master-Studierende aller Fremdsprachendidaktiken

Fortgeschrittene Lehramts-Studierende, die sich im SoSe 2013 als qualitativ-empirische Forscher/innen erproben möchten, sind herzlich zur Teilnahme am Q-Team "Exploring Language Learner Narratives: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews" eingeladen.

Weitere Informationen siehe angehängter Flyer. (Links)

Ansprechpartnerin: Katrin Schultze (Fachdidaktik Englisch)

katrin-schultze@hu-berlin.de

Modul 15a: Schulpraktische Studien

5250032aVorbereitung auf das Unterrichtspraktikum I

2 SWS
SE

3 SP
Fr

10-12

wöch.

DOR 24 , 1.502

F. Klimczak

5250032bVorbereitung auf das Unterrichtspraktikum II

2 SWS
SE

3 SP
Fr

08-10

wöch.

DOR 24 , 1.502

F. Klimczak

5250033 Unterrichtspraktikum

2 SWS
PR

3 SP

A. Hirschfelder,
F. Klimczak,
K. Schneider,
K. Schultze

5250036aNachbereitung des Unterrichtspraktikums Sek I und II (A)

2 SWS
SE

4 SP
Do

08-10

wöch.

DOR 24 , 1.502

F. Klimczak

Anmeldungen bitte an silke.stutzke@rz.hu-berlin.de

5250036bNachbereitung des Unterrichtspraktikums Sek I und II (B)

2 SWS
SE

4 SP
Do

12-14

wöch.

DOR 24 , 1.502

F. Klimczak

5250036cNachbereitung des Unterrichtspraktikums (C) - für Grundschule und Sek I

2 SWS
SE

4 SP
Fr

12-14

wöch.

DOR 24 , 1.502

K. Schneider

"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen in Planung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."

Bitte melden Sie sich an unter englischdidaktik@hu-berlin.de

5250036d Nachbereitung des Unterrichtspraktikums (D) - für Grundschule und Sek I

2 SWS	4 SP				
SE	Fr	14-16	wöch.	DOR 24 , 1.502	K. Schneider

"Nachdem Sie Ihr Unterrichtspraktikum Englisch absolviert haben, reflektieren Sie Ihre Erfahrungen selbstständigen Unterrichts, setzen diese in Beziehung zu theoretischen Diskursen der Fremdsprachendidaktik und vergleichen sie mit Unterrichtsbeobachtungen, die Sie während Ihres Praktikums gemacht haben. Sie präsentieren und diskutieren Alternativen in Planung und Durchführung des eigenen Unterrichts und verbinden so Theoriebildung mit Unterrichtspraxis."
Bitte melden Sie sich an unter englischdidaktik@hu-berlin.de

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP				
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer

detaillierte Beschreibung siehe S. 27

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS					K. Schultze
PSE					

detaillierte Beschreibung siehe S. 28

Modul 16: Berufsfeldbezogene Studien**5200002 Training zur beruflichen Orientierung**

1 SWS	1 SP				
PW	Fr	13-16	Einzel (1)	GEO 47 , 3.16	L. Schulz
PW	Sa	09-12	Einzel (2)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (3)	DOR 24 , 1.308	L. Schulz
PW	Fr	11-14	Einzel (4)	GEO 47 , 3.16	L. Schulz
PW	Fr	15-18	Einzel (5)	GEO 47 , 3.16	L. Schulz
PW	Sa	09-12	Einzel (6)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (7)	DOR 24 , 1.308	L. Schulz
PW	Fr	13-16	Einzel (8)	GEO 47 , 3.42	L. Schulz
PW	Sa	09-12	Einzel (9)	DOR 24 , 1.308	L. Schulz
PW	Sa	13-16	Einzel (10)	DOR 24 , 1.308	L. Schulz

- 1) findet am 26.04.2013 statt
- 2) findet am 27.04.2013 statt
- 3) findet am 27.04.2013 statt
- 4) findet am 03.05.2013 statt
- 5) findet am 03.05.2013 statt
- 6) findet am 04.05.2013 statt
- 7) findet am 04.05.2013 statt
- 8) findet am 17.05.2013 statt
- 9) findet am 18.05.2013 statt
- 10) findet am 18.05.2013 statt

detaillierte Beschreibung siehe S. 13

5200003 Job_Enter. Berufswege für Geistes- und SozialwissenschaftlerInnen

1 SWS					
VR	Di	18-20	wöch. (1)	DOR 24 , 1.205	K. Schütz

1) findet vom 23.04.2013 bis 11.06.2013 statt

detaillierte Beschreibung siehe S. 13

5200004 Vom Studium zum Beruf

2 SWS	3 SP				
PL	Mo	12-14	wöch. (1)	DOR 24 , 1.404	K. Schütz

1) findet vom 08.04.2013 bis 08.07.2013 statt

detaillierte Beschreibung siehe S. 14

5200005 Von der Uni in die freie Wirtschaft. Nützliche Bewerbungsstrategien und berufliche Perspektiven für GeisteswissenschaftlerInnen.

2 SWS 3 SP
PL Fr 10-12 wöch. (1) DOR 24 , 1.404 I. Kummert
1) findet vom 12.04.2013 bis 12.07.2013 statt
detaillierte Beschreibung siehe S. 14

5200006 Lebendige Sprache und Freude am Sprechen

2 SWS 3 SP
PL Fr 14-18 14tgl. (1) DOR 24 , 3.020 B. Kommerell
1) findet vom 19.04.2013 bis 12.07.2013 statt
detaillierte Beschreibung siehe S. 14

5200007 Spielplangebundene Workshoparbeit in der Theaterpädagogik des Maxim Gorki Theaters Berlin

2 SWS 3 SP
PL Fr 15-17 Einzel (1) J. Panskus
Fr 15-19 Einzel (2) J. Panskus
Fr 15-19 Einzel (3) J. Panskus
Fr 15-19 Einzel (4) J. Panskus
Fr 15-19 Einzel (5) J. Panskus
Fr 15-19 Einzel (6) J. Panskus
Fr 15-19 Einzel (7) J. Panskus
Sa 11-16 Einzel (8) J. Panskus
DOR 24 , 1.404

1) findet am 26.04.2013 statt
2) findet am 10.05.2013 statt
3) findet am 17.05.2013 statt
4) findet am 24.05.2013 statt
5) findet am 31.05.2013 statt
6) findet am 07.06.2013 statt
7) findet am 14.06.2013 statt
8) findet am 15.06.2013 statt
detaillierte Beschreibung siehe S. 15

5200011 Karriere- und Praxiswoche 2013 - für Geistes-, Sozial- und Wirtschaftswissenschaftler/innen

1 SWS 1 SP
Proj 12-18 Block (1) K. Schütz
1) findet vom 13.05.2013 bis 17.05.2013 statt
detaillierte Beschreibung siehe S. 15

5250014 Kreatives Schreiben für den Literaturmarkt

2 SWS 3 SP
PL Di 18-20 wöch. DOR 24 , 1.502 L. Kuppler
detaillierte Beschreibung siehe S. 16

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS 3 SP
PT Mi 08-10 wöch. DOR 24 , 1.502 S. Dannhauer
detaillierte Beschreibung siehe S. 27

5250111 Introduction to conference Interpreting (consecutive + simultaneous) (englisch)

2 SWS 3 SP
PL Do 10-12 wöch. DOR 65 , 459 E. Affandi
detaillierte Beschreibung siehe S. 4

5250112 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS 3 SP
PL Do 12-14 wöch. DOR 65 , 459 E. Affandi
detaillierte Beschreibung siehe S. 4

5250113 Interpreting Discussions (englisch)

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

detaillierte Beschreibung siehe S. 16

5250115 Professional Translation Skills II (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. 4

5250116 Professional Translation Skills II (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. 4

5250145 Praxiskolloquium

1 SWS 1 SP
PCO Mo 16-18 wöch. UL 6 , 2014B E. Gibbels

6 Sitzungen

Pflichtveranstaltung für Studierende im BA Englisch. Für die Zulassung zum Kolloquium sollten Sie das Praktikum absolviert und den Großteil der Studienpunkte aus den BZQ-Kursen erworben haben. Bitte melden Sie sich bis zum 12. April 2013 bei mir an (elisabeth.gibbels@rz.hu-berlin.de) und stellen Sie sicher, dass Sie an der ersten Sitzung teilnehmen können. Dort werden die Kursmodalitäten abgesprochen.

Die erste Veranstaltung ist am 15.04.2013.

Studiengang Master (MA) Amerikanistik

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

5250134 English Play 2: The Woman in White

2 SWS 3 SP
UE Mo 12-14 wöch. DOR 24 , 1.502 S. Ehlert

detaillierte Beschreibung siehe S. 9

Modul 2: Reading American Literature and Culture

5250020 American Literary History II: World War I to the Present (Lektürekurs für BA-Studierende)

1 SWS 3 SP
LK - 14tgl. N.N.

(siehe BA AM - Modul 1)

Modul 3: Intercultural Relations

5250098 Interpreting Discussions and Negotiations (englisch)

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

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 per email: eva.affandi@rz.hu-berlin.de

5250099 Advanced Writing: Current Affairs in the U.S. (englisch)

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

This class is designed to give participants the opportunity to read about and discuss current events, political, social, and cultural developments, and issues of general interest in the U.S. Participants will complete weekly readings at home and take part in discussions. In addition, students will participate in writing, editing and organization exercises and develop a term paper (7-10 pp.). One in-class presentation is required. To participate in the course, send an E-Mail to: Lefko003@hotmail.com by April 3. Registration limited to 15.

5250100 Non-Fiction Writing (englisch)

2 SWS	2 SP				
UE	Do	10-12	wöch.	DOR 24 , 2.102	S. Ehlert

This class is designed to provide an opportunity for students to read a variety of interesting modern non-fiction writing selections in English and try their hand at creating their own pieces. Students will develop a writing portfolio and participate in in-class readings and critiques. To participate in the course, send an E-Mail to: Lefko003@hotmail.com by April 3. Registration limited to 20.

5250134 English Play 2: The Woman in White

2 SWS	3 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.502	S. Ehlert

detaillierte Beschreibung siehe S. 9

Modul 4: Identities

5250021 Critical Whiteness Studies (englisch)

2 SWS	3 SP / 4 SP				
SE	Di	16-18	wöch.	DOR 24 , 1.601	E. Boesenberg

Even though Critical Whiteness Studies established itself as an important strand in cultural theory in North American universities only in the 1990s, it has a long history, for members of marginalized ethnic groups have reflected on the construction of whiteness at least since the eighteenth century. Building on their insights, we will discuss whiteness and its role in North American culture (and, to a lesser extent, German culture) from a variety of perspectives that highlight its interrelatedness with categories such as gender, sexuality and class.

The power of whiteness in Western cultures depends on its ability to present itself as "normal" – which means that recognizing it requires a willingness on the side of white people to question assumptions often considered self-evident. In order to understand whiteness, we also need to address the legacy of colonialism, slavery, genocidal politics towards Native Americans, Orientalism, and other forms of racist oppression on today's North American as well as German culture.

We will read texts by scholars such as Toni Morrison, Nell Irvin Painter, Julian B. Carter, Peggy Piesche, Maureen Maisha Eggers and others, and discuss the applicability of their findings to contemporary North American and German cultures. Credit for the course requires regular attendance, participation in class discussion, and contribution to a group presentation.

5250022 The World According to Disney and Pixar: Constructions of Difference in Animated Movies (englisch)

2 SWS	3 SP / 4 SP				
SE	Di	10-12	wöch.	DOR 24 , 1.501	R. Isensee

Since its emergence in the 1930s Walt Disney productions, in print as well as in visual media, have become a major cultural institution in the United States and an American icon per se. Disney animated movies in particular have been both overtly praised and harshly criticized for representing a value system that perpetuates (idealized) mainstream American values without questioning the validity of their universalist and essentialist nature.

Starting with a closer look at the historical context of the development of Disney Studios the course will focus on these questions by analyzing animated Disney movies in terms of constructions of the *Other* with regard to categories such as class, race, ethnicity, gender and sexual orientation. Applying recent approaches of media criticism the course will investigate at the same time the specific narrative strategies underlying the cinematic constructions of cultural difference in selected family-oriented movies produced by Disney Studios in the past 20 years, such as *Arielle*, *The Lion King*, *Aladdin*, *Pocahontas*, *Beauty and the Beast*, *Tarzan* and *The Frog Prince*. The course will conclude with a comparative discussion of competing versions of cultural value production in recent animated movies in the USA, as for instance by Dream-Works Studios.

Course requirements include active class preparation and participation as well as one in-class presentation. The final exam (MAP) will consist of either a paper of 20 pages.

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

5250023 Contemporary Jewish American Literature (englisch)

2 SWS	4 SP				
SE	Mi	12-14	wöch.	DOR 24 , 1.501	E. Boesenberg

In the late twentieth century, a new generation of Jewish American writers emerged. Authors such as Jonathan Safran Foer, Nicole Krauss and Michael Chabon addressed many of the issues that had engaged their predecessors – the specificity of Jewish life in the United States, the significance of the Holocaust for contemporary Jewish life, and others -, but did so from new perspectives. At the same time, their texts also introduced new topics, sometimes in innovative creative formats such as the graphic novel.

In the course of the semester, we will discuss excerpts from approximately ten texts – among them Foer's *Extremely Loud and Incredibly Close*, Chabon's *The Yiddish Policemen's Union*, Art Spiegelman's *Maus*, and Ben Katchor's *The Jew of New York* - in order to explore a range of aspects concerning this dynamic and vibrant strand of contemporary North American literature. Credit for the course requires regular attendance, participation in class discussion, and contribution to a group presentation.
Recommended reading: Art Spiegelman, Maus

5250024 Landmark Decisions of the US Supreme Court (englisch)

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

Modul 6: Mediality

5250025 Film and TV Analysis

2 SWS	3 SP					
LK	Mo	10-12	wöch.	I 110 , 347		MA-Studierende
LK	Di	14-16	wöch.	I 110 , 347		MA-Studierende
LK	Do	12-14	wöch.	I 110 , 347		MA-Studierende

Der Termin Do 18-21 Uhr ist für die Filmvorführungen gedacht und keine weitere Gruppe.

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

5250024 Landmark Decisions of the US Supreme Court (englisch)

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

detaillierte Beschreibung siehe S. 33

5250152 Teaching the University: College Novels as Equipment for Living. (englisch)

2 SWS	4 SP					
PSE	Fr	08-10	wöch.	UL 6 , 2004A		M. Lysik

The college novel, spotlighting student life on and off campus, portrays an individual's struggle for personal advancement and definition of one's own identity and values. Taking the cue from Kenneth Burke's concept of literature as "equipment for living," the college novels' *raison d'être* could be describing strategies for recognizing, analyzing, and handling various, mostly critical, situations in college and in life. These novels can be viewed as manuals for students, catalogues of do's and don'ts, toolboxes for critical self-analysis and self-reflection, and coming-of-age narratives offering potential lessons.

In this Q-Team (<http://bolognalab.hu-berlin.de/projekte-des-bologna.labs/q-programm/q-teams>), we will read and discuss theoretical texts and two novels: *The Marriage Plot* by Jeffrey Eugenides and *The Art of Fielding* by Chad Harbach. We will also seek answers to following questions: What makes a college novel? What themes do the narratives of the university foreground? What lessons do the college novels teach? What types of college novel can be discerned? Can they be catalogued? According to which criteria?

Students will be required to prepare 10-minute presentations on individually selected college novels for a session emulating conference paper presentations and discussion we will stage during our last meeting.

Kindly register via Agnes and by sending an email to the instructor: marta.lysik.1@staff.hu-berlin.de.

Modul 8: Research and Writing Skills

5250099 Advanced Writing: Current Affairs in the U.S. (englisch)

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

detaillierte Beschreibung siehe S. 31

5250100 Non-Fiction Writing (englisch)

2 SWS	2 SP					
UE	Do	10-12	wöch.	DOR 24 , 2.102		S. Ehlert

detaillierte Beschreibung siehe S. 32

5250101 Writing Culture (englisch)

2 SWS	3 SP					
UE	Fr	10-12	wöch.	I 110 , 347		J. Purchla

This course is meant to supplement your familiarity with concepts related to "culture." We will do this by drawing from readings primarily based on sociological understandings of values, beliefs, and behavior in the context of power in society. The course focuses on making and supporting arguments, discussing various points of view, as well as producing and revising texts according to the conventions of clear and coherent "Anglo-American" academic writing. Limited to 15 participants. To participate in the course, send an email to >jeff.purchla@gmail.com< by April 3, 2013.

Studiengang Master (MA) Englische Literaturen - English Literatures

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250102 Academic Writing (englisch)

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

The academic writing course presents graduate students with the opportunity to hone their written language skills at the highest level. Participants will prepare samples of various text-types (e.g. essays, summaries, critiques, reports and research papers) for peer review and discussion. The focus is on purpose and strategy, style and cohesion, as well as on the acquisition of advanced language structures common to academic discourse. Furthermore, attention will be paid to pre-composition skills such as understanding titles, planning and avoiding plagiarism. At the end of the course the practical language MAP is offered provided both courses in Module Ia are completed. Class limited to 15 participants. Registration per email by 05th April 2013: emma.j.fawcett@googlemail.com

5250103 Academic Skills:Essay Composition (englisch)

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

In this course students will familiarize themselves with the styles, techniques and discursive features of essay writing in the English-speaking world by engaging in analytical and creative reflection on a number of themes relating to literary and cultural life in Britain. Participants will have the opportunity to analyse essays written in English and to practise and improve their own argumentative, discursive and descriptive style in essay writing, focusing in particular on structural, ideational and rhetorical appropriacy.

Maximal 15 Teilnehmer.

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do.: 04. April 2013 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang. Aushang der Kursliste am Mo.: 08.04.2013 (Infokästen vor 2001a, UL6).

Modul Ib: Sprachpraxis: Textsortenkompetenz

5250100 Non-Fiction Writing (englisch)

2 SWS	2 SP				
UE	Do	10-12	wöch.	DOR 24 , 2.102	S. Ehlert

detaillierte Beschreibung siehe S. 32

5250104 Professional Communication Skills: Negotiating Skills and Intercultural Competence (englisch)

2 SWS	2 SP				
UE	Di	16-18	wöch.	UL 6 , 3001	M. Davies

In this course, students will have an opportunity to reflect upon linguistic and cultural issues that shape professional communication between individuals from different societies and cultural backgrounds, with particular emphasis being given to Anglo-German negotiations. In addition to sensitising students to possible conceptual, linguistic and discursive differences that may influence the way professional communication is conducted in different societies, the course will enable students to develop and practise the oral and written skills they need to communicate *effectively* in English in a range of situations involving professional cross-cultural exchange. These will involve planning, organizing and conducting simulated meetings and participating in project-work linked to intercultural management.

Maximal 15 Teilnehmer.

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do.: 04. April 2013 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang. Aushang der Kursliste am Mo.: 08.04.2013 (Infokästen vor 2001a, UL6).

5250134 English Play 2: The Woman in White

2 SWS	3 SP				
UE	Mo	12-14	wöch.	DOR 24 , 1.502	S. Ehlert

detaillierte Beschreibung siehe S. 9

Modul II: Authors, Periods, Genres

Die Ringvorlesung 5250151 (Tragödie) von Frau Prof. Lobsien ist im Studiengang Master English Literature als ein Zusatzangebot ohne SP zu verstehen.

5250064 Poesie und Prosa in der englischen Renaissance

2 SWS	0 SP / 4 SP				
VL	Do	12-14	wöch.	UL 6 , 2014B	V. Lobsien

Für Studierende des M.A. English Literatures: Zusatzangebot (keine Studienpunkte); für Studierende des M.A. Europäische Literaturen: 4 Studienpunkte

Die englische Renaissance, geprägt von der Herrschaft Elizabeths I., gilt als Blütezeit kontinental geprägter humanistisch-literarischer Kultur und als Goldenes Zeitalter des Theaters. Neben der dominierenden Gattung des Dramas gibt es schon gegen Ende des 16. Jahrhunderts bemerkenswerte Versuche in erzählenden Genres, und alle 'großen' Autoren – Shakespeare, Sidney, Spenser – schreiben auch Gedichte. Ich möchte in dieser Vorlesung eine Auswahl nicht-dramatischer Werke aus dem späten 16. und aus dem 17. Jh. vorstellen, die nicht nur gattungsgeschichtlich wegweisend sind, sondern auch Einblicke in spezifische Kontexte – politischer, wissenschaftlicher, naturphilosophischer, religiöser Art – ermöglichen, die von ihnen mitkonstituiert und gestaltet werden. Unser Pensum bilden daher einerseits Gedichte von Spenser bis Marvell und Milton, andererseits Prosatexte von Autoren wie Bacon, Bunyan, Browne und Behn. Die Vorlesung will u.a. erkunden, was diese turbulente Epoche im Vorfeld der Moderne bewegt; wie Literatur in unübersichtlicher Zeit heterogene Welterfahrungsmöglichkeiten präsentiert, perspektiviert und in Zusammenhang bringt; wie sie Strategien der Sinnstiftung erprobt und welche sich als tragfähig erweisen. Dabei soll es auch um die formalen Übergänge zwischen den Genres gehen, zwischen Traktat, Essay und Erzählung, zwischen Allegorie und Narration, Romanze und Roman. – Die Gedichte und einige Auszüge aus den Prosatexten werden zu Semesterbeginn über Moodle zur Verfügung gestellt.

5250065 Shakespeare's Problem Plays: Timon of Athens, The Merchant of Venice, Measure for Measure

2 SWS	4 SP				
SE	Di	14-16	wöch.	DOR 24 , 1.502	V. Lobsien

In this course, we shall study three of Shakespeare's so-called problem plays in some depth: *The Merchant of Venice*, *Measure for Measure*, and, time permitting, *Timon of Athens*. Please note: 1) Participants must own the texts in annotated, critical versions, i.e. either Arden or Oxford editions (individual works, available as paperbacks) or alternatively, The Norton Shakespeare (one-volume paperback edition of the complete works). 2) 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.

5250066 Shakespeare's Problem Plays: Timon of Athens, The Merchant of Venice, Measure for Measure

1 SWS	4 SP				
LK	Di	16-18	14tgl.	DOR 24 , 1.502	V. Lobsien

5250067 Sense and/or Sensibility: Writing Women in the Romantic Period

2 SWS	3 SP / 4 SP				
SE	Mi	08-10	wöch.	DOR 24 , 1.501	S. Lieske

A great deal of Romantic women`s wrting grows out of a struggle with and against a highly moralized celebration of woman`s sensibility vs. man`s rationality. This dichotomy is one of the most contentious issues in the debates about gender politics as well as their implications for the aesthetics of women`s writing - but also of their male counterpart.

The seminar will explore the debates about what constitute woman`s and man`s sensibility/reason and trace how these debates shaped both the novels and poetry of many women writers of the period.

Participants are expected to have their own copy of the following texts and have read them before the beginning of the semester:

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)

Jane Austen, *Sense and Sensibility* (1811).

A reader with the poetry and further material will be available at the beginning of the summer term.

The *Lektürekurs* (0068) is designed as a close reading of additional Romantic women`s poetry.

Please register at least a week before the beginning of the term: stephan.lieske@rz.hu-berlin.de

5250068 Sense and/or Sensibility: Writing Women in the Romantic Period

1 SWS	4 SP				
LK	Mi	10-12	14tgl.	DOR 24 , 1.501	S. Lieske

5250069 Representing Scotland

2 SWS	4 SP				
SE	Di	10-12	wöch.	DOR 24 , 1.601	W. Keller

This seminar focuses on the way in which Scotland is represented in late eighteenth- and nineteenth-century Scottish literature as well as in English literature and culture of the same period - representations ensuing in a complex and wide network of Anglo-Scottish (literary) relations. In a few introductory sessions, we will contextualize late eighteenth and nineteenth-century Anglo-Scottish (literary) relations historically. In the main part of this seminar, we will then read and analyse Scottish and English literary texts with a view to the way in which they represent Scottish culture and how this representation refracts Anglo-Scottish relationships. Among the authors studied over the course of the semester are Robert Burns, James Boswell and Samuel Johnson, James Hogg, Thomas Carlyle, and Robert Louis Stevenson. Students will have the opportunity to participate in a joint excursion (co-organized by Helga Schwalm and Wolfram Keller for students of their Scottish literature seminars) to Edinburgh, Glasgow,

and the Scottish Highlands in order to pursue their research projects in Scotland. This (non-obligatory) excursion will take place at the end of September 2013. A preliminary meeting for those students interested in the excursion will take place at the end of February. If you are interested in participating in the excursion, please contact me by email by 15 February 2013 ().

5250070 Representing Scotland

1 SWS	4 SP				
LK	Di	12-14	14tgl.	DOR 24 , 1.502	W. Keller

5250151 Tragödie

4 SWS	4 SP				
RV	Di	18-20	wöch.	DOR 24 , 1.101	N.N.

Ab dem Sommersemester 2013 wird die von Lehrenden im MA Europäische Literaturen gestaltete Ringvorlesung einen Durchgang durch die literarischen Gattungen anbieten. Die Veranstaltung ist als Einführung in Gattungstheorie und Gattungsgeschichte gedacht, aber sie will auch zur Interpretation und vertieften Beschäftigung mit einzelnen, exemplarisch vorgestellten Texten der europäischen Literatur einladen. Wir beginnen mit einer der ältesten und nach wie vor produktiven Gattungen: der Tragödie. Seit mehr als 2500 Jahren gibt es sie; bis in unsere Gegenwart fordert sie zur theoretischen – poetologischen, anthropologischen, philosophischen, ethischen – Reflexion heraus. Von Euripides und Sophokles über Seneca, Shakespeare, Marlowe, Corneille, Racine, Gryphius zu Lessing, Schiller, Goethe, Kleist, Büchner und zahlreichen anderen hat sie bedeutende Dramen hervorgebracht. Sie führt vor die großen Fragen nach dem Sinn menschlichen Leidens, nach Freiheit, Schuld und Subjektivität. Dabei mobilisiert sie starke Gefühle, zielt auf Erschütterung, Mitgefühl oder Sensationslust, Einsicht oder ersticktes Lachen. Sie kann didaktisch wirken oder jegliche Lehrhaftigkeit zu unterlaufen suchen, Ordnungen etablieren oder zerstören. Die Ringvorlesung besteht aus Vorlesung und Tutorium. Das Tutorium begleitet die Vorlesung und findet im unregelmäßigen Wechsel mit ihr statt (bitte Termine beachten!). Für eine erste Orientierung im Thema ist gut geeignet: Bernhard Greiner, *Die Tragödie. Eine Literaturgeschichte des aufrechten Ganges*. Stuttgart: Kröner, 2012.

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

5250147 Power, Politics, and Gender: Shakespeare's Tragedies Then and Now

2 SWS	4 SP				
SE	Di	16-18	wöch.	UL 6 , 2014B	C. Wald

In this seminar, we will consider three tragedies by William Shakespeare that are concerned with political power, upheaval, and war, namely *Hamlet*, *Macbeth*, and *Coriolanus*. We will first read the play texts and relate them to the aesthetic practices and cultural concerns of Elizabethan and Jacobean England. We will then turn to current theatrical productions (at the Schaubühne, the Maxim Gorki Theater, and the Deutsches Theater) and film versions and discuss how they adapt Shakespeare for audiences of the twentieth and twenty-first centuries. Films to be discussed include *Hamlet* (dir. Kenneth Branagh), *Hamlet: The Denmark Corporation* (dir. Michael Almereyda), *Shakespeare Retold: Macbeth* (dir. Mark Brozel), and *Coriolanus* (dir. Ralph Fiennes). Discussing the portrayals of political power play in the tragedies, we will pay particular attention to questions of gender: How do Shakespeare's eponymous male protagonists engage with the ideal of military prowess? How do they interact with their female counterparts, Lady Macbeth and the witches, Ophelia and Gertrude, and Volunnia and Virgilia? And how do contemporary films and theatrical productions deal with the gendered distribution of power? We will also discuss the impact of stage and film practices on the performances of gender, for example by comparing the Elizabethan all-male cast to the all-female cast chosen by Rafael Sanchez's production of *Coriolanus* at Berlin's Deutsches Theater. If you want to purchase individual editions of the plays, buy either the Arden or the Oxford edition. Alternatively, I recommend buying the *The Norton Shakespeare*, which includes Shakespeare's complete works.

5250148 Power, Politics, and Gender: Shakespeare's Tragedies Then and Now

1 SWS	4 SP				
LK	Di	18-20	14tgl.	UL 6 , 2004A	C. Wald

In this seminar, we will consider three tragedies by William Shakespeare that are concerned with political power, upheaval, and war, namely *Hamlet*, *Macbeth*, and *Coriolanus*. We will first read the play texts and relate them to the aesthetic practices and cultural concerns of Elizabethan and Jacobean England. We will then turn to current theatrical productions (at the Schaubühne, the Maxim Gorki Theater, and the Deutsches Theater) and film versions and discuss how they adapt Shakespeare for audiences of the twentieth and twenty-first centuries. Films to be discussed include *Hamlet* (dir. Kenneth Branagh), *Hamlet: The Denmark Corporation* (dir. Michael Almereyda), *Shakespeare Retold: Macbeth* (dir. Mark Brozel), and *Coriolanus* (dir. Ralph Fiennes). Discussing the portrayals of political power play in the tragedies, we will pay particular attention to questions of gender: How do Shakespeare's eponymous male protagonists engage with the ideal of military prowess? How do they interact with their female counterparts, Lady Macbeth and the witches, Ophelia and Gertrude, and Volunnia and Virgilia? And how do contemporary films and theatrical productions deal with the gendered distribution of power? We will also discuss the impact of stage and film practices on the performances of gender, for example by comparing the Elizabethan all-male cast to the all-female cast chosen by Rafael Sanchez's production of *Coriolanus* at Berlin's Deutsches Theater. If you want to purchase individual editions of the plays, buy either the Arden or the Oxford edition. Alternatively, I recommend buying the *The Norton Shakespeare*, which includes Shakespeare's complete works.

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

5250072 Spaces of the Self: A Dialogue between Spatial Theories and Literary Representations of the Self

2 SWS 3 SP / 4 SP
SE Mo 14-16 wöch. DOR 24 , 1.601 E. Kilian

This course focuses on the relationship between (physical and mental) spaces and the formation of the self, a connection that has become prominent with the spatial turn in the humanities and the currency of constructivist concepts of space. Spaces and selves are interdependent: selves are partly constituted through the spaces they live and move in, and conversely, individuals produce specific spaces through their spatial practices, through the use they make of them and the meaning they attribute to them. In addition, we will look at the impact space has on the specific form of writing, on the structure and generic make-up of the literary text.

Our theoretical investigations into 'spaces and selves' will be accompanied by the study of a number of literary texts, which include the following (and which I would ask you to read before the beginning of the semester):

William Wordsworth, *The Prelude* (1805 version)
Bryher, *Two Novels: Development and Two Selves* (ed. Joanne Winning)
Christopher Isherwood, *Lions and Shadows*
Sarah Waters, *Tipping the Velvet*
Hilary Mantel, *Giving Up the Ghost*
Jeanette Winterson, *Why Be Happy When You Could Be Normal?*
Further material will be made available at the beginning of the semester.

5250073 Spaces of the Self: A Dialogue between Spatial Theories and Literary Representations of the Self

1 SWS 4 SP
LK Mo 16-18 14tgl. UL 6 , 2004A E. Kilian

Modul IV: Literary Interactions

5250074 The Scottish Enlightenment

2 SWS 4 SP
SE Fr 10-12 wöch. DOR 24 , 1.601 H. Schwalm

This course aims to study a broad range of cultural phenomena, and more specifically aesthetic and literary writings, pertaining to the so-called Scottish Enlightenment, the "conjunction of minds, ideas, and publications in Scotland" (Britannica) in the 18th century, with Edinburgh its centre. Among its key figures – apart from notable scientists, architects etc – are empiricist and common sense philosophers, historians, theologians, and critics such as David Hume, Adam Smith, Lord Kames, James Beattie, Thomas Reid and others, as well as novelists and poets such as James Thomson, James McPherson, Tobias Smollet. Marking specific generic developments such as the sentimental novel or pastoral poetry, too, the discourse of the Scottish Enlightenment eventually advanced towards Scottish Romanticism (Robert Burns, James Hogg, Walter Scott etc.; to be discussed in Wolfram Keller's seminar and/or in a follow-up tandem-taught seminar in WS 2013/14 on the Scottish historical novel).

Students will have the opportunity to participate in a joint excursion (co-organized by Wolfram Keller and Helga Schwalm for students of their Scottish literature seminars) to Edinburgh, Glasgow, and the Scottish Highlands in order to pursue their research projects in Scotland. This (non-obligatory) excursion will take place at the end of September 2013. An informational meeting will take place at the end of February. If you are interested in participating in the inexcursion, please contact me and Wolfram Keller by email by 20 February 2013 at <helga.schwalm@rz.hu-berlin.de> and .

Recommended Introductory Reading:

Alexander Broadie, ed. *The Cambridge Companion to the Scottish Enlightenment*. Cambridge: CUP, 2003.

A moodle platform will be available by the beginning of term.

The 'Lektürekurs' offers space for additional critical reading and the preparation of the excursion.

5250075 The Scottish Enlightenment

1 SWS 4 SP
LK Fr 12-14 14tgl. DOR 24 , 1.601 H. Schwalm

Modul V: Texts and Theories

5250076 Realism

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

This course will retrace the rise and (twentieth-century) critical assessment of realism. In the first part of the semester, we will briefly revisit the pre-Victorian history of the novel (and the empirical tradition) as well as key twentieth-century critical interventions on the question of realism, including (excerpts from) works by Auerbach (*Mimesis*), Lucács (*Historical Novel, European Realism*), Levine (*Realist Imagination*), and Shaw (*Narrating Reality*). In the second part of this course, we will then read British realist novels against this theoretical background, with a focus on how Victorian novelists (especially women novelists) negotiate (the Romantic debates about) Benthamite utilitarianism and empiricism. We will read novels by Harriet Martineau,

Charlotte Brontë, Elizabeth Gaskell, George Eliot, and Charles Dickens. By way of a conclusion (and time permitting), we will have a brief look at recent permutations of (neo-)realist writing. A reading list and tentative syllabus will be available at the beginning of March. Interested students should register for this course by email by the end of March ().

5250077 Realism

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

Modul VI: Forschungskolloquium

5250078 Forschungskolloquium

2 SWS	4 SP				
CO	Mi	14-16	wöch.	DOR 24 , 1.502	E. Kilian

N.B.: This Research Colloquium is for students in their second semester („betreutes Selbststudium“) as well as 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. A more detailed plan of activities will be provided in the first session.

Studiengang Master (MA) of Education

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

Kleiner Master (60SP)

Modul Kompetenzorientierung im Englischunterricht FD 1/FD 2

5250031a Problemfelder der Praxis I: : Lerneraktivierende Methoden im Englischunterricht der Grundschule und Sek I

2 SWS	2 SP				
SE	Do	10-12	wöch.	I 110 , 343	K. Schneider

Handlungsorientierte, lernerzentrierte, spielerische und kreative didaktische Ansätze für den Englischunterricht in der Primarstufe und Sekundarstufe I werden erarbeitet und vor dem Hintergrund der heterogenen Klassenzusammensetzungen der heutigen Schullandschaft diskutiert. Bitte melden Sie sich unter englischdidaktik@hu-berlin.de

5250031b Kompetenzorientierung II/Problemfelder der Praxis II - School Book Analysis (englisch)

2 SWS	2 SP				
SE	Di	12-14	wöch.	UL 6 , 2004A	J. Medina Suárez

We will discuss and study the role of the textbook in the EFL teaching and learning processes. We will analyze how linguistic concepts and language skills are presented, and how activities and contents may be connected to the different EFL methodologies. We will also develop a comparative analysis between Spanish and German EFL textbooks and their usage in the EFL curriculum. Participants will analyze textbooks in order to find what is common and/or different between them, and the presence of cultural/national references. Bitte anmelden unter silke.stutzke@rz.hu-berlin.de

5250038 Kompetenzorientierung in der Primarstufe - "Heterogenität und Inklusion"

2 SWS	3 SP				
SE	Do	12-14	wöch.	DOR 24 , 1.501	K. Schneider

Was ist guter Englischunterricht in der Grundschule? Wie werde ich allen Schülern gerecht? Wie fördere ich welche Kompetenzen? Welche Möglichkeiten der Differenzierung gibt es? Diesen Fragestellungen soll in diesem Seminar nachgegangen werden. Didaktische Konzepte, Rahmenbedingungen von Englischunterricht und geeignete Materialien werden vorgestellt und diskutiert. Bitte melden Sie sich an unter englischdidaktik@hu-berlin.de

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP				
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer

detaillierte Beschreibung siehe S. 27

5250105 Classroom Discourse (englisch)

2 SWS	2 SP					
UE	Mo	10-12	wöch.	DOR 24 , 1.501	S. Ehlert	
	Do	08-10	wöch.	DOR 24 , 1.308	S. Ehlert	
UE	Mi	12-14	wöch.	DOR 24 , 1.502	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.

5250106 Culture and Language Learning (englisch)

2 SWS	2 SP					
UE	Di	12-14	wöch.	UL 6 , 3001	M. Davies	
	Di	14-16	wöch.	UL 6 , 3001	M. Davies	

In this course, students will reflect on how to develop 'cultural competence' within foreign language education and take a hands-on approach to developing and delivering teaching units with a *cultural* bias that could be implemented at all levels of the curriculum for English. In addition to looking at important methodological and procedural issues when planning lessons, students will also have an opportunity to develop and try out lessons intended to develop cultural knowledge 'explicitly' and 'implicitly' at different levels of the curriculum.

Maximal 15 Teilnehmer.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2013

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS						K. Schultze
PSE						

detaillierte Beschreibung siehe S. 28

Modul Schulpraktische Studien

5250032aVorbereitung auf das Unterrichtspraktikum I

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

detaillierte Beschreibung siehe S. 28

5250032bVorbereitung auf das Unterrichtspraktikum II

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

detaillierte Beschreibung siehe S. 28

5250033 Unterrichtspraktikum

2 SWS	3 SP					A. Hirschfelder, F. Klimczak, K. Schneider, K. Schultze
PR						

detaillierte Beschreibung siehe S. 28

5250036aNachbereitung des Unterrichtspraktikums Sek I und II (A)

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

detaillierte Beschreibung siehe S. 28

5250036bNachbereitung des Unterrichtspraktikums Sek I und II (B)

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

detaillierte Beschreibung siehe S. 28

5250036c Nachbereitung des Unterrichtspraktikums (C) - für Grundschule und Sek I

2 SWS	4 SP					
SE	Fr	12-14	wöch.	DOR 24 , 1.502	K. Schneider	

detaillierte Beschreibung siehe S. 28

5250036d Nachbereitung des Unterrichtspraktikums (D) - für Grundschule und Sek I

2 SWS	4 SP					
SE	Fr	14-16	wöch.	DOR 24 , 1.502	K. Schneider	

detaillierte Beschreibung siehe S. 29

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP					
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer	

detaillierte Beschreibung siehe S. 27

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS						K. Schultze
PSE						

detaillierte Beschreibung siehe S. 28

Großer Master (120 SP)**Modul Kompetenzorientierung im Englischunterricht FD 1/FD 2****5250031a Problemfelder der Praxis I: : Lerneraktivierende Methoden im Englischunterricht der Grundschule und Sek I**

2 SWS	2 SP					
SE	Do	10-12	wöch.	I 110 , 343	K. Schneider	

detaillierte Beschreibung siehe S. 38

5250031b Kompetenzorientierung II/Problemfelder der Praxis II - School Book Analysis (englisch)

2 SWS	2 SP					
SE	Di	12-14	wöch.	UL 6 , 2004A	J. Medina Suárez	

detaillierte Beschreibung siehe S. 38

5250031c Problemfelder der Praxis III - Critical Language Awareness for the Language Classroom (englisch)

2 SWS	2 SP					
SE	Di	16-18	wöch.	UL 6 , 2004A	J. Medina Suárez	

In this seminar we will develop a critical analysis of how *minorities* (race, ethnicity, gender and sexual orientation) are portrayed (stereotyped?) or neglected, focusing on its relevance in the EFL context.

We will also deal with the presence of national and/or cultural stereotypes in the EFL classroom and materials.

Bitte anmelden unter silke.stutzke@rz.hu-berlin.de

5250031d Problemfelder der Praxis IV - Multimodal learning in the EFL classroom (englisch)

2 SWS	2 SP					
SE		10-16	Block (1)	DOR 24 , 1.302	A. Chik	

1) findet vom 16.07.2013 bis 19.07.2013 statt

Bitte melden Sie sich per Mail an: silke.stutzke@rz.hu-berlin.de

5250038 Kompetenzorientierung in der Primarstufe - "Heterogenität und Inklusion"

2 SWS	3 SP					
SE	Do	12-14	wöch.	DOR 24 , 1.501	K. Schneider	

detaillierte Beschreibung siehe S. 38

5250040a Theoriegeleitetes Forschen und Handeln I - CLIL - "Bilingualer Sachfachunterricht als content and language integrated learning (CLIL)"

2 SWS 5 SP
SE Mo 08-10 wöch. HV 5 , 0305 W. Zydati

Anmeldung an: englischdidaktik@hu-berlin.de

Increasingly, new curricular knowledge, competences and study skills are acquired in a foreign language to equip school learners for the tertiary level and professional contexts where a demanding academic proficiency is required in a second language. Thus educational systems in Europe have begun to implement curricular concepts centred around content and language integrated learning (short, CLIL): „EMILE & classes europennes“ in France, „bilingualer Sachfachunterricht“ or „bilinguale Module“, „Kompetenz-, Projekt- & Seminarkurse“ 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 „kit“ related to some identified teaching topic from a specific bilingual subject or for a cross-curricular project. 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. & / or: Peeter Mehisto / David Marsh & J.M. Frigols (2008): *Uncovering CLIL*. Oxford: Macmillan.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform and use English in class. Depending on the regulations you can hand in a written assignment by mid-August 2013 (if you decide to write it in this field).

5250040b Theoriegeleitetes Forschen und Handeln II - "Explorationen der aktuellen fremdsprachendidaktischen Forschungslandschaft"

2 SWS 5 SP
SE Mi 08-10 wch. HV 5 , 0305 K. Schultze

geffnet fr MEd-Frz./Spanisch/Russ in Kombination mit Engl.

Explorationen der aktuellen fremdsprachendidaktischen Forschungslandschaft: „Theoriegeleitetes Forschen und Handeln“ auf dem DGFF-Kongress 2013

Dreh- und Angelpunkt des Seminars ist der diesjhrige Kongress der DGFF (Deutsche Gesellschaft fr Fremdsprachenforschung), welcher vom 25. bis 28. September 2013 an der Universitt Augsburg unter dem Motto „Sprachenausbildung. Sprachen bilden aus. Bildung aus Sprachen“ stattfinden wird. Die DGFF ist der gre deutsche Fachverband fr Fremdsprachendidaktik mit internationaler Ausstrahlung. Der zweijhrig stattfindende Hauptkongress versammelt erfahrungsgem eine Vielzahl markanter „Kpfe“ aus Wissenschaft und Schulpraxis und bietet mit seinen Sektionsvortrgen, Arbeitsgruppen, Posterprsentationen sowie einer in den Kongress integrierten Nachwuchstagung vielfltige Formen inspirierenden Inputs und zahlreiche Gelegenheiten zum wissenschaftlichen, bildungspolitischen und nicht zuletzt kollegialen Austausch.

Der DGFF-Kongress dient dem Seminar erstens als Anlass, sich gemeinsam einen berblick ber die aktuelle fremdsprachendidaktische Forschungslandschaft zu verschaffen und relevante Personen und Diskurse kennen zu lernen. In Anlehnung an die Themenvorgaben der Sektionen und AGs werden im Seminar die wichtigsten Gegenstandsbereiche des Kongresses erarbeitet und besonders interessante Forschungsergebnisse in Form von Impulsreferaten oder *microteaching units* zur Diskussion gestellt.

Zweitens wird der Besuch des Kongresses intensiv vorbereitet. Um sich mglichst aktiv und informiert am Kongressgeschehen beteiligen zu knnen, entwickeln Studierende im Seminar kleine empirische Forschungsprojekte, die vor Ort durchgefhrt werden knnen (z.B. Beobachtungsprojekt fr Vortrge, Interviews mit Redner_innen, Diskussionsrunden mit Doktorand_innen). Interessierte Teilnehmer_innen knnten zudem eigene Beitrge zu einer Konferenz-AG zum Thema „Selbstverstndnisse von Studierenden und Lehrenden in der Lehrer_innenbildung“ vorbereiten.

Die Zahl der Teilnehmenden am Seminar ist auf 15 Personen begrenzt. Fr Studierende, die einen Leistungsnachweis erwerben mchten, ist die Teilnahme an der Exkursion verpflichtend, allen anderen wird sie nachdrcklich empfohlen.

Fr weitere Informationen zum Seminar wenden Sie sich gern an: katrin.schultze@hu-berlin.de

Zur Anmeldung schicken Sie bitte eine Email an Frau Stutzke: englischdidaktik@hu-berlin.de

Weitere Informationen zum DGFF-Kongress finden Sie hier: <http://kongress.dgff.de>

5250040c Theoriegeleitetes Forschen und Handeln III - European Language Policies in Foreign Language Education (englisch)

2 SWS 5 SP
SE Do 12-14 wch. UL 6 , 2004A J. Medina Surez

Following the publications by the Council of Europe (e.g. the Common European Framework of Reference for Languages, the Language Portfolio, etc.), we will study and analyze the European Language Policies.

We will deal with concepts such as:

- (Societal) Multilingualism and (individual) plurilingualism
- Intercultural awareness and communication
- Languages of schooling: language as subject and language(s) in other subjects
- English language in Europe: a *lingua franca*?

Bitte anmelden unter silke.stutzke@rz.hu-berlin.de

5250045 Mastercolloquium

2 SWS 2 SP
CO Mo 10-12 wch. HV 5 , 0305 W. Zydati

Anmeldung an: englischdidaktik@hu-berlin.de

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. Von daher erfolgen spezifische Literaturhinweise je nach Thema und Methode der geplanten Arbeit.

5250046 Forschungskolloquium Fremdsprachendidaktiken

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

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS 3 SP
PT Mi 08-10 wöch. DOR 24 , 1.502 S. Dannhauer
detaillierte Beschreibung siehe S. 27

5250105 Classroom Discourse (englisch)

2 SWS 2 SP
UE Mo 10-12 wöch. DOR 24 , 1.501 S. Ehlert
Do 08-10 wöch. DOR 24 , 1.308 S. Ehlert
UE Mi 12-14 wöch. DOR 24 , 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 39

5250106 Culture and Language Learning (englisch)

2 SWS 2 SP
UE Di 12-14 wöch. UL 6 , 3001 M. Davies
Di 14-16 wöch. UL 6 , 3001 M. Davies
detaillierte Beschreibung siehe S. 39

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS
PSE K. Schultze
detaillierte Beschreibung siehe S. 28

Modul Literatur und Medien im Kontext des Englischunterrichts

5250026 Teaching American Popular Culture (englisch)

2 SWS 4 SP / 5 SP
SE Mi 14-16 wöch. DOR 24 , 1.501 S. Strick

For teachers, the texts, artefacts and practices of popular culture can provide privileged tools to relate American cultural issues to students. Contemporary music, television, blockbuster movies, computer games, fan-cultures or online practices are often more familiar and accessible for students, who are the primary audiences and frequently also producers and participants of these cultural practices (e.g. Web 2.0). The seminar will thus look at popular culture as a complex and controversial site where the meanings of difference and identity are actively negotiated, produced and reworked. The seminar will privilege texts and practices that engage with issues of gender and sexuality in American culture. Readings will range from "Wizard of Oz" to "Lady Gaga", and we will look at practices from "culture jamming" to "queer gaming". The seminar will be divided into three parts: A) a general introduction to Popular Culture, B) deep readings of popular culture practices and texts, and C) a final part where the syllabus is open for projects and suggestions from students, so as to provide opportunities to try out your own ideas for teaching.

5250039 "Children's and Young Adults' Literature for the EFL-Classroom (Sekundarstufe I)"

2 SWS 4 SP / 5 SP
SE Mo 14-16 wöch. HV 5 , 0305 W. ZydatiB

Anmeldung an: englischdidaktik@hu-berlin.de

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 primary and in secondary schools as well as in regular and in bilingual / immersion or CLIL classes. After all, these texts do not only appeal to the child's or adolescent's general interests in life, but they also attract their imagination, their sense of verbal humour and creativity. 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 (ie. the intake of text, grammatical and phonological structures, as well as of vocabulary and idiomatic language use). Fictional texts of this kind offer the EFL classroom a valuable blend of interesting authentic material 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 Rinaluceri (1983): *Once upon a Time: Using Stories in the Language Classroom*. Cambridge: Cambridge University Press.

Heide Niemann (2002): *Mit Bilderbüchern 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, prepare an oral presentation, upload your slides on the moodle platform and hand in a written assignment by mid-August 2013 (if you decide to write it in this area).

5250048 (Re) Imagining Contemporary Ireland

2 SWS	4 SP / 5 SP					
SE	Mo	12-14	wöch.	DOR 24 , 1.501	M. Rouse	

The negotiation of Irish identity continues to fascinate contemporary poets and novelists from both sides of the border. Since the 1990s, Ireland has undergone a socio-economic, political and cultural sea-change – encompassing the Celtic Tiger period and subsequent dramatic economic decline in the Republic of Ireland and the years of peace that followed the Good Friday Agreement in Northern Ireland. This course explores contemporary writers' ambivalent engagement with questions of emigration, religion, poverty, gender, sexuality, race, multi-ethnicity, as well as social stratification. The course will consider contemporary Irish fiction and poetry in the light of current critical theories, while also investigating the possibilities and challenges of teaching contemporary Irish fiction and poetry in the English language classroom. The analytical focus will be on the works' treatment of the troubled relationship between England and (Northern) Ireland, north and south, past and present, Protestantism and Catholicism; as well as a variety of issues suggested by participants of the class.

Novels discussed include Sebastian Barry's *Secret Scripture* (2008); Robert McLiam Wilson's *Eureka Street* (1996) and Anne Enright's *The Gathering* (2007); further we will study a variety of poets anthologized in Peter Fallon and Derek Mahon's *Penguin Book of Contemporary Irish Poetry* (1991).

It is strongly recommended that students familiarise themselves with the historical background relevant to this course before the start of the semester; for a first overview I recommend Senia Paseta, *Modern Ireland: A Very Short Introduction*; Oxford University Press (available also in affordable electronic versions).

Students signing up for this course are expected to participate in a small exchange project with pupils of a Berlin Gymnasium; details will be communicated at the beginning of the semester.

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP					
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer	

detaillierte Beschreibung siehe S. 27

5250107 Film and other Media in the Classroom (englisch)

2 SWS	3 SP					
UE	Di	10-12	wöch.	DOR 65 , 460	E. Affandi	
	Di	12-14	wöch.	DOR 65 , 560	E. Affandi	

In this course we will explore how and where film among other media can be used to teach English at various levels. The focus will be on British films. Participants are expected to prepare for presentations and discussions. 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: 04.04.2013

5250108 "Film and other Media in the Classroom" (emphasis on new media) (englisch)

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

Ersetzt den Kurs:

Short Stories and Graphic novels", der leider im SoSe 2013 nicht stattfindet

Class limited to **15** participants.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2013

5250134 English Play 2: The Woman in White

2 SWS	3 SP					
UE	Mo	12-14	wöch.	DOR 24 , 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 9

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS					K. Schultze	
PSE						

detaillierte Beschreibung siehe S. 28

Modul Schulpraktische Studien

5250032a Vorbereitung auf das Unterrichtspraktikum I

2 SWS 3 SP
SE Fr 10-12 wöch. DOR 24 , 1.502 F. Klimczak
detaillierte Beschreibung siehe S. 28

5250032b Vorbereitung auf das Unterrichtspraktikum II

2 SWS 3 SP
SE Fr 08-10 wöch. DOR 24 , 1.502 F. Klimczak
detaillierte Beschreibung siehe S. 28

5250033 Unterrichtspraktikum

2 SWS 3 SP
PR
A. Hirschfelder,
F. Klimczak,
K. Schneider,
K. Schultze
detaillierte Beschreibung siehe S. 28

5250036a Nachbereitung des Unterrichtspraktikums Sek I und II (A)

2 SWS 4 SP
SE Do 08-10 wöch. DOR 24 , 1.502 F. Klimczak
detaillierte Beschreibung siehe S. 28

5250036b Nachbereitung des Unterrichtspraktikums Sek I und II (B)

2 SWS 4 SP
SE Do 12-14 wöch. DOR 24 , 1.502 F. Klimczak
detaillierte Beschreibung siehe S. 28

5250036c Nachbereitung des Unterrichtspraktikums (C) - für Grundschule und Sek I

2 SWS 4 SP
SE Fr 12-14 wöch. DOR 24 , 1.502 K. Schneider
detaillierte Beschreibung siehe S. 28

5250036d Nachbereitung des Unterrichtspraktikums (D) - für Grundschule und Sek I

2 SWS 4 SP
SE Fr 14-16 wöch. DOR 24 , 1.502 K. Schneider
detaillierte Beschreibung siehe S. 29

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS 3 SP
PT Mi 08-10 wöch. DOR 24 , 1.502 S. Dannhauer
detaillierte Beschreibung siehe S. 27

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS
PSE
K. Schultze
detaillierte Beschreibung siehe S. 28

Modul Sprachwissenschaftliche Methoden und Englischunterricht FW 1 bzw. FW 2

5250047 "Bilingualismus und Multilingualität in familiären, schulischen und gesellschaftlichen Kontexten"

2 SWS 4 SP
SE Mo 12-14 wöch. HV 5 , 0305 W. Zydati

Anmeldung an: englischdidaktik@hu-berlin.de

Both bi- and multilingualism and bi- or plurilingual 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 bilingualism, 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)
- additive v. subtractive bilingualism, literacy, semi-lingualism, language and thought (= verbal thought), 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), deprived / vulnerable learners
- first, second and foreign languages in society and bi- / plurilingual education; diglossia in nation states; language policies in Europe and beyond, 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, language across the curriculum; the intercultural dimension
- bilingual university courses, „Studierfähigkeit“ and general academic proficiency in L2

Recommended pre-reading: Colin Baker (2006): *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform and use English in class. Depending on the regulations you can hand in a written assignment by mid-August 2013 (if you decide to write it in this field).

5250071 Möglichkeiten des kommunikativen und lernendenaktivierenden Einsatzes von interaktiven Tafeln im Unterricht

2 SWS	3 SP					
PT	Mi	08-10	wöch.	DOR 24 , 1.502	S. Dannhauer	

detaillierte Beschreibung siehe S. 27

5250090 Language and Cognition

2 SWS	4 SP					
SE	Mo	16-18	wöch.	DOR 24 , 1.502	G. Smith	

In this seminar we will explore the relationship between language and cognition, investigating various theoretical models and evaluating the empirical evidence collected to substantiate these models. The theoretical perspectives taken will fall within the sub-disciplines of psycholinguistics, cognitive linguistics and anthropological linguistics.

5250109 Grammar in the Classroom (englisch)

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

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

5250110 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	3 SP					
UE	Mi	12-14	wöch.	UL 6 , 2004A	M. Davies	
UE	Fr	10-12	wöch.	UL 6 , 3001	M. Davies	

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for learner-related factors. Students will investigate the various causes and types of errors in pupils' interlanguage and consider how spoken and written output may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as **valid** and **reliable** as possible and how to enable pupils to **learn** from errors. Final assessment will take the form of a 90-minute 'Klausur' involving linguistic and didactic analysis of pupil errors made in different test settings.

Maximal 15 Teilnehmer.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2013

5250151 „Exploring Language Learner Narratives“: Qualitativ-empirische Analysen von Sprachlernbiografien und Interviews

2 SWS					K. Schultze	
PSE						

detaillierte Beschreibung siehe S. 28

Studium Generale/Projekturien

5250010 Sexism Reloaded: A Woman's Body – A Contested Terrain

2 SWS	3 SP					
PT	Do	18-20	wöch.	DOR 24 , 1.501	S. Reichert	

The female body has been idealized in various ways in different cultures over time. These ideals encompass questions concerning governance and appearance of Her body, as well as the control over Her body and existence. The answers to these questions were usually and to a large extent given from the external hetero-normative cis male gaze. As a result, women* knew how to perform "their womanhood" in order to be recognized as one. The criteria at hand have changed - but have they really disappeared? Is there a different kind of "True Womanhood" at play, and if so, what are its requisites? Have the former ideals that were written on Her body really been 'wiped off', or have they instead been internalized? Are there new ideals, and if so whose are they? What do they symbolize? Why do writers like Natasha Walters and Laurie Penny speak about a "Return of Sexism" and of a "Meat Market. Female Flesh under Capitalism"? They illustrate both: the extreme societal focus on women*s bodies on the one hand, and how some women* succumb to female objectification on the other hand, which leads (among many others) to the question: who owns Her body? Is it still a mere object that holds as much (cultural, symbolic, social and financial) capital as sexist hegemonic society sees fit to attribute to it? Could we speak of an internalized sexism? If so, would this render women* complicit in sexist practices and dynamics? To what extent has She become an agency over Her own mode of representation? How is this related to the rest of Her existence?

We will start with a brief overview of former Women*s Movements, to then combine close reading with a deconstructed reading of U.S. and West European politics in relation to women*s bodies, and the media's representation of women* in the *arena* of sports, politics, and advertisement. I would like to investigate the questions: what narratives do media representations offer? Where do they come from? What type of Narrative are they a part of, which do they challenge? Who creates what kind of realities and for whom? Who profits from traditional gender stereotypes and from sexism, and how? Is the term "Backlash" appropriate, or rather misleading? What kind of strategies could be used or needs to be developed to counter sexism?

In contrast and in addition to last semester, we will now extend our focus and theoretical approaches to include intersectionality by asking: how do identity categories such as 'race' and class affect women*s experiences? What role does *whiteness* and perceived 'ethnicity' play in feminism? What role do trans and cis gender identities play, and why? What do the latest public discussions on "rape culture" repeat and point at? What does it mean that, according to a study published by University Bielefeld and its IFF faculty in 2012, in Germany "the risk to experience sexualized violence is between two to three times higher for challenged women* and women* with disabilities compared to women* with no such challenges or disabilities.?"

These and other questions will be discussed during the course of the tutorial. All students from all departments are welcome!

Course Requirements: Prepared regular attendance and active participation.

Credit points: You can either receive 3 pts. when attending this tutorial in course of your "BZQs" or as your "Individuelle Vertiefung". Students of Gender Studies can receive 2 pts. when attending this tutorial as part of the modules 1-3, or module no 6.

Contact: Should you have further queries or wish to register for this tutorial, please contact the instructor via email: reich.sand@gmail.com

"Das Projektutorium kann leider keine regulären Kurse ersetzen, kann aber mit 3 SP im Rahmen der individuellen Vertiefung (Zweifach Englisch BA, Erstfach Englisch BA 80 SP, BA Amerikanistik), im Rahmen der BZG oder im freien Modul im MA Amerikanistik anerkannt werden."

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PIKTOGRAMME

-  Zugang für Rollstuhlfahrer
(Zugang ebenerdig oder Rampe mit maximal 8 % Steigung, Türbreite mindestens 80 cm)
-  Rollstuhlgerechter Aufzug
(Fahrkorb mindestens 110 cm breit und 140 cm tief, Türbreite mindestens 80 cm, Bedienelemente höchstens 110 cm hoch)
-  WC für Rollstuhlfahrer
(Zugang ebenerdig, Türbreite mindestens 80 cm, WC-Becken mindestens rechts oder links anfahrbar, Haltegriffe rechts und/oder links klappbar)
-  Einrichtungen für Blinde
(z. B. tastbare Orientierungstafeln, Raumnummern und Etagenangaben, Etagenansagen in Aufzügen, mobiles Blindenleitsystem)
-  Ausgewiesener Behindertenparkplatz

Kürzel	Piktogr.	Straße / Ort	Objektbezeichnung
BE 1 DOR 24		Bebelplatz 1 Dorotheenstraße 24	Kommode Universitätsgebäude am Hegelplatz
DOR 65 GEO 47 HV 5		Dorotheenstraße 65 Georgenstraße 47 Hausvogteiplatz 5-7	Boeckh-Haus Pergamonpalais Institutsgebäude
I 110 UL 6		Invalidenstraße 110 Unter den Linden 6	Institutsgebäude Universitäts-Hauptgebäude

Veranstaltungsartenverzeichnis

CO	Colloquium
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
PR	Praktikum
Proj	Projekt
PSE	Projektseminar
PT	Projektstudium
PW	Praxisworkshop
RV	Ringvorlesung
SE	Seminar
UE	Übung
VL	Vorlesung
VR	Vortragsreihe