

Sommersemester 2017

Vorlesungszeit: 18.04.2017 - 22.07.2017

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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.

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Bachelorstudiengang Englisch (BA Englisch)

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Studienordnung 2008

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Modul 3: Introduction to English and American Cultural Studies

5250001 Introduction to British Cultural Studies and Cultural History: key Concepts and Theories (englisch)

2 SWS

SE Mi 10-12 wöch. DOR 24, 1.601 J. Schoen

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.

5250076 American Cultural Theory (englisch)

2 SWS

SE Mi 12-14 wöch. (1) UL 6, 3001 D. Löbbermann
1) Beginn 26.4.

This course aims at introducing students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation and studies theoretical approaches to a variety of concerns. Addressed are theories on concepts such as representation and signs, discourse and power, memory and time, race and critical whiteness studies, gender and queer discourses, class and popular culture. The students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices.

5250140 Introduction to British Cultural Studies and History: Key Concepts and Theories (englisch)

2 SWS

SE Di 10-12 wöch. UL 6, 2014B K. Röder

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

This course will provide an introduction to the basics of Cultural Studies: concepts of culture, models of cultural exchange, ways of 'reading' culture and cultural artefacts, concepts of history and of cultural memory, issues of Gender Studies and of Postcolonial Studies etc.

A Reader will be made available at the beginning of the semester.

Modul 4: History and Varieties of English

Studierende, die das Modul noch nicht absolviert haben, wenden sich bitte an Herrn Dr. Lothar Peter.

Modul 5: Survey of English Literatures

ALLE LEHRVERANSTALTUNGEN DIESES MODULS KÖNNEN AUCH VON DEN STUDIERENDEN DER NEUEN STUDIENORDNUNG (2014) ABSOLVIERT WERDEN.

5250002 Survey of English Literatures (englisch)

2 SWS

RV Di 12-14 wöch. (1) UL 6, 3075 N.N.
1) Am 18.07. beginnt die Vorlesung erst 12:30 Uhr

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" bzw. Des Moduls 4 "Literary History" des Bachelorkombinationsstudiengangs Englisch, steht aber Studierenden aller Studiengänge offen.
Beginn: 2. Unterrichtswoche

5250003 The Poetics of Biography in the 18th Century (englisch)

2 SWS
SE Fr 10-12 wöch. DOR 24, 1.501 R. Araya

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

Operating at the juncture between reality and fiction is the genre of biography; or so Samuel Johnson must have thought, when he defined a biographer as a "writer of lives", "a relator not of the history of nations, but of the actions of particular persons". [emphasis added, RA] From this it becomes clear just how much of a paradigmatic value the biographical genre holds in relation to the remaining literary genres. From the homodiegetic or heterodiegetic and (more often than not) unreliable narrator to the "most authentick" collection of letters compiled by a devoted editor or the deathbed dictations from the parting biographical subject, biography has it all. The drama, the history, the comedy and the odd tattered memento...

The seminar seeks to re-discover the genre of literary biography in the eighteenth century in its aesthetic and canonical importance and to re-claim it as one of the literary scholar's essential vade mecum. The reading choice features a selection of Samuel Johnson's *Lives of the English Poets*, James Boswell's immortalization of the biographer in his *Life of Johnson*, and as a parting gesture to the eighteenth century, William Wordsworth's *The Prelude*. Additional titles will be announced at the start of term.

The examination form (MAP Mod. 4) for this seminar will be a take-home exam comprising questions from the lecture "Survey of English Literature" and an essay question from the seminar.

5250004 Writing Working Class (englisch)

2 SWS
SE Mo 14-16 wöch. DOR 24, 1.501 R. Araya

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

Spanning over a long stretch of time – from the late eighteenth century to the present – across diverging socio-political and ideological notions and understandings of the working identity, the so-called sub-genre of working-class literature is most notoriously characterized by its vagueness. The lack of a concrete definition for the concept of "working class" along with the question dealing with the adequate way of representing working-class experience – also involving the right over writing agency – lies at the basis of this seminar. By surveying a diverse selection of titles covering the genres of poetry, drama, the short story, the novel and autobiography the seminar will seek to filter out the *differentia specifica* of working-class writing in an attempt to formulate a working-class poetics of sorts that is at the same time critical of its own (unwanted) normativity.

Among the selected titles are Ellen Johnston's *Autobiography, poems, and songs*, Allan Sillitoe's "The Loneliness of the Long-Distance Runner", Polly Toynbee's *A Working Life*, John Osborne's "The Entertainer", Barry Hines' *A Kestrel for a Knave*, A.L. Kennedy's *Day* and Allan Bennett's *A Life like Other People's*.

Additional/alternative titles will be announced/agreed on with seminar participants on the first session.

The examination form (MAP Mod. 4) for this seminar will be a take-home exam comprising questions from the lecture "Survey of English Literature" and an essay question from the seminar.

5250005 Modernist Drama (englisch)

2 SWS
SE Mi 08-10 wöch. I 110, 343 S. Lieske

Die Teilnehmerzahl ist auf 25 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);

W.B. Yeats, *The Countess Cathleen* (1899); John M. Synge, *The Playboy of the Western World* (1907).

5250006 English Stories and Tales of the 19th and 20th Centuries (englisch)

2 SWS
SE Mi 08-10 wöch. DOR 24, 1.501 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 und 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. Shortstorytexte von AutorInnen wie Virginia Woolf und H.G. Wells zeigen anschließend die literarischen Innovationen des 20. Jahrhunderts auf. Die Texte werden in einem Reader zur Verfügung gestellt. Das Seminar findet in englischer Sprache statt.

5250007 Love, Nature, and Work in Victorian Writing (englisch)

2 SWS
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 englische Schriftsteller 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. 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 künstlerische Entwicklung Hardys vom anfangs humoristischen Autor eines 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.

5250008 Fictions of War from Verdun to Aleppo (englisch)

2 SWS
SE Mi 12-14 wöch. DOR 24, 1.501 J. Schoen

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

The seminar will offer a survey of novels, memoirs, short stories and poems that deal with military conflicts in the 20th and 21st centuries. We will cover Anglophone perspectives on the two World Wars, the Vietnam War, as well as Bosnia, Afghanistan and Syria. Our readings will certainly touch upon political and social aspects of the respective conflicts but the main focus will be on the ways in which writers, journalists, poets, veterans and civilians create different narratives of war and its impacts.

This course is also open to students of American Literature.

Texts will be provided on moodle.

5250009 'Stranger in the House': W.B. Yeats and the Irish Literary Revival (englisch)

2 SWS
SE Fr 12-14 wöch. DOR 24, 1.501 R. Barton

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

Did that play of mine send out / Certain men the English shot?": Together with Lady Gregory, John Millington Synge and others, William Butler Yeats (1865-1939) spearheaded a remarkable movement in world literature which – though literary in essence – pursued social as well as political purposes. While the so-called *Irish Literary Revival* or *Celtic Twilight* is commonly considered to have accomplished Ireland's rise to cultural eminence, its importance to the long Irish struggle for independence continues to be debated. The course investigates Yeats' changing attitudes towards cultural nationalism, placing his work in the broader context of Irish politics, history and culture. We will study the author's early and modernist poems ("Into the Twilight"ang2057, "Sailing to Byzantium" &c.), his folk dramas ("The Land of Heart's Desire", "Cathleen Ni Houlihan") and prose fiction ("John Sherman") alongside such important events as the founding of the Irish National Theatre or the Easter Rising.

Please acquire your own copy of: *Yeats' Poetry, Drama and Prose*. Ed. James Pethica. Norton Critical Editions. New York: Norton, 2001.

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.

5250060 Introduction to Morphology (englisch)

2 SWS
SE Mo 10-12 wöch. I 110, 343 F. Schäfer

This course provides an overview of the principles regulating the internal structure of complex words, focussing on English and how it compares with other languages. We will learn basic methods of determining this internal structure, and introduce the different strategies that language users may apply in forming new words. In particular, we will discuss processes like derivation, inflection, and compounding, and the rules that govern their application.

5250061 Introduction to Semantics (englisch)

2 SWS
SE Do 16-18 wöch. DOR 24, 1.501 W. Roberts

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.

5250063 Introduction to Syntax (englisch)

2 SWS						
SE	Fr	10-12	wöch.	I 110, 343		F. Schäfer

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, using data from other languages (including German) as a basis for comparison.

5250066 Pragmatics (englisch)

2 SWS						
SE	Mo	12-14	wöch.	UL 6, 2097		N. Scherf

Pragmatics is the field of linguistics that is concerned with usage of language and how utterances are influenced by context and knowledge of the participants in conversation. We will read some of the most influential works in the field and discuss topics such as: deixis, implicatures, presuppositions and speech acts. In order to require the credit points, the participants will be asked participate in the class discussions and to complete weekly assignments, based on the text provided on moodle.

5250094 English Syntax (englisch)

2 SWS						
SE	Do	12-14	wöch.	UL 6, 1072		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, using data from other languages (including German) as a basis for comparison. The seminar will introduce students to aspects of the approach 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.

5250145 Semantics (englisch)

2 SWS						
SE	Fr	12-16	wöch. (1)	UL 6, 3001		B. Gehrke, H. Karawani

1) findet vom 12.05.2017 bis 14.07.2017 statt

Modul 7: American Literary History

5250068 American Literary History II: World War I to the Present (englisch)

2 SWS	1 LP					
VL	Mo	16-17	wöch.	UL 6, 2091/92		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* (6th edition), which is an essential text for the study of American literature. Additional texts will be available 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.

5250069 Lektüreseminar: American Literary History II: 1918 to the Present (englisch)

1 SWS	1 LP					
SE	Di	16-18	14tgl./1	UL 6, 2014B		E. Boesenberg
SE	Di	16-18	14tgl./2	UL 6, 2014B		E. Boesenberg
SE	Mi	10-12	14tgl./1	DOR 24, 1.501		A. Potjans
SE	Mi	10-12	14tgl./2	DOR 24, 1.501		A. Potjans
SE	Di	10-12	14tgl./1	DOR 24, 1.501		R. Isensee
SE	Di	10-12	14tgl./2	DOR 24, 1.501		R. Isensee
SE	Do	08-10	14tgl.	I 110, 343		K. Röder

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.
Koordination der Gruppen: Anastasija Beer (anastasija87@hotmail.com)

Modul 9: English Language in Social and Cultural Context

5250027 Synthetic Compounds (englisch)

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

5250067 Multilingualism (englisch)

2 SWS
SE Di 10-12 wöch. UL 6, 3001 A. Alexiadou

In this course, various aspects of multilingualism across the life span will be investigated. Aspects to be addressed include bilingual acquisition, L2 acquisition, and attrition. The course will offer discussion of basic theoretical issues of multilingualism as well as application of theory to data.

5250095 Argument Structure (englisch)

2 SWS
SE Do 14-16 wöch. UL 6, 1072 A. McIntyre

5250122 First Language Acquisition: Tense and Aspect cross-linguistically (englisch)

2 SWS
SE Do 14-16 wöch. DOR 24, 1.502 F. Martin

How do children acquire language? In particular, how do they learn about meaning? The seminar focuses on children's understanding of temporal and event semantics (especially the linguistic category of aspect), and this in a cross-linguistic perspective. In order to understand the different patterns found in non-adult like interpretations of tense/aspect in child languages, we will first look at the ways tense and aspect systems differ cross-linguistically, relying on recent experimental work on tense, (im)perfectivity, determiners and quantifiers.

5250143 Syntactic variation (englisch)

2 SWS
SE Mi 10-12 wöch. DOR 24, 1.502 B. Kamali

In this course, we discuss main points of syntactic variation across languages and the analyses proposed to account for these. We will talk about basic word order, word order flexibility, operations to fulfill specific grammatical functions among other aspects.

5250144 Information Structure: Syntax, prosody and discourse (englisch)

2 SWS
SE Mi 12-14 wöch. DOR 24, 1.502 B. Kamali

Languages differ in the way they express differences such as the difference between "John went to the store" and "JOHN went to the store". We will examine various realizations of such phenomena across languages in the prosody and in syntax, introduce further information structure notions and find out how they work, and discuss what kind of principles underlie the relationship between the information structure notion and the realization.

Modul 10: Linguistics as a Cognitive Science

5250027 Synthetic Compounds (englisch)

2 SWS
SE Do 10-12 wöch. UL 6, 2004A S. Olsen
detaillierte Beschreibung siehe S. 8

5250095 Argument Structure (englisch)

2 SWS
SE Do 14-16 wöch. UL 6, 1072 A. McIntyre
detaillierte Beschreibung siehe S. 8

5250122 First Language Acquisition: Tense and Aspect cross-linguistically (englisch)

2 SWS
SE Do 14-16 wöch. DOR 24, 1.502 F. Martin

detaillierte Beschreibung siehe S. 8

5250143 Syntactic variation (englisch)
2 SWS
SE Mi 10-12 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8

5250144 Information Structure: Syntax, prosody and discourse (englisch)
2 SWS
SE Mi 12-14 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8

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

5250010 Expressionism, Surrealism, and the Theatre of the Absurd in 20th-Century Drama (englisch)
2 SWS
SE Do 08-10 wöch. DOR 24, 1.501 B. Schnabel

Expressionismus und 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 gesehen. Zu letzterem gehören die sogenannten „Roaring Twenties“ sowie die beiden Weltkriege des 20. Jahrhunderts. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt. Das Seminar findet in englischer Sprache statt.

5250011 Poetry and Essay Writing in the Context of the English Revolution (part 1) (englisch)
2 SWS
SE Mo 12-14 wöch. I 110, 343 S. Lieske

The Kingdom of Christ is inside the Soul

The challenge of Puritan thinking has contributed in a major way to a corpus of literature that is still relevant today. What can Puritan religious thinking offer in a world that seemed to be to many contemporaries "a carcass" and void of "life and loveliness"? What might this "kingdom of Christ" be like once it is implemented? We will explore the manifold Puritan as well as anti-Puritan voices before, during and after the English Revolution. John Milton's texts will be central; others, such as Ben Jonson's, John Donne's, Andrew Marvell's or Thomas Traherne's, will also be discussed. Moreover, we will study Milton's essays in order to explore early modern essay writing and - in particular in Part II - practice how to write essays.

5250013 (Re)Writing Shakespeare: Contemporary, Genre and YA Adaptions (part 1) (englisch)
2 SWS
SE Di 14-16 wöch. DOR 24, 1.502 D. Steglich

Yes, it's been over 400 years ... and we're still reading Shakespeare. We still watch his plays in the theatre, or see film adaptations in the cinema, TV and Web Series are based on his texts, and, above all, we find rewritings of his work in novel, comic, play, parody, or f. ex. Star Wars fanfiction form in every bookshop. In 2015, Hogarth Press even launched a whole series of retellings, Shakespeare's most famous plays used as inspiration for famous contemporary novelists. What most of these adaptations have in common: The gist of Shakespeare's plots, together with his iconic characters, are transported to our contemporary world - and thus, transformed. In this class we will concentrate on one of Shakespeare's plays: *The Tempest*. We will discuss the play itself, and gather some information on the works that inspired it in order to then turn the tables, and read selections from the variety of dramatic retellings, contemporary novels, poems, Young Adult literature, graphic novels and perhaps even the odd Steampunk reworking inspired by or directly adapted from *The Tempest*. In comparing the original play to its rewrites, we will question the transformation. What is changed, and why? Are some parts of the plot left out because they're unadaptable, or because they're unpleasant? What conventions have to be enforced, in order to make Shakespeare's story fit the intended genre? Where can the effects of cultural and social changes (gender, race, etc.) or simply scientific discoveries be found in the retelling? For this class, you will need your own edition of *The Tempest* (please use either Arden or Oxford!) to start us off, and then we'll take it from there and plan our exploration of the reworkings together. (Note: Part I functions as an independent class, you don't need to attend Part II, unless you're study regulations say otherwise!)

5250015 Cyborgs, Clones and Close Encounters: (Post)human Futures in British Science Fiction (part 1) (englisch)
2 SWS
SE Do 10-12 wöch. DOR 24, 1.501 K. Tordasi

The boundaries between human and not-human have been a theme in British Science Fiction since Mary Shelley's *Frankenstein*. Nearly two centuries later, the category of the posthuman in particular has planted deep roots in the genre - not least in response to rapid advancements in areas like bioengineering, robotics and intelligent designs. The term *posthuman*, however, remains a point of contention. It suggests a mode of being *past*, or *beyond* human; a mode that is supposedly new and different from what we have known before. Yet such definitions raise questions: In an increasingly technological world, how do we differentiate between organic and mechanized existence? Is the traditional, organic model of human personhood as a stable, unified self a valid model anymore? Has it ever been?

In this seminar, we will track the posthuman imaginary through contemporary novels, short stories, films and essays. We will discuss how these works challenge a binary differentiation between human and posthuman. Focusing on cyborgs, clones and aliens, we will also discuss how these figures are used to subvert, broaden or rewrite our notions of what it means to be human. Finally, we will use the concept of the posthuman to explore the connections between Science Fiction and cultural theory. Drawing on ideas from the fields of Gender -, Queer -, Critical Race -, and Postcolonial Studies, we will discuss how Science Fiction can invigorate feminist, queer, and postcolonial discourses on self and other.

In preparation of the seminar please acquire and read:
 Kazuo Ishiguro, *Never Let Me Go* (2005)
 Jeanette Winterson, *The Stone Gods* (2007)
 China Mieville, *Embassytown* (2011)

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

Modul 12: Paradigms of American Literature and Culture

5250072 Antebellum Poetry (englisch)

2 SWS	4 LP					
SE	Di	16-18	wöch.	I 110, 343		A. Boss

This course shall provide a forum for participants to familiarize themselves with and discuss lyrical expression during the era of the American Antebellum. Participants will read and analyze poetry by, among others, Henry Wadsworth Longfellow, William Cullen Bryant, William Ellery Channing, and Edgar Allan Poe. Furthermore, we will look at poems authored by writers usually associated with nonfiction and prose, such as Ralph Waldo Emerson and Henry David Thoreau. Participants will explore major themes of antebellum poetry, examine the variegated historical conditions that have been conducive to their formation, and discuss the mentioned poets' impact on American literary expression. We will also learn and revise terms, methods, and theories pertinent to the analysis of poetry in general as well as augment our knowledge of the Antebellum as a period of literary production. Information regarding course requirements and materials will be provided in the first session.

5250075 Countering the Depression: Media, Technology, and the Body in North American Culture in and around the 1930s (englisch)

2 SWS	4 LP					
SE	Mi	10-12	wöch.	UL 6, 3001		S. Rienäcker

This course attempts to delineate the relationship between media, technology, and the body in the Great Depression era in regard to mass culture and popular culture.

Were film musicals, the "dance craze," swing music, or popular radio broadcasts a means of escaping from the everyday conditions of Great-Depression life? Can the body be conceptualized as a site of social and cultural order which significantly influenced, and was reversely influenced by mass culture and popular culture? And what role in particular does the gendering and racializing of bodies play in this era? Furthermore, in what ways are intersections of different categories like age, class, dis/ability, and sexuality embodied in different cultural practices and representations?

In order to answer these questions, we will engage with theories of social practices – a field that spans a diverse range of works by authors such as Pierre Bourdieu, Judith Butler, Michel Foucault, Bruno Latour, and others – and explore those theories as cultural theories. We will thus analyze our readings and materials on film, radio, music, and dance through notions of body and embodiment, performance and performativity, as well as agency and experience. We can finally ask with Benedict Anderson how the U.S. American nation was redefined within the collective imagination in the 1930s through a particular network of media, technologies, and bodies.

Modul 13: Writing Skills

Hinweise zum Lehrangebot im Modul 13 im Wintersemester 2016/17: [hier](#).

Modul 15: Fachdidaktik Englisch

5250041 Ausgewählte Kapitel des Fremdsprachenunterrichts I

2 SWS						
SE	Fr	08-10	wöch.	HV 5, 0122-23		F. Klimczak

Dieses Seminar ist ein Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ und beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen „Task-based Language Learning“, „Binnendifferenzierung“ und „Kompetenzorientierung“ diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden zwei Begleitseminare angeboten; die Anmeldung erfolgt über Agnes.

5250046 Ausgewählte Kapitel des Fremdsprachenunterrichts II

2 SWS
SE Di 14-16 wöch. UL 6, 1072 U. Leusch

Dieses Seminar ist ein Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ und beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen „Task-based Language Learning“, „Binnendifferenzierung“ und „Kompetenzorientierung“ diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden zwei Begleitseminare angeboten; die Anmeldung erfolgt über Agnes.

5250047 Einführung in die Fachdidaktik Englisch

2 SWS
SE Mi 08-10 wöch. DOR 24, 1.601 S. Breidbach

Der Grundkurs „Einführung in die Fachdidaktik Englisch“ steht am Anfang des Moduls „Fachdidaktik Englisch“ BA-Englisch mit Lehramtsoption. In diesem Modul lernen Sie wesentliche Grundlagen der Fremdsprachendidaktik kennen.

Der Grundkurs verfolgt einen subjektorientierten Ansatz. Englischunterricht als besondere Form des Lehrens und Lernens einer Fremdsprache wird dabei von einem schulpädagogischen Blickwinkel aus betrachtet. In der Praxis bedeutet dies, dass über weite Strecken die Studierenden als angehende Englischlehrerinnen und -lehrer im Zentrum stehen: Ausgehend von Ihren eigenen biografischen Erfahrungen, die Sie als Fremdsprachenlernende gemacht haben sowie den Überzeugungen und Positionierungen, die sich daraus entwickelt haben, werden zentrale Konzepte und Prinzipien des Lehrens und Lernens von Fremdsprachen untersucht. Der hochschuldidaktische Kern des Grundkurses ist der beständige Rekurs auf Ihre persönliche Haltung zu den Inhalten. In dem der Grundkurs hier ansetzt, soll er den individuellen Professionalisierungsprozess der Studierenden in Richtung der Entwicklung von reflektierter Handlungs- und Urteilsfähigkeit als angehende Lehrerinnen und Lehrer anstoßen.

Anders als in „klassischen“ Einführungen wird in dieser Veranstaltung ein reger Austausch zwischen den Kursteilnehmer_innen stattfinden. Frontale Vorträge werden daher nur eine Arbeitsform von vielen sein. Die Studierenden werden sich in verschiedenen kooperativen und kollaborativen Arbeitsformen mit den Inhalten aktiv auseinandersetzen und häufig auch einen Bezug zu Ihren eigenen Erfahrungen herzustellen. Es wird zudem Gelegenheiten für ausführliche Plenardiskussionen geben. Das aktive Sich-Einlassen auf verschiedene Arbeitsformen ist eine wichtige Grundhaltung für die erfolgreiche Teilnahme an dem Grundkurs.

Zu diesem Grundkurs gehören folgende Studienleistungen: regelmäßige Mitarbeit, Vor- und Nachbereitung durch Lektüre sowie Bereitstellen von Arbeitsergebnissen aus verschiedenen Sitzungen, aktive Teilnahme bei der Bearbeitung von Gruppenaufgaben sowie die individuelle Erstellung eines Portfolios. Das Portfolio wird nicht bewertet, jeder Eintrag muss aber qualitative Minimalanforderungen erfüllen.

Für diesen Grundkurs steht Ihnen eine Tutorin zur Seite. Sie können sich bei Fragen und Problemen zu jeder Zeit an Bianca Rommel (fachdidaktik.anglistik@gmail.com) wenden. Von ihr können Sie auch Feedback zu Ihren PF-Einträgen erhalten. Hierzu drucken Sie Ihren Eintrag bitte aus und bringen ihn zur nächsten Sitzung mit.

Modul 16: Berufsfeldbezogene Studien

5250120 Praxiskolloquium (englisch)

1 SWS
PCO Di 16-18 wöch. UL 6, 2004A E. Gibbels

Zu belegen nach Absolvierung des Praktikums und des Großteils der BZQ-Kurse. Beginn: 25. April 2017. Hinweis: Das Kolloquium wird möglicherweise geblockt; bitte unbedingt zur ersten Sitzung kommen, damit die Termine abgestimmt werden können. Anmeldung bis 20. April 2017 (4pm) per Email (elisabeth.gibbels@hu-berlin.de)

5250126 Professional Translation Skills II (Gemeinsprache: Journalistic Styles / Translating for the Media) (englisch)

2 SWS 3 LP
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 translation skills by working on a variety of texts from journalistic and media-related sources. Working in both directions between German and English, students will practise written and at-sight translation (including adaptation of culturally-specific texts) and will be sensitised to important textual and linguistic differences between journalistic styles in English and German that will need to be considered by translators in this field. Throughout the semester, students will develop a range of translation strategies they could readily transfer to texts translated in journalistic/media-related environments.

Registration per email by Thursday, 30th March 2017: michael.davies@rz.hu-berlin.de

5250129 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 LP
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 competence in this field by working with selected texts from key areas of economics and technology. Texts translated will be from German into English and vice versa. The course aims to sensitise students to important textual and linguistic differences between economic and scientific/technical discourse in English and German. Participants will deepen their understanding of procedural aspects of the work of a specialised translator such as researching the source text and using translation resources effectively. They will also gain an initial insight into broader commercial aspects of the profession, including terminology management and quality control.

Registration per email by Thursday, 30th March 2017: michael.davies@rz.hu-berlin.de

Studienordnung 2014

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Modul 1: Introduction to Linguistics

Der Grundkurs ist in zwei Sitzungen pro Woche bei einer Lehrkraft zu absolvieren. Ein anteiliger Besuch bei unterschiedlichen Lehrkräften ist nicht möglich.

5250092 Introduction to Linguistics (englisch)

4 SWS

SE	Mo	12-14	wöch.	UL 6, 1072	A. McIntyre
	Mo	14-16	wöch.	UL 6, 1072	A. McIntyre

This course introduces five core areas of grammar: Phonetics/phonology investigates the sounds of English and how they are used to distinguish meanings. Morphology describes the structure of words, and syntax the structure of sentences. Finally, semantics is about the way in which linguistic expressions (in particular, words and sentences) can be interpreted, and pragmatics deals with the way in which language is used to perform concrete actions. The course prepares students for the MAP of Module 1.

Modul 3: Introduction to Culture

5250001 Introduction to British Cultural Studies and Cultural History: key Concepts and Theories (englisch)

2 SWS

SE	Mi	10-12	wöch.	DOR 24, 1.601	J. Schoen
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detaillierte Beschreibung siehe S. 4

5250076 American Cultural Theory (englisch)

2 SWS

SE	Mi	12-14	wöch. (1)	UL 6, 3001	D. Löbbermann
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1) Beginn 26.4.

detaillierte Beschreibung siehe S. 4

5250140 Introduction to British Cultural Studies and History: Key Concepts and Theories (englisch)

2 SWS

SE	Di	10-12	wöch.	UL 6, 2014B	K. Röder
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detaillierte Beschreibung siehe S. 4

Modul 4: Literary History

ALLE LEHRVERANSTALTUNGEN AUS MODUL 5 (STUDIENORDNUNG 2008) KÖNNEN AUCH VON DEN STUDIERENDEN DER NEUEN STUDIENORDNUNG (2014) ABSOLVIERT WERDEN.

5250002 Survey of English Literatures (englisch)

2 SWS

RV	Di	12-14	wöch. (1)	UL 6, 3075	N.N.
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1) Am 18.07. beginnt die Vorlesung erst 12:30 Uhr

detaillierte Beschreibung siehe S. 4

5250003 The Poetics of Biography in the 18th Century (englisch)

2 SWS

SE	Fr	10-12	wöch.	DOR 24, 1.501	R. Araya
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detaillierte Beschreibung siehe S. 5

5250004 Writing Working Class (englisch)

2 SWS

SE	Mo	14-16	wöch.	DOR 24, 1.501	R. Araya
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detaillierte Beschreibung siehe S. 5

5250005 Modernist Drama (englisch)

2 SWS

SE	Mi	08-10	wöch.	I 110, 343	S. Lieske
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detaillierte Beschreibung siehe S. 5

5250006 English Stories and Tales of the 19th and 20th Centuries (englisch)
 2 SWS
 SE Mi 08-10 wöch. DOR 24, 1.501 B. Schnabel
detaillierte Beschreibung siehe S. 5

5250007 Love, Nature, and Work in Victorian Writing (englisch)
 2 SWS
 SE Fr 08-10 wöch. DOR 24, 1.501 B. Schnabel
detaillierte Beschreibung siehe S. 6

5250008 Fictions of War from Verdun to Aleppo (englisch)
 2 SWS
 SE Mi 12-14 wöch. DOR 24, 1.501 J. Schoen
detaillierte Beschreibung siehe S. 6

5250009 'Stranger in the House': W.B. Yeats and the Irish Literary Revival (englisch)
 2 SWS
 SE Fr 12-14 wöch. DOR 24, 1.501 R. Barton
detaillierte Beschreibung siehe S. 6

5250068 American Literary History II: World War I to the Present (englisch)
 2 SWS 1 LP
 VL Mo 16-17 wöch. UL 6, 2091/92 E. Boesenberg
detaillierte Beschreibung siehe S. 7

5250069 Lektüreseminar: American Literary History II: 1918 to the Present (englisch)
 1 SWS 1 LP
 SE Di 16-18 14tgl./1 UL 6, 2014B E. Boesenberg
 SE Di 16-18 14tgl./2 UL 6, 2014B E. Boesenberg
 SE Mi 10-12 14tgl./1 DOR 24, 1.501 A. Potjans
 SE Mi 10-12 14tgl./2 DOR 24, 1.501 A. Potjans
 SE Di 10-12 14tgl./1 DOR 24, 1.501 R. Isensee
 SE Di 10-12 14tgl./2 DOR 24, 1.501 R. Isensee
 SE Do 08-10 14tgl. I 110, 343 K. Röder
detaillierte Beschreibung siehe S. 7

Modul 5: Linguistics: History and Variation of English

5250029 English Historical Linguistics and Dialectology (englisch)
 2 SWS
 SE Di 10-12 wöch. DOR 24, 1.601 L. Peter
 SE Mi 10-12 wöch. UL 6, 1072 L. Peter
 SE Mo 16-18 wöch. UL 6, 1072 A. McIntyre

This introductory seminar gives a survey of historical change in phonology, morphology/syntax and the lexicon across the Old, Middle and (Early/Late) Modern English periods to the present day as well as of current geographical and socio-functional variation in the English language. It thus emphasises the close relationship between language change and variation. It introduces the concept of the sociolinguistic situation with its various parameters and presents language change and variation as complex processes determined by the interaction of language-internal forces and extralinguistic factors. It sets the framework for a more detailed treatment of historical language change or, alternatively, of contemporary variation of the English language in the UEs offered in this module.

5250030 Varieties of English in the British Isles (englisch)
 2 SWS
 UE Mi 12-14 wöch. UL 6, 1072 L. Peter

The course deals with regional and social variation in English, extending material covered in the introductory seminar in Module 5. The first part of the course gives a detailed overview of the most important general issues in the study of dialects, including the relation between regional/social varieties and extralinguistic phenomena such as social class and gender, the notions of standard and non-standard varieties as well as the discussion of 'right' and 'wrong' language use. It also compares the two major standard varieties of English, English Standard English and General American English. On this basis, the second part of the course examines some major issues of variation in the British Isles (UK and Ireland).

5250031 The path of Grammaticalisation and Other Major Developments - from later Middle English to Late Modern (englisch)

2 SWS
UE Do 08-10 wöch. UL 6, 1072 L. Peter

The seminar describes the development of the English language between ca. 1400 and 1900, i.e. in post-medieval and modern times. In its initial part students deepen their knowledge of problems and methods of historical language description. Then they examine issues of change in the English language in the given period of time, esp. in Early/Late Modern English. The major structural changes are demonstrated by examples taken from all linguistic levels. However, focus is on the processes of grammaticalisation, a core element of the fundamental change of English morpho-syntax. Here the field of auxiliation, i.e. the emergence and development of auxiliaries (e.g. have and be) and similar functional elements (e.g. be going to) is of fundamental relevance. In this context, students examine the contribution of such expressions to a more highly differentiated system of verbal forms (Aspect, Perfect, Voice, etc.).

In addition, they familiarise themselves with the development of the sociolinguistic situation in England as well as the processes of standardisation and codification of the English language. Typical texts produced in the periods (e.g. letters, written records of events, witness depositions, bible translations and plays) are read, analysed and compared to the structure of Present-Day English (PDE) to gain a concrete picture of differences between the periods in question. Considering standard and non-standard dialects of Early/Late Modern English, the seminar analyses their influence on PDE and its variability.

5250091 Old English (englisch)

2 SWS
UE Fr 12-14 wöch. UL 6, 2014A T. Swart

This course examines the first stage of the English language as it is attested between the 8th and 11th century AD. A synchronic overview over the grammar of Old English will be given, and we will read a selection of Old English texts, e.g. short sections from *Beowulf*. The course will also familiarize students with wider aspects of Historical Linguistics by tracing the development of Old English from its roots in Proto-Indo-European.

5250121 Introduction to Contact Linguistics (englisch)

2 SWS
UE Mo 12-14 wöch. UL 6, 3001 T. Veenstra

All languages show properties that are due to contact with other languages. As such, language contact is not only pervasive but also a central notion in the field of linguistics. In this introductory class we have a closer look at different outcomes (pidgins, creoles, mixed languages) of language contact, the different mechanisms responsible for language mixing, the sociohistorical settings of contact situations, as well as theories on the genesis of pidgins and creoles. Special focus will be on creole languages related to English.

Modul 6: Linguistics: Grammar

5250060 Introduction to Morphology (englisch)

2 SWS
SE Mo 10-12 wöch. I 110, 343 F. Schäfer
detaillierte Beschreibung siehe S. 6

5250061 Introduction to Semantics (englisch)

2 SWS
SE Do 16-18 wöch. DOR 24, 1.501 W. Roberts
detaillierte Beschreibung siehe S. 6

5250063 Introduction to Syntax (englisch)

2 SWS
SE Fr 10-12 wöch. I 110, 343 F. Schäfer
detaillierte Beschreibung siehe S. 7

5250066 Pragmatics (englisch)

2 SWS
SE Mo 12-14 wöch. UL 6, 2097 N. Scherf
detaillierte Beschreibung siehe S. 7

5250094 English Syntax (englisch)

2 SWS
SE Do 12-14 wöch. UL 6, 1072 A. McIntyre
detaillierte Beschreibung siehe S. 7

5250145 Semantics (englisch)

2 SWS
SE Fr 12-16 wöch. (1) UL 6, 3001 B. Gehrke,
H. Karawani
1) findet vom 12.05.2017 bis 14.07.2017 statt
detaillierte Beschreibung siehe S. 7

Modul 7: Advanced Language Studies

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250096 Language Awareness: Grammar in Context (englisch)

2 SWS 2 LP
UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
UE Di 08-10 wöch. DOR 24, 1.502 K. Heukroth

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.
Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 6 April 2017 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250097 Language Awareness: Academic Vocabulary in Use (englisch)

2 SWS 2 LP
UE Mo 16-18 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 the selected vocabulary in authentic academic texts and to practice it in different types of written exercises ranging from guided to semi-guided and free activities. A general goal is to help participants make more efficient use of monolingual dictionaries for text production.
Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 6 April 2017 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250098 Language Awareness: Introduction to Academic Writing (englisch)

2 SWS 2 LP
UE Mi 12-14 wöch. UL 6, 2004A E. Gibbels
UE Do 16-18 wöch. UL 6, 2004A E. Gibbels

The course will introduce you to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. The class will practice writing definitions, summaries and short response papers. Several shorter and longer written assignments. Credits based on attendance and course work, including completion of assignments.
Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 6 April 2017 (4pm) via email (elisabeth.gibbels@hu-berlin.de)

5250099 Language Awareness: The Language of Cultural Studies (englisch)

2 SWS 2 LP
UE Mo 14-16 wöch. UL 6, 3001 E. Gibbels

The class will look at various texts from the field of cultural studies both in the British and the American academic environment. Students will increase their own awareness of the language used in cultural studies, expand their vocabulary and become familiar with differences between everyday language use and academic discourse. Written assignments include definitions, summaries and quizzes.
Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 6 April 2017 (4pm) via email (elisabeth.gibbels@hu-berlin.de)

5250100 Language Awareness: Learning Language with Literature (englisch)

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

Short stories by American, British and Irish authors form the basis of 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.
Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 6 April 2017 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250101 Language Awareness: Notes in Academic Contexts (englisch)

2 SWS 2 LP
UE Mi 10-12 wöch. I 110, 353 A. Fausser

This course provides students guidance and practice in various methods of notetaking across a variety of situations. Course participants will develop their individual notetaking methods both for themselves as well as for distribution to others (e.g. abbreviations, written summaries, lecture notes, presentation notes, and handouts) with a focus on clarity, consistency, and register. Course participants will be exposed to both oral and written materials from largely, but not exclusively, academic contexts. Course activities will encourage and support vocabulary development in an academic environment. Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250102 Oral Skills: Presentation Practice (englisch)

2 SWS	2 LP				
UE	Do	14-16	wöch.	I 110, 353	A. Fausser

This course provides 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 persuasive/argumentative presentation as well as peer evaluation and analyses of professional presentations will enable participants to practice their skills in terms of topic development, structure and organization, content, and delivery, in addition to further developing their language skills (e.g. vocabulary development, language formality, etc).

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250103 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)

2 SWS	2 LP				
UE	Mi	10-12	wöch.	UL 6, 2004A	E. Kelly

In recognition of the importance of oral/aural skills for language students, this course uses short stories by British, Irish and American authors to develop skills such as recognizing context clues, listening for detail and using advanced grammatical structures. After listening to the podcasts, students are required to complete a certain number of exercises designed to cultivate their listening and speaking skills in a creative manner.

Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 6 April 2017 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250104 Oral Skills: Debating and Public Speaking (englisch)

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

The main focus of this course is on developing debating techniques such as the formulation of convincing arguments under pressure and the analysis of competing ideas. In order to do this, we will analyse various political debates held in the UK and the USA. A further aspect of the course is the improvement of public speaking skills in general and we shall do this by analysing the rhetorical techniques used in the delivery of inspiring speeches given by Barack Obama, Steve Jobs and J.K. Rowling amongst others. Students are required to participate in class debates and panel discussions on a variety of contemporary controversial issues.

Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 6 April 2017 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250105 Oral Skills: Literary Literacy in Academic Discussions (englisch)

2 SWS	2 LP				
UE	Di	12-14	wöch.	I 110, 353	A. Fausser

This course equips participants to be more effective in discussing topics relevant to English and American Studies, with a specific focus on literary topics. The course will focus on the development of academic vocabulary and employing strategies for more effective oral communication as well as argumentation in academic discussions. Students will identify and prepare relevant topics and perspectives in order to participate in panel discussions. Additional discussion activities will provide course participants opportunities to further develop and practice their oral skills.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250107 Oral Skills: Britain in Brief (englisch)

2 SWS	2 LP				
UE	Mi	14-16	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 British culture and society. 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 British culture.

Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 6 April 2017 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250108 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)

2 SWS	2 LP				
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.

Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 6 April 2017 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250109 Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)

2 SWS	2 LP				
UE	Do	10-12	wöch.	I 110, 353	A. Fausser

This course provides students the opportunity to explore current culturally relevant issues in the United States. Course participants will determine the foci of the topics covered (e.g. education, the arts, language, and religion) and address them in persuasive/argumentative presentations. In addition, participants will individually explore the issues in a specific region of the US (e.g. the South or the Midwest). Both activities will provide students with ample material to strengthen their discussion skills, to further develop their presentation and language skills, as well as to expand their knowledge on current culturally relevant topics. Please note that 1) this course does not focus on the political aspects of the issues, and 2) this course is open to students who have already taken Current Trends and Developments in the USA – Sociopolitical Perspectives.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250110 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)

2 SWS	2 LP				
UE	Fr	10-12	wöch.	DOR 65, 325	A. Fausser

This course provides 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 politically and socially relevant issues intersect. Course participants will determine the foci of the major course topics covered (i.e. the media, immigration, women's and LBGQTQIA rights, and socioeconomic disparities) and address them in informative presentations. In addition, participants will individually explore the broader course topics within a particular state. Both activities will provide students with ample material to strengthen their discussion skills, to further develop their presentation and language skills, as well as to expand their knowledge on the current issues, both at the national and state levels. Please note that this course is open to students who have already taken Current Trends and Developments in the USA – Cultural Perspectives.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

Modul 8: Vertiefungsmodul

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250010 Expressionism, Surrealism, and the Theatre of the Absurd in 20th-Century Drama (englisch)

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

detaillierte Beschreibung siehe S. 9

5250027 Synthetic Compounds (englisch)

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

detaillierte Beschreibung siehe S. 8

5250067 Multilingualism (englisch)

2 SWS					
SE	Di	10-12	wöch.	UL 6, 3001	A. Alexiadou

detaillierte Beschreibung siehe S. 8

5250095 Argument Structure (englisch)

2 SWS					
SE	Do	14-16	wöch.	UL 6, 1072	A. McIntyre

detaillierte Beschreibung siehe S. 8

5250111 Written Academic Discourse: Academic Essays (englisch)

2 SWS	2 LP				
UE	Do	14-16	wöch.	DOR 65, 325	E. Gibbels
UE	Mi	14-16	wöch.	UL 6, 2004A	E. Gibbels

We will analyse authentic academic papers for features and vocabulary typical of writing in the humanities. Specific exercises train using effective transitions, discursive templates and stylistic devices. Students will write their own essays on topics from their academic seminars. There is a Reader for this class (available at Sprintout, Georgenstrasse). Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page). Exchange students only: Please register by 6 April 2017 (4pm) via email (elisabeth.gibbels@hu-berlin.de)

5250112 Written Academic Discourse: Essay Writing (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 2004A	E. Kelly	

This course helps students develop the skills needed to produce 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 as well as editing and revising. A minimum of three essays must be submitted during the course.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

5250113 Written Academic Discourse: Writing Academic Essays (englisch)

2 SWS	2 LP					
UE	Fr	08-10	wöch.	DOR 24, 1.502	A. Fausser	

This course provides students the opportunity to identify, analyze, and practice a variety of skills necessary for writing in academia. The course will guide participants through the process of writing an essay. Peer review activities will aid participants in honing their skills in terms of language use, vocabulary development, register, narrowing a topic, and argumentation. The course will also address conventions of academic writing, for example politically productive and gender sensitive language. Articles from scholarly journals will provide ample material for students to engage with in further developing their writing skills. Students will compose two short argumentative essays in this course.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250114 Writing for Academic Purposes: Writing and Revising the Essay (englisch)

2 SWS	2 LP					
UE	Di	10-12	wöch.	I 110, 353	A. Fausser	

This course covers the structural components and conventions of writing in an academic context, with emphasis on the process of writing and extensive revising. The course will guide participants through the process of writing an essay. Peer review activities will aid participants in honing their skills in terms of language use, vocabulary development, register, narrowing a topic, and argumentation. The course will also address conventions of academic writing, for example politically productive and gender sensitive language. Articles from scholarly journals will provide ample material for students to engage with in further developing their writing skills. Students will compose one essay, which will then undergo several phases of revision.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

5250116 Contrastive Language Analysis: Translation (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.601	E. Gibbels	

The course looks into differences between German and English writing, especially in producing academic prose. The focus is on stylistic conventions and text structure in English academic research papers. Students of BA English will be given priority over other applicants if they enrol in time and are eligible for taking the class.

Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page)

5250117 Contrastive Language Analysis: Translation in Academic Contexts (englisch)

2 SWS	2 LP					
UE	Do	08-10	wöch.	DOR 24, 1.601	E. Kelly	
UE	Do	10-12	wöch.	DOR 24, 1.601	E. Kelly	

On this course we will compare the stylistic conventions of German and English academic texts and analyse typical German-English translation problems. Assignments involve translating and annotating translations in academic contexts such as samples from literary works, book reviews, abstracts, academic essays, research papers as well as articles from academic journals.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

5250118 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS	2 LP					
UE	Di	10-12	wöch.	DOR 24, 1.505	K. Heukroth	
UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth	

This course is intended to help students make appropriate linguistic choices in written text production for academic and professional contexts. A number of recurring semantic, grammatical and syntactic features of relevant English texts are studied through exercises involving both intralingual and interlingual comparison and through the translation of authentic German texts.

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

- 5250122 First Language Acquisition: Tense and Aspect cross-linguistically (englisch)**
 2 SWS
 SE Do 14-16 wöch. DOR 24, 1.502 F. Martin
detaillierte Beschreibung siehe S. 8
- 5250143 Syntactic variation (englisch)**
 2 SWS
 SE Mi 10-12 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8
- 5250144 Information Structure: Syntax, prosody and discourse (englisch)**
 2 SWS
 SE Mi 12-14 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8

Modul 9: Praxismodul

- 5250126 Professional Translation Skills II (Gemeinsprache: Journalsitic Styles / Translating for the Media) (englisch)**
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11
- 5250129 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)**
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

Modul 10: Research Methodology and Research Skills

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

- 5250080 Research Practice (b) (englisch)**
 2 SWS
 SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg

The course aims at preparing and supporting students in writing their BA thesis. It will focus on topics such as identifying a thesis topic and a central research question, structuring the text, and language use. Discussions in class will address questions of methodology, theoretical grounding, academic language and bibliographic conventions. Students will present their own drafts of possible topics, outlines and introductions that will be viewed in class in an effort to facilitate the writing process.

Credit for the course requires regular attendance and participation in class discussions, the completion of the written assignments, and an oral presentation of one's project.

Registration for the seminar will take place in the first session. You do not have to sign up on Agnes for this course.

- 5250111 Written Academic Discourse: Academic Essays (englisch)**
 2 SWS 2 LP
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
 UE Mi 14-16 wöch. UL 6, 2004A E. Gibbels
detaillierte Beschreibung siehe S. 18
- 5250112 Written Academic Discourse: Essay Writing (englisch)**
 2 SWS 2 LP
 UE Di 12-14 wöch. UL 6, 2004A E. Kelly
detaillierte Beschreibung siehe S. 18
- 5250113 Written Academic Discourse: Writing Academic Essays (englisch)**
 2 SWS 2 LP
 UE Fr 08-10 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 18

5250114	Writing for Academic Purposes: Writing and Revising the Essay (englisch)	2 SWS UE	2 LP Di	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 18</i>						
5250116	Contrastive Language Analysis: Translation (englisch)	2 SWS UE	2 LP Mo	10-12	wöch.	DOR 24, 1.601	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 18</i>						
5250117	Contrastive Language Analysis: Translation in Academic Contexts (englisch)	2 SWS UE	2 LP Do	08-10	wöch.	DOR 24, 1.601	E. Kelly
	UE	Do	10-12	wöch.	DOR 24, 1.601	E. Kelly	
	<i>detaillierte Beschreibung siehe S. 18</i>						
5250118	Contrastive Language Analysis: Learning from Differences (englisch)	2 SWS UE	2 LP Di	10-12	wöch.	DOR 24, 1.505	K. Heukroth
	UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth	
	<i>detaillierte Beschreibung siehe S. 18</i>						
5250135	Research Methods (englisch)	2 SWS SE	Do	14-16	wöch.	UL 6, 3001	M. Grant, N. Hirsch

This course is an introduction to the topics and questions connected to research methods used in linguistics. It will deal with qualitative as well as quantitative methods used in (the different subfields of) modern linguistics. Thus, its aims are to give you a general insight into the theoretical reasoning behind these methods and their practical application, as well as to prepare you methodologically for writing your BA thesis in English linguistics, in case you plan to do so. (But this is, of course, not a prerequisite for taking the course.) The course will deal with general and very basic questions of how to approach and make productive use of scientific literature, as well as with more sophisticated tools and methods used in modern linguistic research, like quantitative methods, e.g., questionnaires, statistical analysis, etc. To get an idea of the topics see the recommended introductions, further relevant literature will be announced in the first session.

Modul 11: Focus Module Linguistics I (Cognitive Linguistics)

5250027	Synthetic Compounds (englisch)	2 SWS SE	Do	10-12	wöch.	UL 6, 2004A	S. Olsen
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250095	Argument Structure (englisch)	2 SWS SE	Do	14-16	wöch.	UL 6, 1072	A. McIntyre
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250143	Syntactic variation (englisch)	2 SWS SE	Mi	10-12	wöch.	DOR 24, 1.502	B. Kamali
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250144	Information Structure: Syntax, prosody and discourse (englisch)	2 SWS SE	Mi	12-14	wöch.	DOR 24, 1.502	B. Kamali
	<i>detaillierte Beschreibung siehe S. 8</i>						

Modul 12: Focus Module Linguistics II (Language in Context)

5250067	Multilingualism (englisch)	2 SWS SE	Di	10-12	wöch.	UL 6, 3001	A. Alexiadou
	<i>detaillierte Beschreibung siehe S. 8</i>						

5250122 First Language Acquisition: Tense and Aspect cross-linguistically (englisch)
 2 SWS
 SE Do 14-16 wöch. DOR 24, 1.502 F. Martin
detaillierte Beschreibung siehe S. 8

Modul 13: Focus Module English Literature and Culture

5250011 Poetry and Essay Writing in the Context of the English Revolution (part 1) (englisch)
 2 SWS
 SE Mo 12-14 wöch. I 110, 343 S. Lieske
detaillierte Beschreibung siehe S. 9

5250012 Poetry and Essay Writing in the Context of the English Revolution (part 2) (englisch)
 2 SWS
 SE Mo 14-16 wöch. I 110, 343 S. Lieske

The Kingdom of Christ is inside the Soul

The challenge of Puritan thinking has contributed in a major way to a corpus of literature that is still relevant today. What can Puritan religious thinking offer in a world that seemed to be to many contemporaries "a carcass" and void of "life and loveliness"? What might this "kingdom of Christ" be like once it is implemented? We will explore the manifold Puritan as well as anti-Puritan voices before, during and after the English Revolution. John Milton`s texts will be central; others, such as Ben Jonson`s, John Donne`s, Andrew Marvell`s or Thomas Traherne`s, will also be discussed. Moreover, we will study Milton`s essays in order to explore early modern essay writing and - in particular in Part II - practice how to write essays .

5250013 (Re)Writing Shakespeare: Contemporary, Genre and YA Adaptions (part 1) (englisch)
 2 SWS
 SE Di 14-16 wöch. DOR 24, 1.502 D. Steglich
detaillierte Beschreibung siehe S. 9

5250014 (Re)Writing Shakespeare: Contemporary, Genre and YA Adaptions (part 2) (englisch)
 2 SWS
 SE Di 16-18 wöch. DOR 24, 1.502 D. Steglich

(Note: This seminar stands on the shoulders of "(Re)Writing Shakespeare: Contemporary, Genre and YA Adaptions (Part I)", meaning it can not be attended independent of Part I.)
 In this class, we will have the pleasure to deepen our understanding of both Shakespeare and contemporary retellings by discussing an additional play: *The Winter's Tale*. As a background to Part I, we will also delve into some other media adaptations of Shakespeare's works, f. ex. film and web content. And maybe even attempt some reworkings of our own? At the same time, this class will offer exercises in academic writing (f. ex. how to research, find the perfect topic, structure your argument, etc.) in order to prepare you for your term papers (MAP) as well as any future academic writing. For this class, you will need your own edition of *The Winter's Tale* (please use either Arden or Oxford!) to start us off, and then we'll take it from there and plan our exploration of the reworkings together.

5250015 Cyborgs, Clones and Close Encounters: (Post)human Futures in British Science Fiction (part 1) (englisch)
 2 SWS
 SE Do 10-12 wöch. DOR 24, 1.501 K. Tordasi
detaillierte Beschreibung siehe S. 10

5250016 Cyborgs, Clones and Close Encounters: (Post)human Futures in British Science Fiction (part 2) (englisch)
 2 SWS
 SE Do 12-14 wöch. DOR 24, 1.601 K. Tordasi

This seminar builds on the theoretical context and literary analyses provided in "Cyborgs, Clones & Close Encounters (Part 1)". Students will expand the investigation of the posthuman by considering further cultural and social issues that are reflected in contemporary Science Fiction (e.g. the relevance of language and narrative in the formation of (post)human identities, new visions of human experience and relationships in film and TV, etc.). In addition to its focus on theory and cultural context, the seminar will also offer exercises and room for discussion with regards to academic writing and working with secondary texts.

A reader with material for discussion will be available at the beginning of the semester.

Modul 14: Focus Module American Literature and Culture

5250077 Women`s Disability Memoirs and US-American Disability Culture (englisch)

2 SWS
SE Mi 12-14 wöch. I 110, 347 K. Röder

This seminar introduces the disability memoir as a genre which provides a differentiated insight into central aspects of disability culture in the USA. It offers an introduction to disability studies and its significance for American Cultural and Literary Studies. By focusing on examples of women's disability autobiographies, we will discuss the authors' personal accounts of the social dimension of disability politics in the USA. We will explore the gendered, embodied experiences of disability represented by women autobiographers in the late 20th to the early 21st centuries by addressing the following questions:

- How do the texts engage with the complex interrelations between the embodied categories of disability, gender, ethnicity and sexual orientation?
- Do the texts challenge traditional images of disabled women and dominant medical discourses of disability?
- Which plot models are used in these texts and how do they relate to the representation of embodied disability experiences?

In the second part of this course, seminar participants will learn how to devise and formulate further research questions and topics on their own.

We will read the following texts:

Georgina Kleege: *Sight Unseen* (1999)

1. A. Brownworth and S. Raffo (eds.): *Restricted Access. Lesbians on Disability* (1999) excerpts

Simi Linton: *My Body Politic* (2005)

All primary and secondary literature will be provided at the beginning of the semester.

5250078 Women`s Disability Memoirs: Erweiterte Lektüre (englisch)

2 SWS
SE Mi 14-16 wöch. I 110, 347 K. Röder

Modul 15: Fachdidaktik Englisch

5250041 Ausgewählte Kapitel des Fremdsprachenunterrichts I

2 SWS
SE Fr 08-10 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 10

5250046 Ausgewählte Kapitel des Fremdsprachenunterrichts II

2 SWS
SE Di 14-16 wöch. UL 6, 1072 U. Leusch
detaillierte Beschreibung siehe S. 11

5250047 Einführung in die Fachdidaktik Englisch

2 SWS
SE Mi 08-10 wöch. DOR 24, 1.601 S. Breidbach
detaillierte Beschreibung siehe S. 11

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Modul 3: American Arts and Media in Context

Modul 4: Literary and Cultural Representations of American Society

Bitte wählen Sie Veranstaltungen aus dem Modul 6 (BA AM StuO 2014: Literary Representations) oder Modul 12 (BA EN StuO2008)

Modul 5: Paradigms of American Literature and Culture

5250071 Global Education in the 21st Century. A Joint Course of NYU Berlin and HU Students (englisch)

2 SWS
SE Mi 17-20 wöch. (1) UL 6, 3001 R. Isensee
1) findet vom 19.04.2017 bis 31.05.2017 statt

This course is designed as a collaborative project between New York University Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education. The discussion will focus on the current realities and future possibilities of global higher education at the backdrop of its historical and conceptual coordinates. A glance at the contemporary higher education landscape reveals ambivalent trends and directions: Excellence and internationalization figure as paradigms that drive universities to secure their stakes in global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence initiatives or entering in supranational Bologna-type arrangements to facilitate cross-border academic exchange and knowledge production. As a consequence a range of distinct regional approaches to global education have emerged from national models and practices of education. This course will serve as a site of academic dialog between NYUB and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize participants with the visions and promises of global education while also paying attention to potential perils involved in globalizing national models of education. Among others, we will address questions such as: How are modes of producing and disseminating knowledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet, debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education. In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The course will feature guest speakers on selected topics. The class discussion will culminate in a colloquium (May 17, 2017) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from April 19 to June 14, 2017.

Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) to PD Dr. R. Isensee (via email) until April 1, 2017.

Modul 7: Research and Writing Skills

Bitte beachten Sie die Hinweise zur Einschreibung in die Kurse zur Sprachpraxis. Klicken Sie auf das i im blauen Kreis.

5250058 Writing the Term Paper (englisch)

2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 1.502 S. Ehlert

This course will help the student/author develop the skills needed to write an academic term paper: examining the requirements of the genre, developing a thesis, planning and organization, integrating and documenting secondary literature, close reading, outlining, flow/coherence, academic tone and style, revising for clarity, giving peer responses, etc. One longer paper (7-10 pp.) will be developed during the course, and there will be writing and organization exercises each week. Course only for BA American Studies majors (Kernfach).

Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page).

5250079 Research Practice (a) (englisch)

2 SWS 3 LP
UE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg

The course aims at preparing and supporting students in writing their BA thesis. It will focus on topics such as identifying a thesis topic and a central research question, structuring the text, and language use. Discussions in class will address questions of methodology, theoretical grounding, academic language and bibliographic conventions. Students will present their own drafts of possible topics, outlines and introductions that will be viewed in class in an effort to facilitate the writing process.

Credit for the course requires regular attendance and participation in class discussions, the completion of the written assignments, and an oral presentation of one's project.

Registration for the seminar will take place in the first session. You do not have to sign up on Agnes for this course.

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5250081 Praxiskolloquium (englisch)

2 SWS
PCO Mi 14-16 14tgl. (1) UL 6, 3001 D. Löbbermann
1) 1. Sitzung: 26.4.17

Mit dem Praxiskolloquium wird das Modul 9 "Berufsfeldbezogene Zusatzqualifikation" abgeschlossen. Die Modulabschlussprüfung besteht aus einer Präsentation über die Erfahrungen, die Sie in Ihrem Praktikum gemacht haben. Voraussetzung für die Zulassung zum Praxiskolloquium ist der Nachweis von 29 SP, die durch BZQ-Kurse und durch ein Praktikum erbracht wurden.

5250126 Professional Translation Skills II (Gemeinsprache: Journalistic Styles / Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

5250129 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

Modul 3: American Literary and Cultural History II

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250068 American Literary History II: World War I to the Present (englisch)
 2 SWS 1 LP
 VL Mo 16-17 wöch. UL 6, 2091/92 E. Boesenberg
detaillierte Beschreibung siehe S. 7

5250096 Language Awareness: Grammar in Context (englisch)
 2 SWS 2 LP
 UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
 UE Di 08-10 wöch. DOR 24, 1.502 K. Heukroth
detaillierte Beschreibung siehe S. 15

5250097 Language Awareness: Academic Vocabulary in Use (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 15

5250098 Language Awareness: Introduction to Academic Writing (englisch)
 2 SWS 2 LP
 UE Mi 12-14 wöch. UL 6, 2004A E. Gibbels
 UE Do 16-18 wöch. UL 6, 2004A E. Gibbels
detaillierte Beschreibung siehe S. 15

5250099 Language Awareness: The Language of Cultural Studies (englisch)
 2 SWS 2 LP
 UE Mo 14-16 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 15

5250100 Language Awareness: Learning Language with Literature (englisch)
 2 SWS 2 LP
 UE Di 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 15

5250101 Language Awareness: Notes in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 16

5250134 **Lektüreseminar: American Literary History II: 1918 to the Present (englisch)**

1 SWS	2 LP					
UE	Mo	12-14	14tgl.	I 110, 347		MA-Studierende
UE	Mo	14-16	14tgl.	I 110, 347		MA-Studierende
UE	Mi	16-18	14tgl./2 ⁽¹⁾	UL 6, 2014A		MA-Studierende
UE	Do	12-14	14tgl.	I 110, 306		MA-Studierende
UE	Fr	12-14	14tgl.	DOR 24, 1.601		MA-Studierende
1) 10.05 24.05 07.06 21.06 05.07 19.07						

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, B.A. students in American Studies are tutored by more advanced students in the Master program. Together, they will look more closely at selected texts from literary Modernism to early 21st century literature, situate the works in their historical contexts, and discuss salient themes as well as narrative technique.

Texts that are not in the *Norton Anthology of American Literature* will be available on moodle and as a reader in copyshop "Sprintout," Georgenstraße. Credits are based on regular attendance, participation in class discussions, and an oral presentation or a similar task.

The courses will begin in the second week of the semester.

Please register for this course on AGNES.

Koordination der Gruppen: Anastasija Beer (anastasija87@hotmail.com)

Modul 4: Culture and Context

Nur im Sommer

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250070 **Topics in American History (englisch)**

2 SWS	3 LP					
SE	Di	12-14	wöch.	DOR 24, 1.501		R. Isensee
SE	Do	10-12	wöch.	UL 6, 3001		D. Löbbermann

The class offers an in-depth study of significant historical events and movements outlined in the lecture on American Cultural History. We focus on events and movements in their historical and cultural contexts employing a transnational perspective. In each case, we will discuss the relevance of these events and developments in terms of a theoretical understanding of culture and nation. Specific attention will be drawn to historical events that are relevant for an understanding of the current U.S. presidency. These include: the American Revolution and Constitution; the 13th to 15th Amendments; the Two-Party System, Slavery, the Civil War and Reconstruction; Industrialization, Labor Unions and Populism; Indian Appropriation; the New Deal and the Civil Rights Movement.

Required Reading:

The basis for the class is (as in the lecture of the winter term) Alan Brinkley's *The Unfinished Nation: A Concise History of the American People*. Additional material will be provided.

Class requirements include active class participation, a short paper (3 pages), and a 30 min. in-class test at the end of the term. For the MAP you will produce and present a poster on one of the class topics.

Please register for the course via Agnes.

5250102 **Oral Skills: Presentation Practice (englisch)**

2 SWS	2 LP					
UE	Do	14-16	wöch.	I 110, 353		A. Fausser

detaillierte Beschreibung siehe S. 16

5250103 **Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)**

2 SWS	2 LP					
UE	Mi	10-12	wöch.	UL 6, 2004A		E. Kelly

detaillierte Beschreibung siehe S. 16

5250104 **Oral Skills: Debating and Public Speaking (englisch)**

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

detaillierte Beschreibung siehe S. 16

5250105 **Oral Skills: Literary Literacy in Academic Discussions (englisch)**

2 SWS	2 LP					
UE	Di	12-14	wöch.	I 110, 353		A. Fausser

detaillierte Beschreibung siehe S. 16

5250107	Oral Skills: Britain in Brief (englisch)	2 SWS UE	2 LP Mi	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 16</i>						
5250108	Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)	2 SWS UE	2 LP Mi	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 17</i>						
5250109	Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 17</i>						
5250110	Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)	2 SWS UE	2 LP Fr	10-12	wöch.	DOR 65, 325	A. Fausser
	<i>detaillierte Beschreibung siehe S. 17</i>						

Modul 5: Language

Das Modul besteht aus dem Seminar "Introduction to Language" und einem Seminar zur Sprachvariation. Das Seminar "Introduction to Language" ist zuerst jeweils im Sommersemester zu absolvieren. Erst nach dessen erfolgreichem Besuch kann im darauffolgenden Wintersemester das Seminar zur Sprachvariation besucht werden.
Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250065	Introduction to Language (englisch)	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3075	G. Smith
		SE	Mi	12-14	wöch.	DOR 24, 1.601	G. Smith

This course provides an introduction to linguistics. The theoretical focus is on the core areas of the discipline: phonetics, phonology, morphology, syntax, semantics and pragmatics. Students will apply theoretical concepts when analyzing concrete linguistic data, primarily from English, with a focus on North American varieties. The seminar is accompanied by a Moodle course which provides audio-visual teaching material and exercises.

BEMERKUNG:

Dieses Seminar, das nur im Sommersemester angeboten wird, ist Voraussetzung für das Seminar "Varieties of English in North America and the Caribbean", das nur im Wintersemester, laut Studienverlaufempfehlung im 3. Fachsemester, angeboten wird.

5250111	Written Academic Discourse: Academic Essays (englisch)	2 SWS UE	2 LP Do	14-16	wöch.	DOR 65, 325	E. Gibbels
		UE	Mi	14-16	wöch.	UL 6, 2004A	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 18</i>						

5250112	Written Academic Discourse: Essay Writing (englisch)	2 SWS UE	2 LP Di	12-14	wöch.	UL 6, 2004A	E. Kelly
	<i>detaillierte Beschreibung siehe S. 18</i>						

5250113	Written Academic Discourse: Writing Academic Essays (englisch)	2 SWS UE	2 LP Fr	08-10	wöch.	DOR 24, 1.502	A. Fausser
	<i>detaillierte Beschreibung siehe S. 18</i>						

5250114	Writing for Academic Purposes: Writing and Revising the Essay (englisch)	2 SWS UE	2 LP Di	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 18</i>						

5250115 **Written Academic Discourse: Academic Writing for American Studies (englisch)**

2 SWS 2 LP
UE Do 12-14 wöch. I 110, 353 A. Fausser

This course will introduce students to the formal conventions of writing in an academic context, such as structure and development of argumentation in an essay, incorporating research effectively, and adhering to MLA style. The course will also expose participants to the conventions of language use and allow them opportunities to practice those conventions through essays and targeted writing practice (e.g. summarizing, paraphrasing, and quoting) as well as evaluation of both peer writing and scholarly articles. Additional course work will guide students in their language development through activities focused on expanding higher register vocabulary, employing the typical linguistic conventions of academic writing, and varying linguistic expression. Students will compose two short argumentative essays in this course, one of which will be focused on comparing/contrasting. Please register by 30 March 2017 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 6 April 2017 (4pm) via email (faussera@hu-berlin.de)

Modul 6: Paradigms of American Literature and Culture

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250058 **Writing the Term Paper (englisch)**

2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 23

5250116 **Contrastive Language Analysis: Translation (englisch)**

2 SWS 2 LP
UE Mo 10-12 wöch. DOR 24, 1.601 E. Gibbels
detaillierte Beschreibung siehe S. 18

5250117 **Contrastive Language Analysis: Translation in Academic Contexts (englisch)**

2 SWS 2 LP
UE Do 08-10 wöch. DOR 24, 1.601 E. Kelly
UE Do 10-12 wöch. DOR 24, 1.601 E. Kelly
detaillierte Beschreibung siehe S. 18

5250118 **Contrastive Language Analysis: Learning from Differences (englisch)**

2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 1.505 K. Heukroth
UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 18

5250119 **Contrastive Language Analysis: Translation for American Studies (englisch)**

2 SWS 2 LP
UE Mo 16-18 wöch. UL 6, 3001 E. Gibbels

The course offers a contrastive approach to German and English academic writing intending to expand students' academic vocabulary and range of expression. Translations are from German into English. One translation in class, one longer final project. Exchange students welcome (reading competence in German required). Please register by 30 March 2017 using the printed form you find at "Weitere Links" (see top of the page). Exchange students only: Please register by 6 April 2017 (4pm) via email (elisabeth.gibbels@hu-berlin.de)

Modul 7: Literature, Culture and Media in American Society

5250071 **Global Education in the 21st Century. A Joint Course of NYU Berlin and HU Students (englisch)**

2 SWS
SE Mi 17-20 wöch. (1) UL 6, 3001 R. Isensee
1) findet vom 19.04.2017 bis 31.05.2017 statt
detaillierte Beschreibung siehe S. 23

5250072 **Antebellum Poetry (englisch)**

2 SWS 4 LP
SE Di 16-18 wöch. I 110, 343 A. Boss
detaillierte Beschreibung siehe S. 10

5250073 GIs and "Fräuleins": American Novels of Occupied Germany (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	UL 6, 3038/035	J. Tu	

Reading American novels of occupied Germany within the framework of the Mid-Century American novel, the starting point of this seminar will be a literary and cultural examination of the figures of (Black) American GI and so called "Fräulein" in postwar American fiction. Through focusing on these figures in our corpus, we will closely analyze and discuss issues of "race" and racism, (interracial) love, gender, power, and nation found in the novels. Looking at these novels and genre fiction set in the ruins of Berlin, we will try map out the "meaning" of Berlin in this special historical period. In addition, the seminar will also try to look at the role of American fiction in occupied Germany and how American literature has been utilized as a tool for "re-education" in "America's Germany."

Novels may include:

William Gardner Smith's *Last of the Conquerors* (1948)

Hans Habe, *Walking in Darkness* (1948)

Thomas Berger, *Crazy in Berlin* (1955)

James McGovern, *Fräulein* (1958)

5250074 Contemporary First Nations Literary and Visual Self-Representations as Anticolonial Interventions (englisch)

2 SWS	4 LP					
SE	Do	18-20	wöch.	DOR 24, 1.501	A. Grunewald	

Any reflections on First Nations, Métis, and Inuit cultures on Turtle Island (North America) should be based on the fact that their heterogeneous origins precede European contact. Indigenous communities existed as autonomous nations on the American continent, featuring diverse cultures and histories that are thousands of years old. When European settlers invaded the continent from the 15th century onward, specific forms of colonial domination have been established on the basis of Eurocentric hegemonic power discourses. North American Indigenous communal and individual well-being, land claims, and claims for nation-to-nation independence are clearly related to cultural self-representations, visibilities, and centralities of Native knowledge and belief systems. The making visible of diverse Indigenous perspectives and the understanding of knowledge production as cultural performances in texts and artworks are therefore political acts of revitalizing and reasserting Indigenities as cultural and collective continuities.

This course will explore lived experiences in various forms of storytelling by Indigenous authors/artists/activists in the United States and Canada, countries that are defined as settler nation states. This course will offer literary and visual narratives that capture Native continuities and contact conflicts between Indigenous communities and settler societies, following the "Native American Renaissance" of the 1960s and 1970s. We will discover ongoing literary/artistic activism by Indigenous artists/authors who narrate and celebrate cultural traditions and Postindian identities at the intersections of race/ethnicity, class, gender, sexuality, and age.

- I recommend reading the following pages as preliminary background information for the seminar: Zapf, Hubert, ed. *Amerikanische Literaturgeschichte*. 3rd ed. Stuttgart, Weimar: J.B. Metzler. 2010. 393-421.
- A reader with most of the texts and a course schedule will be provided at the Sprintout copy shop @Georgenstraße at the beginning of the summer semester 2017.
- Requirements: Students are expected to give short presentations or to organize a session's discussion. Continuous active participation and attendance is required and expected.
- Registration: Please register for this seminar via e-mail to Amina.grunewald@rz.hu-berlin.de, including your subjects of study and your semester.
- Office Hours: Please inquire after individual appointments via e-mail.

5250075 Countering the Depression: Media, Technology, and the Body in North American Culture in and around the 1930s (englisch)

2 SWS	4 LP					
SE	Mi	10-12	wöch.	UL 6, 3001	S. Rienäcker	

detaillierte Beschreibung siehe S. 10

Modul 8: Research, Practice and Writing

Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250079 Research Practice (a) (englisch)

2 SWS	3 LP					
UE	Mi	16-18	wöch.	DOR 24, 1.501	E. Boesenberg	

detaillierte Beschreibung siehe S. 23

5250116 Contrastive Language Analysis: Translation (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.601	E. Gibbels	

detaillierte Beschreibung siehe S. 18

5250117 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Do 08-10 wöch. DOR 24, 1.601 E. Kelly
 UE Do 10-12 wöch. DOR 24, 1.601 E. Kelly
detaillierte Beschreibung siehe S. 18

5250118 Contrastive Language Analysis: Learning from Differences (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 1.505 K. Heukroth
 UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 18

5250119 Contrastive Language Analysis: Translation for American Studies (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 27

Modul 10: Vertiefung/Schwerpunktbildung

5250072 Antebellum Poetry (englisch)
 2 SWS 4 LP
 SE Di 16-18 wöch. I 110, 343 A. Boss
detaillierte Beschreibung siehe S. 10

5250073 GIs and "Fräuleins": American Novels of Occupied Germany (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. UL 6, 3038/035 J. Tu
detaillierte Beschreibung siehe S. 28

5250074 Contemporary First Nations Literary and Visual Self-Representations as Anticolonial Interventions (englisch)
 2 SWS 4 LP
 SE Do 18-20 wöch. DOR 24, 1.501 A. Grunewald
detaillierte Beschreibung siehe S. 28

5250075 Countering the Depression: Media, Technology, and the Body in North American Culture in and around the 1930s (englisch)
 2 SWS 4 LP
 SE Mi 10-12 wöch. UL 6, 3001 S. Rienäcker
detaillierte Beschreibung siehe S. 10

Modul 11: Praxisorientierung

Wählen Sie zwischen Modul 11 (Praxisorientierung) und Modul 12 (Praktikum)

5250126 Professional Translation Skills II (Gemeinsprache: Journalistic Styles / Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

5250129 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

5250142 Zwischen Lyrik und lyrics: Bob Dylan als Populärmusiker, kulturelle Ikone und Literaturnobelpreisträger
 2 SWS 4 LP
 QT Di 16-18 wöch. DOR 65, 542 J. Reble, L. Schröder

Der Literaturnobelpreis 2016 ging an Bob Dylan „for having created new poetic expressions within the great American song tradition“. Vor diesem aktuellen Hintergrund wollen wir uns Bob Dylan aus musik-, kultur- und literaturwissenschaftlicher Perspektive annähern:

In welchem Sinne können Bob Dylans Texte als Literatur gelesen werden? Welche Wechselwirkung besteht zwischen Text und Musik? Welcher Diskurs umkreist die Kunstfigur Bob Dylan? Warum hat die Literaturnobelpreisverleihung eine so breite öffentliche Debatte ausgelöst?

In diesem Q-Tutorium arbeiten Kleingruppen an verschiedenen Schwerpunktthemen, die je nach Interesse gewählt und ausgearbeitet werden. Kreativität und Initiative sind für Themenbereiche von Textanalyse über Auseinandersetzung mit amerikanischer (Pop-)Kultur bis hin zu empirischer Arbeit in Form von Interviews gefragt. Die gesammelten Ergebnisse möchten wir am Ende des Semesters in einer öffentlichen Ausstellung präsentieren.

Gute Englischkenntnisse sind Voraussetzung für die Teilnahme, da mit den Originaltexten und englischsprachigen Quellen gearbeitet wird. Das Tutorium ist ausdrücklich interdisziplinär und offen für Studierende aller Fachrichtungen.

Kontakt zu den TutorInnen:

reblejan@hu-berlin.de

und

schroerl@hu-berlin.de

Masterstudiengang Amerikanistik (MA Amerikanistik)

Studienordnung 2007

Modul 3: Intercultural Relations

5250048 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 343		D. Greeves

This course presents graduate students with the opportunity to hone their skills to produce competent, effective writing. Participants will analyze the individual components common to various text types and prepare their own texts 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 selecting sources, planning, and avoiding plagiarism.

Class limited to 15 participants.

Sign up via email: david.greeves@hu-berlin.de by April 15

5250049 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	I 110, 349		D. Greeves

This course presents graduate students with the opportunity to hone their skills to produce competent, effective writing. Participants will analyze the individual components common to various text types and prepare their own texts 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 selecting sources, planning, and avoiding plagiarism.

Class limited to 15 participants.

Sign up via email: david.greeves@hu-berlin.de by April 15

5250051 Current Events in the U.S. (englisch)

2 SWS	3 LP					
UE	Do	12-14	wöch.	I 110, 347		M. Heinitz

This course is designed to give students the opportunity to delve into current issues being debated and taking place in the United States of America, whilst not forgetting the historical context/background to these. We will focus on a variety of topics – going from the “@realDonaldTrump” to “#Black Lives Matter” etc. Be prepared to actively participate in class and to give various oral presentations as well as handing in written work, receiving feedback from both the instructor and your peers.

Please register by April 17th with howie00@zedat.fu-berlin.de

5250057 Non-Fiction Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	DOR 24, 1.502		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 March 31. Registration limited to 20.

Modul 4: Identities

5250021 Anglophone Jewish Women Writers (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. I 110, 306 J. Schoen

The seminar will offer a journey through the rich and varied landscape of Anglophone Jewish women's writing. Unique perspectives on religion, family, migration, persecution, survival, feminism, class, anti-Semitism unfold while we explore the works of Gertrud Stein, Elaine Feinstein, Muriel Spark and Cynthia Ozick. This course is also open to students of American Literature. Texts will be provided on moodle.

5250023 Postcolonial Epic (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 2004A W. Keller

At a first glance, *postcolonial epic* seems to be an oxymoron: classical epics, which are often associated with the construction of heteronormative genealogies, national myths of origin, and the legitimation of colonial rule, appear to be central to the hegemonial power challenged by anti-colonial and postcolonial literature. Many postcolonial texts, however, do reference classical epics - intertextual references that are often discussed in the context of imperial/local hybridities, subverting hegemonial discourses. In view of the recent discussions about postcolonial genres in general, this seminar focuses on the less studied generic transformations of postcolonial epics in their specific cultural contexts. In order to do so, we will read (excerpts of) postcolonial epical texts that self-consciously reflect about their status as epics - in the seminar sessions: Derek Walcott's *Omeros* (1990), Myung Mi Kim's *Dura* (1998), Larissa Lai und Rita Wong's *Sybil Unrest* (2004), Njabulo Ndebele's *The Cry of Winnie Mandela* (2003), and Shashi Tharoor's *The Great Indian Novel* (1989); in the tutorial session: Bernardine Evaristo's *The Emperor's Babe* (1997), Alooook Ipellie's *Arctic Dreams and Nightmares* (1993) and Anuja Chandramouli's *Arjuna* (2013).

5250082 Class in American Literature (englisch)

2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.501 E. Boesenberg

Over the last decades, class has attracted renewed attention in American Studies. Yet, the effects of class in US society and culture can only be adequately addressed if its intersections with other categories such as 'race,' gender, and sexuality are taken into account. It is further important to consider one's own social position, as well as the social context in which the analysis is undertaken, when approaching class hierarchies. In this course, we will try to engage with class self-reflexively, discussing issues that range from domestic labor to Pierre Bourdieu's theory of cultural capital, as well as the impact of class on current developments in the US.

Credit for this course is based on regular attendance, participation in class discussions, and (together with other students) the organization of one session.

Registration for the course takes place in the first session. You do not have to register on AGNES.

5250085 Reproductions of History in American Fiction (englisch)

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

The course takes a closer look at the white savior genre as a site of reproducing hegemonic cultural narratives of race and ethnic relations in U.S. American society past and present. Although the narrative trope of the white savior has featured in US American literature as early as the 19th century and - since the 1960s - in American movies, it has enjoyed increasing popularity in the past two decades with the publication of novels such as S. Monk Kidd's *The Secret Life of Bees* (2001) and K. Stockett's *The Help* and the release of movies like *Dangerous Minds* or *12 Years a Slave*. Based upon a closer look at the origins of the genre and its specific versions in U.S. literature and film, in a first step, the class discussion will explore the aims and functions of white savior narratives as they are informed by and reflect (white) public and academic debates on race, racism and racial identity in U.S. American society. In a second step, we will analyze continuities and discontinuities with regard to the thematic concepts (morality, white supremacy and paternalism) and narrative strategies (storyline, character constellation, conflict, narrative voice) in selected literary and visual representations, including K. Stockett's *The Help* (2009) and H. Lee's *To Kill A Mockingbird* (1960) as well as *Pocahontas* (1995), *Dangerous Minds* (1995) and *Avatar* (2009). In a final step, we will identify and evaluate the impact that these texts (as manifestations of the white savior trope) have had on the exclusion of minority voices in terms of articulating their perspectives on U.S. American history.

Course requirements include regular and active class participation and one in-class presentation.

Please register for the course via AGNES.

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

5250021 Anglophone Jewish Women Writers (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. I 110, 306 J. Schoen

detaillierte Beschreibung siehe S. 31

5250084 Critical Race Theory (englisch)

2 SWS	4 LP					
SE	Di	14-16	wöch.	UL 6, 3001	E. Boesenberg	

In this course, we will attempt to address 'race' in a self-reflexive manner, taking into account the particular social context in which this discussion is set. We will focus on specific forms of racialization targeting distinct racial and ethnic groups in the US while also discussing whiteness and racism in Germany. An intersectional approach to 'race' that emphasizes how this category is co-constructed by gender, sexuality, class, citizenship, dis/ability, etc. will form the basis of our inquiry into the topic. Credit for the course requires regular attendance, contributions to class discussions, and participation in writing and presenting the minutes of one session. Registration for the seminar will take place in the first session. You do not have to sign up on Agnes for this course.

5250085 Reproductions of History in American Fiction (englisch)

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

detaillierte Beschreibung siehe S. 31

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

Modul 8: Research and Writing Skills**5250048 Academic Writing (englisch)**

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 343	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250049 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	I 110, 349	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250051 Current Events in the U.S. (englisch)

2 SWS	3 LP					
UE	Do	12-14	wöch.	I 110, 347	M. Heinitz	

detaillierte Beschreibung siehe S. 30

5250057 Non-Fiction Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 30

Studienordnung 2014**Modul 3: Intercultural Relations****5250048 Academic Writing (englisch)**

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 343	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250049 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	I 110, 349	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250051 Current Events in the U.S. (englisch)

2 SWS	3 LP					
UE	Do	12-14	wöch.	I 110, 347	M. Heinitz	

detaillierte Beschreibung siehe S. 30

5250057 Non-Fiction Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 30

Modul 4: American Identities

5250021 Anglophone Jewish Women Writers (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. I 110, 306 J. Schoen
detaillierte Beschreibung siehe S. 31

5250023 Postcolonial Epic (englisch)
 2 SWS 4 LP
 SE Di 10-12 wöch. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 31

5250082 Class in American Literature (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 31

5250083 Transnational Cinema: The U.S. and Germany (englisch)
 2 SWS 4 LP
 SE Fr 10-12 wöch. DOR 24, 1.601 D. Löbbermann

Transnational American Studies look beyond the geographical boundaries of the United States to explore the global entanglements of, and to include non-US perspectives on, US culture. With this perspective in mind, the seminar will look at German and US American filmmaking and interrogate the idea of national cinema in the light of the international dimension of the production and reception of movies. We will investigate the extent to which Transnational Cinema is a critique of nationalist discourse and allows for oppositional readings, and the extent to which it helps analyze the global spread of dominant narratives and images. In the course of the seminar, we will use the example of (predominantly) German filmmaking in its relation to US cinema to explore the ways in which cinema cultures coexist within the broader context of globalization. How "American" is Hollywood? How "German" is the *Neue Deutsche Film* (as one example of various German film movements addressed in class)? In how far do "Hollywood" and the *Neue Deutsche Film* represent their respective national film cultures? How have US and German film cultures enriched one another? What are the fantasies of "America" in German film, and what are the fantasies of Germany in US cinema? What impact has the economic power of Hollywood had on German filmmaking and which strategies has German film developed to approach this economic imbalance? One object of analysis will be the close relationship between the Babelsberg and Hollywood film studios in the early twentieth and twenty-first centuries. What were the historical contexts of these moments of cooperation? Additionally to the discussion of these questions, the seminar will have a visitor from the University of Zaragoza, Spain. Professor Hilaria Loyo's discussion of Spanish film and its relationship to Hollywood will help us broaden the perspective from a German to a European focus. Course requirements include one response paper and one in-class presentation.

Films under consideration: *A Foreign Affair* (B. Wilder, 1946), *Alice in den Städten* (W. Wenders 1974), *Berlin, Sinfonie der Großstadt* (W. Ruttmann, 1927), *The Bourne Supremacy* (P. Greengrass, 2004), *Der verlorene Sohn* (*The Prodigal Son*, Luis Trenker, 1934), *Elegy* (I. Coixet, 2008), *Hedwig and the Angry Inch* (J. C. Mitchell, 2002), *Inglourious Basterds* (Q. Tarantino, 2009), *Lola rennt* (Run, Lola Run, T. Tykwer, 1998), *Manhatta* (C. Sheeler/P. Strand, 1921), *Schindler's List* (S. Spielberg, 1993).

Modul 5: Diversity

weitere Angebote: siehe Gender Studies

5250021 Anglophone Jewish Women Writers (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. I 110, 306 J. Schoen
detaillierte Beschreibung siehe S. 31

5250023 Postcolonial Epic (englisch)
 2 SWS 4 LP
 SE Di 10-12 wöch. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 31

5250084 Critical Race Theory (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. UL 6, 3001 E. Boesenberg

detaillierte Beschreibung siehe S. 32

5250085 Reproductions of History in American Fiction (englisch)
2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.501 R. Isensee
detaillierte Beschreibung siehe S. 31

5250086 Lineages of Transnational Protest (englisch)
2 SWS 4 LP
SE Di 16-18 wöch. (1) K. Kulkarni
1) entfällt!!

This course is designed to introduce students to a specific "lineage" of political and literary protest between the US and India. We will explore the connected histories of Henry D. Thoreau's civil disobedience, through Mohandas K. Gandhi's "satyagraha" (literally "insistence on truth"), to Martin Luther King's own civil disobedience. Some of these political developments also boasted rich literary accomplishments, and we will likewise make connections between the Black Panthers, the Black Arts movement, and the Dalit Panthers and Dalit literatures in India. Both explicitly connected their artistic practices to their political aims, and the latter's connection to the former is imprinted even on the name of the political movement. Both also (often) rejected the peaceful forms of protest that were championed by King and Gandhi. Finally, we will consider the directions of mutual influence on Beat poets, esp. Allen Ginsburg and various poets in India whom he met during his travels the early 1960s. The overall purpose of this course is not to deny the importance of other lineages—Ginsberg and his fellow Beat poets, for example, traveled widely—but rather to explore the points of political and aesthetic contact within one lineage. I will encourage students to pursue and explore other such connections for their own research and interest throughout the course.

Modul 6: Mediality

5250048 Academic Writing (englisch)
2 SWS 2 LP / 3 LP
UE Do 10-12 wöch. I 110, 343 D. Greeves
detaillierte Beschreibung siehe S. 30

5250049 Academic Writing (englisch)
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 30

5250051 Current Events in the U.S. (englisch)
2 SWS 3 LP
UE Do 12-14 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 30

5250057 Non-Fiction Writing (englisch)
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 30

5250083 Transnational Cinema: The U.S. and Germany (englisch)
2 SWS 4 LP
SE Fr 10-12 wöch. DOR 24, 1.601 D. Löbbermann
detaillierte Beschreibung siehe S. 33

5250087 American Film History and Theory (englisch)
2 SWS 4 LP
UE Do 16-18 wöch. DOR 24, 1.502 I. Ben Mna

Why and how do films work? In what phases can US film history be divided into? And which movies became emblematic of their age? In this course we will review a variety of aspects related to US movie history, filmic techniques as well as seminal texts in film theory.

We will look at some of the major steps in the development of US cinema with the help of the theoretical groundwork laid by Laura Mulvey, David Bordwell, Douglas Kellner, Robin Wood, Linda Williams, Carol Clover and bell hooks. Richard Barsam's *Looking At Movies* will provide us with an introduction into basic filming techniques.

Through group work, presentations and in-class discussions, we will stake out which major issues structured different filmmaking traditions in the US: from Old Hollywood to Blaxploitation, from special effects-driven blockbusters to the indie film movement. This will help us identify why certain films and movements have immortalized themselves on celluloid.

Modul 8: Research and Writing Skills

- 5250048 Academic Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 10-12 wöch. I 110, 343 D. Greeves
detaillierte Beschreibung siehe S. 30
- 5250049 Academic Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 30
- 5250051 Current Events in the U.S. (englisch)**
2 SWS 3 LP
UE Do 12-14 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 30
- 5250057 Non-Fiction Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 30

Modul 9: Individual Focus I

- 5250021 Anglophone Jewish Women Writers (englisch)**
2 SWS 4 LP
SE Do 10-12 wöch. I 110, 306 J. Schoen
detaillierte Beschreibung siehe S. 31
- 5250023 Postcolonial Epic (englisch)**
2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 31
- 5250082 Class in American Literature (englisch)**
2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 31
- 5250083 Transnational Cinema: The U.S. and Germany (englisch)**
2 SWS 4 LP
SE Fr 10-12 wöch. DOR 24, 1.601 D. Löbbermann
detaillierte Beschreibung siehe S. 33
- 5250084 Critical Race Theory (englisch)**
2 SWS 4 LP
SE Di 14-16 wöch. UL 6, 3001 E. Boesenberg
detaillierte Beschreibung siehe S. 32
- 5250085 Reproductions of History in American Fiction (englisch)**
2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.501 R. Isensee
detaillierte Beschreibung siehe S. 31
- 5250086 Lineages of Transnational Protest (englisch)**
2 SWS 4 LP
SE Di 16-18 wöch. (1) K. Kulkarni
1) entfällt!!
detaillierte Beschreibung siehe S. 34

Modul 10: Individual Focus II

5250021	Anglophone Jewish Women Writers (englisch)	2 SWS SE	4 LP Do	10-12	wöch.	I 110, 306	J. Schoen
<i>detaillierte Beschreibung siehe S. 31</i>							
5250023	Postcolonial Epic (englisch)	2 SWS SE	4 LP Di	10-12	wöch.	UL 6, 2004A	W. Keller
<i>detaillierte Beschreibung siehe S. 31</i>							
5250082	Class in American Literature (englisch)	2 SWS SE	4 LP Mi	14-16	wöch.	DOR 24, 1.501	E. Boesenberg
<i>detaillierte Beschreibung siehe S. 31</i>							
5250083	Transnational Cinema: The U.S. and Germany (englisch)	2 SWS SE	4 LP Fr	10-12	wöch.	DOR 24, 1.601	D. Löbberrmann
<i>detaillierte Beschreibung siehe S. 33</i>							
5250084	Critical Race Theory (englisch)	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3001	E. Boesenberg
<i>detaillierte Beschreibung siehe S. 32</i>							
5250085	Reproductions of History in American Fiction (englisch)	2 SWS SE	4 LP Do	14-16	wöch.	DOR 24, 1.501	R. Isensee
<i>detaillierte Beschreibung siehe S. 31</i>							
5250086	Lineages of Transnational Protest (englisch)	2 SWS SE	4 LP Di	16-18	wöch. (1)		K. Kulkarni
1) entfällt!! <i>detaillierte Beschreibung siehe S. 34</i>							

Masterstudiengang Englische Literaturen (MA English Literatures)

Studienordnung 2007

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250048	Academic Writing (englisch)	2 SWS UE	2 LP / 3 LP Do	10-12	wöch.	I 110, 343	D. Greeves
<i>detaillierte Beschreibung siehe S. 30</i>							
5250049	Academic Writing (englisch)	2 SWS UE	2 LP / 3 LP Do	12-14	wöch.	I 110, 349	D. Greeves
<i>detaillierte Beschreibung siehe S. 30</i>							
5250128	Academic Skills: Essay Composition (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	DOR 24, 1.302	M. Davies

In this course students will familiarize themselves with the norms, textual dimensions and techniques of English essay writing by critically analysing selected essays in English and by writing extended essays of their own. There will be a focus on cultural, literary and political themes that relate to Britain. In addition to investigating potential differences in essay writing norms and academic styles between English and German, participants will be able to work upon and improve their own argumentative, reflective-discursive and descriptive style of writing, focusing in particular on structural, ideational and rhetorical appropriacy in different essay types.

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 30th March 2017 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

Modul Ib: Sprachpraxis: Textsortenkompetenz**5250050 Culture and Society in Britain and Ireland (englisch)**

2 SWS	2 LP					
UE	Do	10-12	wöch.	I 110, 347		M. Heintz

This seminar aims to have a look at modern-day Britain and Ireland, delving into issues of culture, politics, society, sport and the media. Our time span will cover the post-World War II era all the way to Brexit. Similarities as well as differences between the two "British Isles" will be discussed and worked on. Be prepared to actively participate in class and to give oral presentations as well as handing in written work, receiving feedback from both the instructor and your peers. Please register by April 17th with howie00@zedat.fu-berlin.de

5250057 Non-Fiction Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	DOR 24, 1.502		S. Ehlert

detaillierte Beschreibung siehe S. 30

5250131 Negotiating Skills and Intercultural Competence (englisch)

2 SWS	2 LP					
UE	Di	16-18	wöch.	DOR 24, 1.302		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 cultural backgrounds and societies, with particular focus being placed on Anglo-German communication. In addition to sensitising students to possible conceptual, linguistic and discursive differences that may influence the professional communication styles of speakers from different linguistic groups, the course will enable students to develop and practise the oral and written skills they need to communicate effectively in English in a whole range of situations requiring professional cross-cultural exchange. Students will have the opportunity to plan, organize and conduct simulated meetings and negotiations in English, to engage in cross-cultural mediation, and to participate in project-work linked to intercultural management.

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 30th March 2017 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

Modul II: Authors, Periods, Genres**5250017 The Garden in English Literature (englisch)**

2 SWS	4 LP					
SE	Mi	10-12	wöch.	I 110, 343		S. Lieske

Since antiquity - if not before - gardens have played a major role in human culture as a form of controlling and shaping nature. Hence, it is not surprising that the topos garden is of importance in our literatures. We will investigate the representation of gardens - and the houses that go with them - in English literature since the early modern period. Beginning with Philip Sidney's (re)construction of arcadia in the late 16th century we will discuss early modern country house poetry, Milton's Puritan notion of the "garden of Eden", Erasmus Darwin's scientific ideas about a "botanic garden", Romantic as well as Victorian notions of English gardens/parks, and 20th-century "garden poetry".

The *Lektürekurs* is designed as a close reading of texts from the seminar and additional texts.

Participants are expected to register before the beginning of the term: stephan.lieske@rz.hu-berlin.de

5250017 The Garden in English Literature (englisch)

2 SWS	4 LP					
LK	Mi	12-14	14tgl.	I 110, 343		S. Lieske

5250018 Shakespeare's Histories (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.601		V. Lobsien

In this course, we shall study three of Shakespeare's so-called History Plays in some depth: *Richard III*, *Richard II*, and *Henry V*. Participants must possess all three plays in annotated, critical print versions. Recommended affordable editions: a) The Norton Shakespeare (one-volume paperback edition of the complete works), b) editions of individual plays in the Arden Shakespeare series or the Oxford Shakespeare series. It is advisable to have read the plays before the beginning of term, as there will be further requirements once the seminar gets under way.

5250018 Shakespeare's Histories (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. DOR 24, 1.601 V. Lobsien

5250019 The Short Story in Britain (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.601 E. Kilian

The short story is a highly flexible, diversified and, we may add, often underrated genre. In this course we will follow the development of the genre from the 18th century to the present. Apart from acquainting ourselves with a large spectrum of stories (didactic, supernatural, modernist, post-modernist, colonial, post-colonial, queer, detective, experimental etc.), we will also discuss questions of genre and genre theory.

Recommended introductory reading: Barbara Korte, *The Short Story in Britain* (Tübingen and Basel: Francke/UTB, 2003).

Further Reading: *The Penguin Book of English Short Stories No. 1*, ed. Christopher Dolley.

5250019 The Short Story in Britain (englisch)
 2 SWS 4 LP
 LK Di 16-18 14tgl. DOR 24, 1.601 E. Kilian

5250020 Narrating the Self: Beginnings of the Novel (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.501 V. Lobsien

Who wrote the first English novel? When did 'novelistic' writing begin, how, and why? What purposes and whose interests did it serve? By way of close readings of texts by three early modern writers this seminar will explore questions concerning the contested origins of what has become probably the most successful literary genre in the western world. Our focus will be on John Bunyan's *The Pilgrim's Progress*, Aphra Behn's *Oroonoko*, and Daniel Defoe's *Robinson Crusoe*. All three are available in affordable Norton Critical Editions (print!), and participants are required to purchase these.

5250020 Narrating the Self: Beginnings of the Novel (englisch)
 2 SWS 4 LP
 LK Di 16-18 14tgl. DOR 24, 1.501 V. Lobsien

5250021 Anglophone Jewish Women Writers (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. I 110, 306 J. Schoen
detaillierte Beschreibung siehe S. 31

5250021 Anglophone Jewish Women Writers (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. I 110, 343 J. Schoen

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

5250022 The Medieval "New": Modeling Literary Innovation in Medieval English Literature (englisch)
 2 SWS 4 LP
 SE Mo 12-14 wöch. DOR 24, 1.601 W. Keller

All over the world, companies are spending billions upon billions of dollars on 'innovation'. But what precisely is 'innovation'? And how were innovation, novelty, and the 'new' conceptualized and evaluated in the past. This seminar focuses specifically on the perception of the 'new' in medieval English culture as it is reflected in the period's literary texts. At the beginning of the semester, we first of all discuss present-day notions of innovation, novelty, and newness as well as examining the theological and philosophical underpinnings of premodern perceptions of 'innovation' as discussed, for example, by Aquinas, Roger Bacon, and Duns Scotus. Subsequently, we will read literary texts -- including works by Geoffrey Chaucer, John Lydgate, 'John Mandeville' -- in order to investigate, on the one hand, how different kinds of discoveries and innovations (technical-scientific, geographical, 'philosophical', etc.) are represented and evaluated. On the other hand, we will examine how literary texts reflect upon and figure *literary* innovation, that is, how literary texts represent their own 'newness'.

5250022 The Medieval "New": Modeling Literary Innovation in Medieval English Literature (englisch)
 2 SWS 4 LP
 LK Mo 14-16 14tgl. DOR 24, 1.601 W. Keller

Modul IV: Literary Interactions

5250023 Postcolonial Epic (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 31

5250023 Postcolonial Epic (englisch)

2 SWS 4 LP
LK Di 12-14 14tgl. UL 6, 3001 W. Keller

5250024 The Sonnet / Das Sonett (englisch)

2 SWS 4 LP
SE Do 12-14 wöch. DOR 24, 1.201 V. Lobsien,
E. Matala de
Mazza

Francesco Petrarca's *Canzoniere* mit Liebesgedichten an die engelsgleiche, für den Dichter unerreichbare Laura bildet in der Renaissance das Muster für eine außerordentlich kompakte kleine Gedichtform, die in ganz Europa in unterschiedlich gestaffelten Wellen des Kulturtransfers Furore macht. Auf dem Kontinent wie in England gehört die Beherrschung dieses Genres – und mit ihm eines subtilen und effektiven Instruments der Strukturierung wie der Weckung von Gefühlen und Gedanken – bald zur intellektuellen Grundausstattung. In den nachfolgenden Jahrhunderten avanciert das Sonett zu einer zentralen Spielform der kombinatorischen Poetik. Im Durchgang durch wichtige Stationen seiner westeuropäischen Literaturgeschichte wird das Seminar nicht nur einige der philosophischen, rhetorischen, poetologischen Voraussetzungen dieser strengen Form erarbeiten, sondern vor allem auch die Vielfalt an Gestaltungsmöglichkeiten erkunden, die ihr unter Nutzung verschiedener Zeichentypen, Darstellungsmedien, Strukturmuster, Genrekonventionen und Zitate abgewonnen worden sind. Behandelt werden u.a. Sonette von Petrarca, Shakespeare, Spenser, Sidney, Gryphius, Fleming, G.A. Bürger, A.W. Schlegel, Baudelaire, Rimbaud, George, Rilke, Gernhardt, U. Hahn und J. Wagner. Eine Textauswahl zu diesem Pensum wird voraussichtlich als Moodle bereitgestellt; die Anschaffung einer kommentierten Ausgabe der Sonette Shakespeares (Arden oder Oxford) ist zu empfehlen. Hilfreich zur Einführung und vorbereitenden Lektüre ist auch *Fifty English Sonnets*, ed. Michael Hanke. Stuttgart: Reclam, 2001.

5250024 The Sonnet / Das Sonett (englisch)

2 SWS 4 LP
LK Do 14-16 14tgl. DOR 24, 1.601 V. Lobsien

Modul V: Texts and Theories

5250025 Theories of Realism (englisch)

2 SWS 4 LP
SE Mo 14-16 wöch. DOR 24, 1.502 E. Kilian

In this course we will trace the different positions on realism in fiction from the romance/novel debate of the late 17th century to the Modernist rejection of the late Victorian 'materialists' and beyond. This historical survey, which will acquaint us with changing notions of what constitutes literary 'reality', will be complemented with contemporary theories of fiction.

While the seminar will focus on these conceptual and theoretical aspects, the *Lektürekurs* will be dedicated to literary examples to establish a dialogue between theory and novelistic practice.

Reading:

Walter F. Greiner and Fritz Kemmler, eds., *Realismustheorien in England(1692-1919): Texte zur historischen Dimension der englischen Realismusdebatte* (Tübingen: Narr).

Henry Fielding, *Joseph Andrews* (1742);

5250025 Theories of Realism (englisch)

2 SWS 4 LP
LK Mo 16-18 14tgl. DOR 24, 1.502 E. Kilian

Modul VI: Forschungskolloquium

5250026 Research Colloquium I: Research Tools and Methods (englisch)

2 SWS 4 LP
CO Mi 18-20 wöch. (1) DOR 24, 1.502 E. Kilian
1) Beginn 26.4.

This module extending over two semesters imparts the competence and practices required to conduct independent research. In Part I (Research Tools and Methods) students will practice to develop relevant research questions and sketch potential research projects, which will be presented and discussed in the colloquium.

5250026a Research Colloquium II: Literature Review (englisch)

2 SWS	4 LP					
CO	Mi	14-16	wöch. (1)	DOR 24, 1.502	E. Kilian	

1) Termin für Nachrücker Beginn 26.4.

This module extending over two semesters imparts the competence and practices required to conduct independent research. In Part I (Research Tools and Methods) students will practice to develop relevant research questions and sketch potential research projects, which will be presented and discussed in the colloquium.

Studienordnung 2014**Modul 1a: Academic Skills****5250048 Academic Writing (englisch)**

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 343	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250049 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	I 110, 349	D. Greeves	

detaillierte Beschreibung siehe S. 30

5250128 Academic Skills: Essay Composition (englisch)

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

detaillierte Beschreibung siehe S. 36

Modul 1b: Professional Communication Skills - Textual Competence**5250050 Culture and Society in Britain and Ireland (englisch)**

2 SWS	2 LP					
UE	Do	10-12	wöch.	I 110, 347	M. Heinitz	

detaillierte Beschreibung siehe S. 37

5250057 Non-Fiction Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 30

5250131 Negotiating Skills and Intercultural Competence (englisch)

2 SWS	2 LP					
UE	Di	16-18	wöch.	DOR 24, 1.302	M. Davies	

detaillierte Beschreibung siehe S. 37

Modul 3a: Authors, Periods, Genres I**5250017 The Garden in English Literature (englisch)**

2 SWS	4 LP					
SE	Mi	10-12	wöch.	I 110, 343	S. Lieske	

detaillierte Beschreibung siehe S. 37

5250017 The Garden in English Literature (englisch)

2 SWS	4 LP					
LK	Mi	12-14	14tgl.	I 110, 343	S. Lieske	

detaillierte Beschreibung siehe S. 37

5250018 Shakespeare's Histories (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.601	V. Lobsien	

detaillierte Beschreibung siehe S. 37

5250018	Shakespeare's Histories (englisch) 2 SWS 4 LP LK Mi 16-18 14tgl. DOR 24, 1.601 V. Lobsien <i>detaillierte Beschreibung siehe S. 38</i>
5250019	The Short Story in Britain (englisch) 2 SWS 4 LP SE Di 14-16 wöch. DOR 24, 1.601 E. Kilian <i>detaillierte Beschreibung siehe S. 38</i>
5250019	The Short Story in Britain (englisch) 2 SWS 4 LP LK Di 16-18 14tgl. DOR 24, 1.601 E. Kilian <i>detaillierte Beschreibung siehe S. 38</i>
5250020	Narrating the Self: Beginnings of the Novel (englisch) 2 SWS 4 LP SE Di 14-16 wöch. DOR 24, 1.501 V. Lobsien <i>detaillierte Beschreibung siehe S. 38</i>
5250020	Narrating the Self: Beginnings of the Novel (englisch) 2 SWS 4 LP LK Di 16-18 14tgl. DOR 24, 1.501 V. Lobsien <i>detaillierte Beschreibung siehe S. 38</i>
5250021	Anglophone Jewish Women Writers (englisch) 2 SWS 4 LP SE Do 10-12 wöch. I 110, 306 J. Schoen <i>detaillierte Beschreibung siehe S. 31</i>
5250021	Anglophone Jewish Women Writers (englisch) 2 SWS 4 LP LK Do 12-14 14tgl. I 110, 343 J. Schoen <i>detaillierte Beschreibung siehe S. 38</i>

Modul 3b: Authors, Periods, Genres II

5250017	The Garden in English Literature (englisch) 2 SWS 4 LP SE Mi 10-12 wöch. I 110, 343 S. Lieske <i>detaillierte Beschreibung siehe S. 37</i>
5250017	The Garden in English Literature (englisch) 2 SWS 4 LP LK Mi 12-14 14tgl. I 110, 343 S. Lieske <i>detaillierte Beschreibung siehe S. 37</i>
5250018	Shakespeare's Histories (englisch) 2 SWS 4 LP SE Mi 14-16 wöch. DOR 24, 1.601 V. Lobsien <i>detaillierte Beschreibung siehe S. 37</i>
5250018	Shakespeare's Histories (englisch) 2 SWS 4 LP LK Mi 16-18 14tgl. DOR 24, 1.601 V. Lobsien <i>detaillierte Beschreibung siehe S. 38</i>
5250019	The Short Story in Britain (englisch) 2 SWS 4 LP SE Di 14-16 wöch. DOR 24, 1.601 E. Kilian <i>detaillierte Beschreibung siehe S. 38</i>

- 5250019 The Short Story in Britain (englisch)**
 2 SWS 4 LP
 LK Di 16-18 14tgl. DOR 24, 1.601 E. Kilian
detaillierte Beschreibung siehe S. 38
- 5250020 Narrating the Self: Beginnings of the Novel (englisch)**
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.501 V. Lobsien
detaillierte Beschreibung siehe S. 38
- 5250020 Narrating the Self: Beginnings of the Novel (englisch)**
 2 SWS 4 LP
 LK Di 16-18 14tgl. DOR 24, 1.501 V. Lobsien
detaillierte Beschreibung siehe S. 38
- 5250021 Anglophone Jewish Women Writers (englisch)**
 2 SWS 4 LP
 SE Do 10-12 wöch. I 110, 306 J. Schoen
detaillierte Beschreibung siehe S. 31
- 5250021 Anglophone Jewish Women Writers (englisch)**
 2 SWS 4 LP
 LK Do 12-14 14tgl. I 110, 343 J. Schoen
detaillierte Beschreibung siehe S. 38

Modul 5: Texts, Contexts, Cultures: Literature and Systems of Knowledge

- 5250022 The Medieval "New": Modeling Literary Innovation in Medieval English Literature (englisch)**
 2 SWS 4 LP
 SE Mo 12-14 wöch. DOR 24, 1.601 W. Keller
detaillierte Beschreibung siehe S. 38
- 5250022 The Medieval "New": Modeling Literary Innovation in Medieval English Literature (englisch)**
 2 SWS 4 LP
 LK Mo 14-16 14tgl. DOR 24, 1.601 W. Keller
detaillierte Beschreibung siehe S. 38

Modul 6: Literary Interactions

- 5250023 Postcolonial Epic (englisch)**
 2 SWS 4 LP
 SE Di 10-12 wöch. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 31
- 5250023 Postcolonial Epic (englisch)**
 2 SWS 4 LP
 LK Di 12-14 14tgl. UL 6, 3001 W. Keller
detaillierte Beschreibung siehe S. 39
- 5250024 The Sonnet / Das Sonett (englisch)**
 2 SWS 4 LP
 SE Do 12-14 wöch. DOR 24, 1.201 V. Lobsien,
 E. Matala de Mazza
detaillierte Beschreibung siehe S. 39
- 5250024 The Sonnet / Das Sonett (englisch)**
 2 SWS 4 LP
 LK Do 14-16 14tgl. DOR 24, 1.601 V. Lobsien
detaillierte Beschreibung siehe S. 39

Modul 7: Texts and Theories

5250025 Theories of Realism (englisch)

2 SWS 4 LP
SE Mo 14-16 wöch. DOR 24, 1.502 E. Kilian
detaillierte Beschreibung siehe S. 39

5250025 Theories of Realism (englisch)

2 SWS 4 LP
LK Mo 16-18 14tgl. DOR 24, 1.502 E. Kilian
detaillierte Beschreibung siehe S. 39

Modul 8: Research Colloquium

5250026 Research Colloquium I: Research Tools and Methods (englisch)

2 SWS 4 LP
CO Mi 18-20 wöch. (1) DOR 24, 1.502 E. Kilian
1) Beginn 26.4.
detaillierte Beschreibung siehe S. 39

5250026a Research Colloquium II: Literature Review (englisch)

2 SWS 4 LP
CO Mi 14-16 wöch. (1) DOR 24, 1.502 E. Kilian
1) Termin für Nachrücker Beginn 26.4.
detaillierte Beschreibung siehe S. 40

Masterstudiengang für das Lehramt (MA of Education)

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

Studienordnung 2008

Großer Master (120SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250042 Vorbereitung auf das Praxissemester Englisch

2 SWS	3 LP					
SE	Fr	14-16	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Do	14-16	wöch.	HV 5, 0122-23	A. Mihan	
SE	Mi	08-10	wöch.	HV 5, 0122-23	K. Schultze	
SE	Fr	12-14	wöch.	HV 5, 0122-23	F. Klimczak	

In diesem Seminar analysieren und diskutieren Sie theoretische Grundlagen des modernen Fremdsprachenunterrichts mit dem Ziel, sich Werkzeuge für Ihre eigene Lehrtätigkeit und Ihre Unterrichtsbeobachtungen im Rahmen des Praxissemesters (Fach Englisch) zu erarbeiten. Anhand eines komplexen Unterrichtsgegenstandes werden im Laufe des Semesters zentrale Anliegen des Fremdsprachenunterrichts (z.B. Binnendifferenzierung und Inklusion, Kompetenzorientierte Unterrichtsplanung) erarbeitet und (kooperativ) in Unterrichtssequenzen bzw. -stunden überführt. Diese Unterrichtseinheiten werden im Rahmen des Seminars erprobt; dabei setzen Sie sich zugleich mit typischen Herausforderungen des Unterrichtshandelns (z.B. Feedback, Impulsgebung, Unterrichtsinteraktionen etc.) auseinander. Des Weiteren dient das Seminar der Vorbereitung eines kleinen Hospitationsvorhabens mit fremdsprachendidaktischer Fragestellung, das den empirischen Ausgangspunkt für Ihre Seminararbeit in diesem Modul bilden kann.

Zur Vorbereitung auf das Seminar sollten Sie

- mit den Inhalten des folgenden Einführungswerks vertraut sein:
Decke-Cornill/Küster (2015): *Fremdsprachendidaktik*. (3., vollst. überarb. u. erw. Aufl.) Tübingen: Narr.
- den folgenden Spielfilm auf Englisch gesichtet haben: A. *Crash* (2004, Regie: Paul Haggis).

Modul Literatur und Medien im Kontext des Englischunterrichts

5250139 Conceptions of Happiness in British Postcolonial Literature, TV Serial and Film (englisch)

2 SWS 4 LP
SE Mi 08-10 wöch. DOR 24, 1.502 K. Röder

A considerable number of popular postcolonial novels, TV serials and films are characterized by plot models which are based on Western as well as Eastern conceptions of happiness that continue to shape personal identities, ways of living, subcultures and cultures. In culturally diverse nations like Britain or India, notions of happiness influence migrants' life plans, social and cultural expectations about "right" ways of living in relation to gender and ethnic identities as well as sexual orientation. In this seminar we will investigate the significance of different conceptions of happiness in a postcolonial context that often comprises migrant experiences. Seminar participants will learn to identify the conceptions of happiness (above all Utilitarian, Buddhist and Hinduist) represented in a British postcolonial novel, a TV serial and two films. Furthermore, we will explore the relationship between culturally diverse notions of happiness and plot models used in different media. In the course of this investigation, we shall examine whether these plot models affirm, endorse, criticize, question or transform the notions of happiness they negotiate.

We will discuss

Hanif Kureishi: *The Buddha of Suburbia* (1990) novel

The Buddha of Suburbia, dir. Roger Michell (1993) TV serial

Bend it Like Beckham, dir. Gurinder Chadha (2002) film

Slumdog Millionaire, dir. Danny Boyle (2008) film

Seminar participants are requested to procure a copy of Kureishi's *Buddha of Suburbia* by themselves, a DVD collection of the TV serial *The Buddha of Suburbia* will be provided at the beginning of the semester. DVDs of *Bend it Like Beckham* and *Slumdog Millionaire* are easily available in video stores.

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

Modul Kompetenzorientierung im Englischunterricht

5250034 Problemfelder des Fremdsprachenlehrens und -lernens II: Playing CLIL (englisch)

2 SWS 3 LP
BS 10-16 Block+Sa (1) UL 6, 1085 J. Medina Suárez
1) findet vom 12.06.2017 bis 17.06.2017 statt

Using drama techniques to teach foreign language has a long tradition. Nevertheless, drama-based methods in Content-and-Language-Integrated Learning (CLIL) is quite another matter. This course will address the question how content from non-linguistic subjects such as History, Geography, Physics or Chemistry, PE or Art can be taught in a foreign language (e.g. English) through drama-techniques.

In this one-week course, we will explore why, how and what for to use drama techniques in CLIL at a theoretical and very much at a practical level.

Participants are required to "play", i.e. actually try and use a set of drama techniques, which will be called "games". This first-hand, hands-on experience will be reflected against the backdrop of principles of drama pedagogy, language learning, and CLIL for a clear understanding of the relevant pedagogical and methodological issues.

Participants will also be requested for their course-credits to present some of the content from basic reading in class, preferably by using and through drama games. For the final module examination (MAP) a term-paper has to be submitted before July 31st, 2017. The course will be open to all Master of Education students irrespective of the combination of their subjects. The course language will be English.

Please register for this course through AGNES and join the relevant Moodle-Course.

5250036 Mastercolloquium

2 SWS 2 LP
CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydatið

Das Kolloquium bezieht sich auf die Klärung und Erarbeitung möglicher Themenstellungen für die Masterarbeit im „Großen Lehramtsmaster“ (120 SP) in der Fachdidaktik Englisch (alte + neue StPO); und zwar vornehmlich 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.

Wer zusammen mit der Lehrveranstaltung zum Bilingualen Unterricht und der Masterarbeit im Bereich CLIL das M Ed-Kolloquium absolviert, kann ein Zusatzzertifikat zum „Fremdsprachigen Sachfachunterricht“ erwerben, das im Referendariat über entsprechende Module bei bestimmten Fachseminarleitern/innen vertieft werden kann.

5250038 Perspektiven Fremdsprachendidaktischer Forschung I: „The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)“ (englisch)

2 SWS 2 LP
SE Mo 10-12 wöch. (1) HV 5, 0122-23 W. Zydatið
1) LV entspricht im ME2007/2010 dem Typ "Theoriegeleitetes Forschen und Handeln"

Increasingly, new curricular knowledge, competences and study skills are acquired in a foreign language to equip school learners for the tertiary level and professional / vocational contexts where a demanding academic proficiency is required in a foreign language. Thus educational systems in Europe have begun to implement curricular concepts centred around content and language integrated learning (short, CLIL): eg.:

- „EMILE & classes européennes“ in France or „bilingualer Sachfachunterricht“ (= mehrjähriger Bildungsgang: Sek I & II); probably the most common and most successful curricular concept in German CLIL contexts (presently about 1,500 bilingual tracks / wings in the general school system, including a bridging sup-port in grades 5+6),
- two-way or dual immersion classes at both the primary and the secondary school level; in Berlin notably the „State Europe School“ which has adopted its own curricular planning tools (topic web & leporello),
- „bilingual modules“ at the lower and/or upper secondary level in a large variety of subjects and/or curricular domains of general schooling, but also temporary enrichment / CLIL courses at vocational schools (eg. business studies & economics, ICT, English for tourism & hotels, technology & design / *Arbeitslehre*),
- „Englisch als Arbeitssprache“; ie. the use of the foreign language in specific subjects for the length of a school year changing the CLIL subject on a yearly basis (= a cumulative system introducing different curricular areas),
- „Kompetenz-, Projekt- & Seminarkurse“ at the upper secondary school level in Germany bringing in eg. both subject matter topics & ethics / practical philosophy (= in the UK: Advanced Supplementary Courses) and courses combining different foreign languages (= „intercomprehension“) showing links within the large European language families (ie. the Germanic, Romance and Slavonic languages). The approach is particularly relevant for a 'mixed language' like English and/or academic literacy (because the roots show up esp. in the Greek & Latin morphemes of these registers).

In the course of this seminar the major aims, structural patterns and theoretical aspects of the different approaches will be presented and discussed. Students will be encouraged to develop their own curricular unit related to some identified topic from a specific bilingual subject or for a bilingual module or for a cross-curricular project (involving several languages or several curricular areas). Special emphasis will have to be put on two aspects: On the one hand, on making the match between a subject's content requirements and the integration of the language component by which the curricular content gets mediated (this is the essence of the dual-focused CLIL concept, which is now also known as a language-sensitive approach). On the other hand, foreign language learners usually have a limited proficiency in the 'working language': thus special emphasis will have to be put on the tasks to be assigned (ie. their cognitive level and functions), the use of discontinuous texts, study skills and the various types of scaffolding (macro & micro scaffolding, input & output scaffolding, lexicogrammatical & generic scaffolding, social scaffolding, verbal & visual scaffolding). The didactic principles just mentioned apply to both the CLIL classroom (using a foreign language) and to subject matter teaching using German (= „fachbezogene Bildungssprache“ or academic literacy / language in Berlin's new teacher education system).

Recommended pre-reading:

Manfred Wildhage / Edgar Otten (Hrsg.) (2003): *Praxis des bilingualen Unterrichts*. Cornelsen / Scriptor.
 Peeter Mehisto / David Marsh & J.M. Frigols (2008): *Uncovering CLIL*. Oxford: Macmillan.
 Do Coyle / Philip Hood & David Marsh (2010): *CLIL*. Cambridge Univ. Press.
 Ana Llinares / Tom Morton & Rachel Whittaker (2012): *The Roles of Language in CLIL*. Cambridge Univ. Press.
 Wolfgang Biederstädt (Hg.) (2013): *Bilingual unterrichten. Englisch für alle Fächer*. Cornelsen.
 Wolfgang Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Seelze: Klett-Kallmeyer.

5250039 Problemfelder des Fremdsprachenlehrens und -lernens: "Appreciating and Teaching English Verbal Humour" (englisch)

2 SWS	2 LP				
SE	Mo	14-16	wöch.	HV 5, 0122-23	W. ZydatiB

English humour, an elusive concept – rather something to bear than to enjoy? Do you understand and appreciate English verbal humour (be it, eg., British or American)? Humour, wit and laughter: a learning objective or even a learning aid? Riddles and jokes of various types, puns and other forms of word play, witty headlines and witty ads or commercials, certain catch phrases or punchlines, graffiti, limericks and other types of nonsense or comic verse: do you find them funny – funny-haha or funny-peculiar? And what about parody and satire, irony and black humour, the grotesque or even the macabre or the absurd? Have YOU ever landed a successful joke in English? Do you enjoy James Thurber's fables, Roald Dahl's poems, stories or re-creations of traditional fairy tales? Have you ever read or watched Sue Townsend's novels (or the plays based on them)? And what about Woody Allen's movies or Shakespeare's comedies or even tragedies (they contain funny bits as well)? Do you turn the television off when they show a Mr. Bean or Monty Python sketch? Do you follow the famous „soaps“ like „Yes, Minister“, „Blackadder“, „Keeping up Appearances“ or „Little Britain“? Have you heard of „Fawlty Tower“ or „Spitting Image“? Surely, humour is a culturally embedded phenomenon, so what can we learn about (specific aspects of) British and/or American culture when we look at what makes people smile and laugh in another society? – You are welcome to bring in your own favourite specimens of English humour provided they can be dealt with in some systematic (ie. linguistically and culturally fruitful) way in an English language classroom (see also the sample of materials – maybe a bit dated now – in Alexander 1997, pp. 201-209); but some goodies will never lose their value and their fans – and they may constitute part of the cultural heritage of a language community.

Recommended pre-reading:

1. J: Alexander (1997): *Aspects of Verbal Humour*. Tübingen: Narr.
2. Nash (1985): *The Language of Humour*. London: Longman.
3. C, Zijderveld (1983): „The sociology of humour and laughter“, in: *Current Sociology* 31, No. 3, pp. 1-100.

You are expected to attend regularly, use English in class, prepare an oral presentation, and hand in a written assignment by Sept 2017 (if you decide to write it in this area). Please, register with „Agnes“ and the office, UdL 6, room 3011.

5250052 Classroom Discourse (englisch)

2 SWS	2 LP				
UE	Di	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. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250053 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	08-10	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. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250054 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	10-12	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. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250124 Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	DOR 24, 1.302	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 devising, implementing and evaluating their own teaching units with a *cultural* bias for different levels of the school curriculum. In addition to investigating crucial didactic and methodological issues involved when teaching 'explicit' and 'implicit' dimensions of cultural competence, the course will also focus upon age- and level-appropriate use of language when developing materials and communicating in the classroom.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 30.03.2017

Modul Sprachwissenschaftliche Methoden und Englischunterricht**5250055 Grammar in the Classroom (englisch)**

2 SWS	2 LP					
UE	Do	08-10	wöch.	DOR 24, 1.502	S. Ehlert	

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

5250056 Grammar in the Classroom

2 SWS	2 LP					
UE	Do	10-12	wöch.	DOR 24, 1.502	S. Ehlert	

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

5250062 Language and Cognition (englisch)

2 SWS	3 LP					
SE	Mo	12-14	wöch.	DOR 24, 1.501	G. Smith	

In this seminar we will explore the relationship between language and cognition, investigating a variety of theoretical models and evaluating the empirical evidence collected to substantiate these models. The theoretical perspectives taken will fall primarily within the sub-disciplines of psycholinguistics, cognitive linguistics and anthropological linguistics. Requirements for credit points: Assignments via Moodle.

5250125 Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	2 LP					
UE	Fr	10-12	wöch.	DOR 24, 1.502	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 made in the spoken and written output of pupils attending German schools. Here, consideration will also be given to how outcomes 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 structure feedback strategies to enable pupils to **learn** from errors.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 30.03.2017

Kleiner Master (60SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250042 Vorbereitung auf das Praxissemester Englisch

2 SWS	3 LP					
SE	Fr	14-16	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Do	14-16	wöch.	HV 5, 0122-23	A. Mihan	
SE	Mi	08-10	wöch.	HV 5, 0122-23	K. Schultze	
SE	Fr	12-14	wöch.	HV 5, 0122-23	F. Klimczak	

detaillierte Beschreibung siehe S. 43

Modul Kompetenzorientierung im Englischunterricht

5250034 Problemfelder des Fremdsprachenlehrens und -lernens II: Playing CLIL (englisch)

2 SWS	3 LP					
BS		10-16	Block+Sa (1)	UL 6, 1085	J. Medina Suárez	

1) findet vom 12.06.2017 bis 17.06.2017 statt
detaillierte Beschreibung siehe S. 44

5250036 Mastercolloquium

2 SWS	2 LP					
CO	Mo	12-14	wöch.	HV 5, 0122-23	W. Zydatið	

detaillierte Beschreibung siehe S. 44

5250038 Perspektiven Fremdsprachendidaktischer Forschung I: „The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)“ (englisch)

2 SWS	2 LP					
SE	Mo	10-12	wöch. (1)	HV 5, 0122-23	W. Zydatið	

1) LV entspricht im MEd2007/2010 dem Typ "Theoriegeleitetes Forschen und Handeln"
detaillierte Beschreibung siehe S. 44

5250039 Problemfelder des Fremdsprachenlehrens und -lernens: "Appreciating and Teaching English Verbal Humour" (englisch)

2 SWS	2 LP					
SE	Mo	14-16	wöch.	HV 5, 0122-23	W. Zydatið	

detaillierte Beschreibung siehe S. 45

5250052 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 45

5250053 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	08-10	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 46

5250054 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 46

5250124 Culture and Language Learning (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 46

Studienordnung 2015

Modul 1/2: Sprach- und Literatur-/ Kulturwissenschaft

5250062 Language and Cognition (englisch)
2 SWS 3 LP
SE Mo 12-14 wöch. DOR 24, 1.501 G. Smith
detaillierte Beschreibung siehe S. 46

5250064 Mixed Categories (englisch)
2 SWS
SE Di 12-14 wöch. DOR 24, 1.601 A. Alexiadou

This course will address the debate surrounding the status of mixed categories such as nominalizations and adjectival participles in English and German. Mixed categories are a puzzle for linguistic theory as they seem to share features of two categories, verbs and nouns and/or verbs and adjectives. We will investigate the properties of nominalizations and adjectival participles and see how their mixed properties can be accounted for under lexicalist and syntactic perspectives.

5250133 The Difference Within: Cultural Diversity in the United States (englisch)
2 SWS 4 LP
SE Do 10-12 wöch. UL 6, 3075 R. Isensee

Based on a close look at significant socio-political moments in American history as well as theories of cultural difference the course will discuss constitutive aspects of defining cultural diversity in the United States past and present. Drawing on a wide array of print, visual and digital texts we will analyse various representations of "the difference within" (such as the American East and West, North and South, urban and rural America etc.) in an effort to identify versions of American culture as they are narrated in literary, visual and digital manifestations. This analytical work will be accompanied by a strong practical dimension that aims at producing concrete teaching projects for grades 7 to 13. Hence, the course will collaborate with the Fachbereich English of an Integrated Secondary School in Berlin offering ample opportunities for implementing teaching projects resulting from the course both in the school classroom and at the university. The course will conclude with a colloquium that intends to provide a forum for a dialogue among students and teachers on the teaching projects developed throughout the course. Course requirements include regular and active class participation and one in-class presentation/teaching project. Please register for the course via AGNES.

5250139 Conceptions of Happiness in British Postcolonial Literature, TV Serial and Film (englisch)
2 SWS 4 LP
SE Mi 08-10 wöch. DOR 24, 1.502 K. Röder
detaillierte Beschreibung siehe S. 44

Modul 3/4: Sprachpraxis

5250052 Classroom Discourse (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 45

5250053 Classroom Discourse (englisch)
2 SWS 2 LP
UE Mo 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 46

5250054 Classroom Discourse (englisch)
2 SWS 2 LP
UE Mo 10-12 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 46

5250055 Grammar in the Classroom (englisch)
 2 SWS 2 LP
 UE Do 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 46

5250056 Grammar in the Classroom
 2 SWS 2 LP
 UE Do 10-12 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 46

5250059 Written Expression: US Topics (englisch)
 2 SWS 2 LP
 UE Mo 12-14 wöch. DOR 24, 1.502 S. Ehlert

This course is designed to help participants learn to improve their own writing skills in English through reading and writing texts about current events and social, cultural, and political developments in the U.S. today. In addition, the class will focus on learner writing at the novice, intermediate and advanced levels, and will examine typical mistakes English learners make. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250124 Culture and Language Learning (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 46

5250125 Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 24, 1.502 M. Davies
detaillierte Beschreibung siehe S. 46

5250127 Written Expression (UK Topics) (englisch)
 2 SWS 2 LP
 UE Di 14-16 wöch. DOR 24, 1.302 M. Davies

In this course, students will have an opportunity to extend and improve their own written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. In addition to producing appropriate written responses of their own to various text types and fine-tuning their written expression in English, participants will reflect on important didactic issues when developing the ability to write in English and will address the question of how to promote written and textual competence in different age-groups and for different ability levels throughout the foreign language learning curriculum.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 30.03.2017

5250130 Written Expression (UK Topics) (englisch)
 2 SWS 2 LP
 UE Mi 12-14 wöch. DOR 24, 1.302 M. Davies

In this course, students will have an opportunity to extend and improve their own written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. In addition to producing appropriate written responses of their own to various text types and fine-tuning their written expression in English, participants will reflect on important didactic issues when developing the ability to write in English and will address the question of how to promote written and textual competence in different age-groups and for different ability levels throughout the foreign language learning curriculum.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 30.03.2017

Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)

5250042 Vorbereitung auf das Praxissemester Englisch
 2 SWS 3 LP
 SE Fr 14-16 wöch. HV 5, 0122-23 F. Klimczak
 SE Do 14-16 wöch. HV 5, 0122-23 A. Mihan
 SE Mi 08-10 wöch. HV 5, 0122-23 K. Schultze
 SE Fr 12-14 wöch. HV 5, 0122-23 F. Klimczak

detaillierte Beschreibung siehe S. 43

Modul 6: Aufbauomodul Fachdidaktik

5250034 Problemfelder des Fremdsprachenlehrens und -lernens II: Playing CLIL (englisch)

2 SWS 3 LP
BS 10-16 Block+Sa (1) UL 6, 1085 J. Medina Suárez
1) findet vom 12.06.2017 bis 17.06.2017 statt
detaillierte Beschreibung siehe S. 44

5250035 Problemfälle des Fremdsprachenlehrens und Lernens V: "Language Attitudes & Language Education" (englisch)

2 SWS 2 LP
BS 16-18 Block (1) HV 5, 0122-23 I. Sachdev
10-17 Block+Sa (2) HV 5, 0122-23 I. Sachdev
1) findet vom 08.05.2017 bis 12.05.2017 statt ; Teil I
2) findet vom 21.07.2017 bis 22.07.2017 statt ; Teil II

5250039 Problemfelder des Fremdsprachenlehrens und -lernens: "Appreciating and Teaching English Verbal Humour" (englisch)

2 SWS 2 LP
SE Mo 14-16 wöch. HV 5, 0122-23 W. Zydatiß
detaillierte Beschreibung siehe S. 45

5250040 Inklusion und Heterogenität III: Dramapädagogische Methoden für einen inklusiven Englischunterricht

2 SWS 2 LP
BS 09-18 Block+Sa (1) HV 5, 0122-23 S. Breidbach
09-18 Block+Sa (2) HV 5, 0122-23 S. Breidbach
1) findet vom 05.05.2017 bis 06.05.2017 statt ; Freitag von 12-18 Uhr Samstag von 9:30 Uhr-16 Uhr
2) findet vom 12.05.2017 bis 13.05.2017 statt ; Freitag von 12-18 Uhr Samstag von 9:30 Uhr-16 Uhr

Im Zentrum der Seminararbeit steht der Einsatz von dramapädagogischen Methoden, die aus fachdidaktischer und inklusionspädagogischer Perspektive aufbereitet, zusammengeführt und reflektiert werden. Neben der Vermittlung von Grundlagenwissen zielt das Seminar auf die Erprobung von dramapädagogischen Methoden und inklusionsorientierten didaktischen Modellen. Das Seminar wird im Teamteaching zwischen Fachdidaktik Englisch und Sonderpädagogik durchgeführt.

Studierenden beider Fächer wird das Seminar entweder für die Fachdidaktik Englisch oder die Sonderpädagogik nach Bestehen der Modulabschlussprüfung mit 3 Leistungspunkten angerechnet. Die Anmeldung zum Seminar erfolgt hier auf Agnes und ist auf insgesamt 20 Teilnehmer_innen (10 aus der Fachdidaktik Englisch sowie 10 aus der Sonderpädagogik) beschränkt. Sollten sich mehr Teilnehmer_innen anmelden, als Seminarplätze vergeben werden können, erfolgt die Platzvergabe über das Losverfahren.

5250044 Inklusion und Heterogenität im Englischunterricht II

2 SWS 2 LP
SE Fr 10-12 wöch. HV 5, 0122-23 F. Klimczak

Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention durch die Bundesrepublik im Jahr 2009 sind die Schlagwörter Heterogenität und Inklusion im Kontext von Schule und Lehrkräftebildung in aller Munde. Die fremdsprachendidaktische Forschung beginnt jedoch erst, sich intensiv mit diesem Thema auseinanderzusetzen; es wurde noch wenig Grundlagenforschung betrieben, und es liegen nur vereinzelte empirische Studien vor. Was bedeuten Inklusion und Heterogenität aber für den Fremdsprachenunterricht, für das Lehren und Lernen von Fremdsprachen? Wie verändern sich unsere Vorstellungen von Englischunterricht vor dem Hintergrund von Inklusion? Und wie müsste ein konsequent inklusiver Englischunterricht aussehen? Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer Theoriebildung beschäftigen wir uns mit fremdsprachendidaktischen Inklusionsansätzen sowie mit curricularen Vorgaben für den Englischunterricht und werfen einen kritischen Blick auf aktuelle Lehrwerke.

Achtung: Teilnehmende dieses Seminars planen bitte im Mai/Juni 2017 einen Hospitationstag an einer Berliner Schule ein.

5250045 Inklusion und Heterogenität I

2 SWS 2 LP
SE Di 12-14 wöch. HV 5, 0122-23 A. Mihan

Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention durch die Bundesrepublik im Jahr 2009 sind die Schlagwörter Heterogenität und Inklusion im Kontext von Schule und Lehrkräftebildung in aller Munde. Die fremdsprachendidaktische Forschung beginnt jedoch erst, sich intensiv mit diesem Thema auseinanderzusetzen; es wurde noch wenig Grundlagenforschung betrieben, und es liegen nur vereinzelte empirische Studien vor. Was bedeuten Inklusion und Heterogenität aber für den Fremdsprachenunterricht, für das Lehren und Lernen von Fremdsprachen? Wie verändern sich unsere Vorstellungen von Englischunterricht vor dem Hintergrund von Inklusion? Und wie müsste ein konsequent inklusiver Englischunterricht aussehen? Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer Theoriebildung beschäftigen wir uns mit fremdsprachendidaktischen Inklusionsansätzen sowie mit curricularen Vorgaben für den Englischunterricht und werfen einen kritischen Blick auf aktuelle Lehrwerke.

Achtung: Teilnehmende dieses Seminars planen bitte im Mai/Juni 2017 einen Hospitationstag an einer Berliner Schule ein.

Modul 7: Transfermodul Fachdidaktik

5250036 Mastercolloquium

2 SWS 2 LP
CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydatiß
detaillierte Beschreibung siehe S. 44

5250037 Perspektiven fremdsprachendidaktischer Forschung IV: "Managing the Plurality of Formal and Informal as well as Spoken and Written English Discourse Genres" (englisch)

2 SWS 2 LP
SE Mo 08-10 wöch. HV 5, 0122-23 W. Zydatiß

Let us start on a number of questions: why is the notion of „discourse genres“ used in the title of this course, ie. what conception of language is behind this term? Is language seen as a formal system of grammatical categories, an empty container into which any kind of content can be filled? Is it a linear algorithm of rules which produces well-formed sentences in a homogeneous speech community? Or is it the use of language in specific socio-cultural situations (characterised by variation: Halliday's central theoretical concept of register is crucial here) that is to be described and explained as well as taught and learned? – Well, a first answer and request: You are expected to adopt a functional view of language and a functional approach to learning a (foreign) language, which is to say that the ontogenesis of language corresponds to the ontogenesis of (content) learning. With the human species there is no content learning without language learning (since human beings possess the mental faculty of verbal learning: ie. language and cognition blend).

What then is proficiency in a language, and what are language competences? What are the differences between spoken and written language, and how did the abilities to use these modes develop in evolutionary terms? Literacy has been with us for only 5,000 years; so how does the human brain process spoken and written language? Do these processes differ? What is the difference between receptive and productive communicative activities? How does content come into these activities? Is man unique in using language, ie. what are the design features of human language (use)? What role is being played by thinking, ie. in what ways does cognition shape human discourse genres? What part does culture play in all that? If language is used for communication, does the use of your first language differ from the use of a foreign language? Why should we distinguish informal and formal communication? What are its linguistic differences? What kind of situations are learners of English likely to come across when they use their English, as language learners at school and later on in life or in their vocational and professional work place? What types of text (= discourse) will they encounter in various sociocultural contexts? What are the conventions and linguistic or cognitive difficulties for the use of these text types or discourse genres, and what are the expectations or norms the user of the language may have to fulfill when being confronted with an audience or addressee? –

Sorry, questions galore but the seminar will try to give answers as well: on how to instruct learners in these matters, how to arrange learning experiences, how to frame tasks and how to scaffold their learning in a systematic and cumulative manner. The overall aim will be a functional one: developing and sharing ideas for enabling learners to manage (ie. to understand and encode) coherent and linguistically appropriate discourse genres in sociocultural contexts. 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 project drawing upon English source materials and tasks which will have to be analysed in a functional stylistic way (= a content and language integrated „Erwartungshorizont“). Task-appropriate scaffolding will have to be provided as well.

Recommended pre-reading:

Council of Europe (2001): *Common European Framework of Reference for Languages*. Cambridge: CUP. –

1. Hallet: *Lernen fördern: Englisch*; W. Hallet / U. Krämer (Hg.): *Kompetenzaufgaben im Englischunterricht*.
2. Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. (alles bei Klett-Kallmeyer: Seelze).

Der Fremdsprachliche Unterricht: Englisch 49, Heft 138, Nov. 2015 [Themenheft: *Formal Communication*]

Praxis Fremdsprachenunterricht 12, 06/2015 [Themenheft: *Diskontinuierliche Texte*]

116. Halliday (1993): „Towards a language-based theory of learning“, in: *Linguistics and Education* 5, 93-116.
117. Vorlat (1989): „Stylistics“, in: R. Dirven (Hg.): *A User's Grammar of English: Word, Sentence, Text, Inter-action*, Frankfurt/M.: P. Lang, 687-721.

You are expected to attend regularly, prepare an oral presentation, and use English in class. If you decide to prepare a written assignment (provided you decide to write in this field), it should be handed in by Sept 2017. Please, register with „Agnès“ and in the office, UdL 6, room 3011.

5250038 Perspektiven Fremdsprachendidaktischer Forschung I: „The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)“ (englisch)

2 SWS 2 LP
SE Mo 10-12 wöch. (1) HV 5, 0122-23 W. Zydatiß
1) LV entspricht im MEd2007/2010 dem Typ "Theoriegeleitetes Forschen und Handeln"
detaillierte Beschreibung siehe S. 44

5250043 Perspektiven Fremdsprachendidaktischer Forschung II: Issues of Race & Racism in the EFL Classroom (deutsch-englisch)

2 SWS 2 LP
SE Di 14-16 wöch. HV 5, 0122-23 A. Mihan

How do the categories of race and racial difference concern us as (future) teachers of English as a Foreign Language (EFL)? Are EFL theory and research in Germany and internationally concerned with race and racisms, and if they are, what are their contributions to the field as well as to the teaching of EFL? This seminar will tackle these and other questions that are likely to arise by bringing together theoretical approaches to race (Critical Race Theory and Critical Whiteness Studies) and didactic approaches to TEFL as emancipatory, antiracist education (*Trans-/Kulturelles Lernen*, Critical literacy of race and racism/race literacy). Participants will be introduced to and apply innovative research methodology such as autoethnography, co-constructive writing (*Schreibkonferenz*) and working with a process portfolio to reflect on and theorize their own situatedness in an inherently racist society as individuals of various backgrounds and as student teachers of English. A course syllabus as well as required primary and secondary literature will be provided in a Moodle course under www.moodle.hu-berlin.de.

5250136 **Perspektiven Fremdsprachendidaktischer Forschung V: "Investigating Classroom Talk" (englisch)**

2 SWS 2 LP
SE Di 10-12 wöch. (1) HV 5, 0122-23 S. Breidbach
1) 1. Termin = 25.4.

In this course, we will study models of classroom talk/discourse and classroom interaction and apply these in observation studies of real-life classrooms.

The course will be hosted at a "Gemeinschaftsschule" in Berlin-Kreuzberg.

Participants in this course will be required to

- become actively involved in all sessions,
- conduct independent library/research literature research on selected topics,
- take part in classroom observations,
- prepare in-class presentations on selected course topics and/or classroom observations.

A term paper, if required, will be due before September 1st, 2017. Formal requirements for the term paper follow the regulations applying to the relevant degree program (Studienordnung).

Details regarding time and venue for the course may subject to change. Please check the course Moodle regularly.

Please register for this course through Agnes and also sign up for the relevant Moodle course.

5250137 **Masterkolloquium**

2 SWS 2 LP
CO Di 12-14 wöch. (1) UL 6, 3119 S. Breidbach
1) 1. Termin = 25.4., Raum: UL6, 3019 (nur 1. Sitzung, Information zum künftigen Raum erfolgt in der 1. Sitzung)

Die Veranstaltung wendet sich an Studierende, die ihre Masterarbeit in der Fachdidaktik Englisch schreiben möchten. Im Kolloquium wird der Prozess eines fremdsprachendidaktischen Forschungsprojektes systematisch erarbeitet und individuell begleitet.

Die ausschließlich empirischen MEd-Projekte werden im Rahmen eines Schulbegleitforschungsprojektes der Fachdidaktik Englisch entwickelt und in Zusammenarbeit an einer Berliner Gemeinschaftsschule durchgeführt.

Mögliche Themenbereiche sind

1. Evaluation von bilinguaem Fach- sowie Englischunterricht vorrangig auf der Primar- und frühen Sekundarstufe
2. Erforschung von Schul- und Unterrichtsentwicklungsprozessen
3. Vergleichende, test- bzw. aufgabenbasierte Kompetenzmessung von Schülerleistungen in den Fächern Englisch und Deutsch

Die erste Sitzung findet am 25.4.2017 in Unter den Linden 6, Raum 3019 statt. Die folgenden Veranstaltungsorte werden noch bekannt gegeben.

Bitte registrieren Sie sich über AGNES für diesen Kurs und nehmen bereits frühzeitig Kontakt mit Prof. Breidbach auf.

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:

5250048 **Academic Writing (englisch)**

2 SWS 2 LP / 3 LP
UE Do 10-12 wöch. I 110, 343 D. Greeves
detaillierte Beschreibung siehe S. 30

5250049 **Academic Writing (englisch)**

2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 30

5250050	Culture and Society in Britain and Ireland (englisch)	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 347	M. Heinitz
	<i>detaillierte Beschreibung siehe S. 37</i>						
5250051	Current Events in the U.S. (englisch)	2 SWS UE	3 LP Do	12-14	wöch.	I 110, 347	M. Heinitz
	<i>detaillierte Beschreibung siehe S. 30</i>						
5250096	Language Awareness: Grammar in Context (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	DOR 65, 325	K. Heukroth
	UE	Di	08-10	wöch.	DOR 24, 1.502	K. Heukroth	
	<i>detaillierte Beschreibung siehe S. 15</i>						
5250097	Language Awareness: Academic Vocabulary in Use (englisch)	2 SWS UE	2 LP Mo	16-18	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 15</i>						
5250098	Language Awareness: Introduction to Academic Writing (englisch)	2 SWS UE	2 LP Mi	12-14	wöch.	UL 6, 2004A	E. Gibbels
	UE	Do	16-18	wöch.	UL 6, 2004A	E. Gibbels	
	<i>detaillierte Beschreibung siehe S. 15</i>						
5250099	Language Awareness: The Language of Cultural Studies (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 15</i>						
5250100	Language Awareness: Learning Language with Literature (englisch)	2 SWS UE	2 LP Di	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 15</i>						
5250101	Language Awareness: Notes in Academic Contexts (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 16</i>						
5250102	Oral Skills: Presentation Practice (englisch)	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 16</i>						
5250103	Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	UL 6, 2004A	E. Kelly
	<i>detaillierte Beschreibung siehe S. 16</i>						
5250104	Oral Skills: Debating and Public Speaking (englisch)	2 SWS UE	2 LP Di	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 16</i>						
5250105	Oral Skills: Literary Literacy in Academic Discussions (englisch)	2 SWS UE	2 LP Di	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 16</i>						

- 5250107 Oral Skills: Britain in Brief (englisch)**
 2 SWS 2 LP
 UE Mi 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 16
- 5250108 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)**
 2 SWS 2 LP
 UE Mi 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 17
- 5250109 Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)**
 2 SWS 2 LP
 UE Do 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 17
- 5250110 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)**
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 65, 325 A. Fausser
detaillierte Beschreibung siehe S. 17
- 5250126 Professional Translation Skills II (Gemeinsprache: Journalistic Styles / Translating for the Media) (englisch)**
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11
- 5250129 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)**
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 11

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
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(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	Zugang	Straße / Ort	Objektbezeichnung
DOR 24		Dorotheenstraße 24	Universitätsgebäude am Hegelplatz
DOR 65		Dorotheenstraße 65	Boeckh-Haus
HV 5		Hausvogteiplatz 5-7	Institutsgebäude
I 110		Invalidenstraße 110	Institutsgebäude
UL 6		Unter den Linden 6	Universitäts-Hauptgebäude

Veranstaltungsartenverzeichnis

BS	Blockseminar
CO	Colloquium
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
QT	Q-Tutorium
RV	Ringvorlesung
SE	Seminar
UE	Übung
VL	Vorlesung