

## Sommersemester 2018

Vorlesungszeit: 16.04.2018 - 21.07.2018

Sprach- und literaturwissenschaftliche Fakultät, Institut für Anglistik und Amerikanistik  
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# Institut für Anglistik und Amerikanistik

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

Einschreibung für Erstsemester Sprachpraxis: Hinweise folgen

## 53 861 Affekt im Schreiben. Schreiben im Affekt // Affect in Writing. Writing in Affect.

2 SWS

QT

Do

12-16

14tgl. (1)

DOR 24, 2.102

L. Reimann

1) findet ab 19.04.2018 statt

Wir wollen uns Affekten annähern, anschauen, spüren und letztendlich auch diese vermitteln.

In den Geschlechterstudien und besonders in der feministischen Epistemologie wird der traditionellen Objektivitätsbegriff und der Glauben an eine objektive Wissensproduktion oft infrage gestellt. Das stellt nicht nur die Politik, Wissenschaft und Forschung vor Herausforderungen, sondern natürlich auch die Vermittlung von Wissen. Gefühle, verkörperte Erfahrungen, erlebte Geschichten und Körper sind alle Teile von der Orientierung zum (kollektiven) Affekt, was unter anderen in den Gender Studies als „affective turn“ verstanden wird. In wissenschaftlichen Auseinandersetzungen mit Affekten vermischen sich Grenzen zwischen Wissenschaftlichem, Lyrischem und Autobiographischem. An dieses Spannungsfeld zwischen Affekt, Wissensproduktion und Wissensvermittlung wollen wir mit unserem Seminar ansetzen.

In dieses Q-tutorium sind Frage danach, wie Kritik und Wissensproduktion sich durch Affekte und Leidenschaft äußern lassen, wie Grenzen der Wissensproduktion und Legitimität sich neugestalten lassen, und besonders wie die Praxis der Wissensvermittlung sich dadurch verändert von großem Interesse. Genauer gesagt; wie gehen wir mit Affekten im Schreiben und Schreiben im Affekt eigentlich selbst um?

Unsere Methode wird besonders Bezug auf das eigene Schreiben nehmen. Die akademische Schreibpraxis wird dabei als etwas Kreatives gesehen, wo durch wir analysieren wollen wie akademische Texte sich mit Leidenschaft, Affekten und Gefühlen vermischen.

Das Ziel ist deshalb nicht nur die Diskussion der affekttheoretischen Erkenntnisse und deren Auswirkung auf die Schreibpraxen andere auszuleuchten, sondern sehen wir es als genauso wichtig diese Erkenntnisse durch eigene Schreibexperimente neu verstehen und ausprobieren zu können.

In einen gemeinsamen Schreibprozess der sich durch das ganze Semester zieht, werden die Forschungsfragen der Studierenden kollektiv und/oder individuell entwickelt und beantwortet.

Organisatorisches:

Voraussetzungen:

Das Tutorium ist offen für alle Studierende, die gerne leidenschaftlich schreiben oder daran interessiert sind wie akademische Texte sich mit Leidenschaft, Affekten und Gefühlen vermischen. Es wird davon ausgegangen, dass die Studierenden sich mit gängigen Konzepten der Geschlechterstudien auskennen. In dem Fall, dass es an Vorwissen fehlt, wird eigenständige Aneignung von Wissen unterstützt.

Um unsere Fragestellungen zu beantworten erwarten wir die Studierenden während das ganze Semester, mit Hilfe von uns gegeben Anleitungen und Übungen, selbst Texte produzieren. Das eigene Schreiben kann auf Deutsch oder Englisch sein, aber es wird erwartet, dass die Teilnehmer\_innen entweder auf Deutsch oder Englisch gut kommunizieren können und die beide Sprachen gut verstehen.

## Bachelorstudiengang Englisch (BA Englisch)

Einschreibung für Erstsemester: Hinweise folgen

### Studienordnung 2008

#### Modul 3: Introduction to English and American Cultural Studies

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

2 SWS

3 LP

SE

Di

14-16

wöch.

UL 6, 1072

E. Haschemi  
Yekani

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 (especially film analysis), concepts of history and of cultural memory, issues of Gender Studies and of Postcolonial Studies will be examined and discussed using selected examples from literature and popular culture. A reader with material will be provided at the beginning of the class.

##### 5250002 Introduction to British Cultural Studies and Cultural History: key Concepts and Theories (englisch)

2 SWS

3 LP

SE

Fr

10-12

wöch.

UL 6, 3038/035

R. Araya

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.

### 5250034 American Cultural Theory (englisch)

2 SWS 3 LP  
SE Mi 10-12 wöch. UL 6, 3001 J. Verlinden

This course introduces 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 including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices.

Recommended Reading:

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

## 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.

### 5250003 Survey of English Literatures (englisch)

2 SWS 2 LP  
VL Di 12-14 wöch. (1) UL 6, 3075 N.N.  
1) Ringvorlesung, Beginn 2. Unterrichtswoche

In dieser Ringvorlesung wird ein einführender, selektiver und exemplarischer Überblick über die englische Literaturgeschichte vom Mittelalter bis zur Gegenwart gegeben. Ausgewählte Texte der englischen Literatur von Chaucer bis Kureishi (und anderen) werden in ihren Kontexten vorgestellt und in ihrer spezifischen Ästhetik sowie als Repräsentanten der jeweiligen Epoche interpretiert. — Die Veranstaltung ist Teil des Moduls 5 "Survey of English Literatures" bzw. Des Moduls 4 "Literary History" des Bachelorkombinationsstudiengangs Englisch, steht aber Studierenden aller Studiengänge offen.

### 5250004 Shakespeare Now (englisch)

2 SWS 2 LP  
SE Di 10-12 wöch. I 110, 347 C. Wilde

More than 400 years have passed since Shakespeare died, and his plays are still being read, performed, and adapted for various artistic purposes all over the world. Is Shakespeare, "the bard", our contemporary? How do we relate to his plays today? We enjoy and sometimes still grapple with Shakespeare's dramatic – historical – language, yet we quote his lines in all kinds of contexts – from everyday conversations to advertisements. We read Shakespeare's plays in the context of specific early modern historical situations. At the same time, we find that his plays dramatize "the human condition".

In this course, we are going to read two of Shakespeare's plays: *A Midsummer Night's Dream* and a second play – depending on what Berlin's theatres will have to offer. We will read the plays very carefully with an eye to their dramatic language, the constellations of their characters, and the dynamics of their conflicts, and also with regard to Elizabethan theatrical practices. We will also perform selected scenes ourselves as team-works in class. In a second step, we will watch contemporary cinematic adaptations and (filmed) theatrical performances of these plays. Furthermore, we will go to one of Berlin's theatres and see a performance on stage. So by the end of our course, we will have made Shakespeare our contemporary.

Please get your own copies of *A Midsummer Night's Dream* by the beginning of term. The second play will be decided on in one of our first sessions. For Shakespeare's plays, I do recommend the Arden or the Oxford Shakespeare edition.

### 5250005 Early Modern Poetry (englisch)

2 SWS 2 LP  
SE Mi 10-12 wöch. DOR 24, 1.501 C. Wilde

"So long as men can breathe, or eyes can see,/ So long lives this, and this gives life to thee." This final couplet from Shakespeare's sonnet no. 18 refers to the poem's immortality and to the poem's potential to immortalise its subject – the beloved. Starting with sonnets by William Shakespeare and his contemporaries, this class will cover a wide range of 17th century – immortal – poetry: in terms of poets, genres and topics. In addition to reading Shakespearean sonnets we will study examples of Metaphysical poetry by John Donne and Andrew Marvell – amongst others. We will focus on some of the verse of the so-called Cavalier poets as for example the Earl of Rochester's, and also read poems by women writers such as Katherine Philips and Aphra Behn. In terms of poetic genres, there will be sonnets, satires, epigrams and elegies: there will be love poems – "innocent" and highly erotic, poems on friendship and on death. We will read these texts with a close eye to their characteristics as verse, focussing on the uses of poetic devices and stylistic specialities. Furthermore, we will place the poetic texts in their specific historical contexts – and read them as part of debates about writing poetry, about religious views, gender relations, the discovery of the New Americas, and the New Sciences.

The texts of the poems – and additional background material – will be available on moodle at the beginning of the semester.

**5250006 Thomas Hardy's Wessex Literature (englisch)**

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

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. Das Seminar findet in englischer Sprache statt.

**5250007 English Literary Fairytale and Short Story of the 19th and 20th Centuries (englisch)**

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

Das 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. Das Seminar findet in englischer Sprache statt.

**5250008 Modernist Poetry (englisch)**

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

The class offers a critical interpretation of poetry written before, during, and after World War I as well as contemporary theories of poetry. On the one hand, we will explore what constitutes its "modernist" innovations and, on the other, trace relations to the Romantic and Victorian heritage. The seminar will focus on the poetry of 3 canonical modernist poets: W.B. Yeats, T.S. Eliot, and Ezra Pound. In order to investigate the variety of the poetry of that period we will also study a selection of texts by D.H. Lawrence, Siegfried Sassoon, Wilfred Owen, and others.

**5250009 Dylan Thomas (englisch)**

2 SWS	2 LP					
SE	Mo	12-14	wöch.	DOR 24, 1.501	R. Araya	

With his villanelle "Do not go gentle into that good night"—regularly drawn in undergraduate introduction courses to English literary studies as a rare English adaptation of the French verse form—the Welsh poet secured himself a place in the history of English verse. Even the poem's appearance as the opening feature of the science fiction movie *Interstellar* (2014), gives proof to the lasting legacy of this one literary piece in popular culture. Recordings of Thomas reading the poem in his low, yet penetrant broadcaster's voice are currently accessible on streaming platforms such as Youtube, adding a whole new meaning to the expression "poetic presence".

Regarded by contemporary poet and critic T. S. Eliot as the budding hope of literary modernity, Thomas' oeuvre—in the form of poems, short stories, radio broadcasts, film scripts, and even news reports for the *South Wales Daily Post*—is representative of the shifting artistic scene of the inter-war years. The course aims to do justice to Thomas' prolific literary and mediatic legacy in the context of English literary history and criticism. A selection of his writings will be discussed, supplemented by contemporary documents for the purpose of historical contextualization. Students are advised to obtain the Weidenfeld & Nicolson paperback edition of *Dylan Thomas Omnibus* [1995], ISBN 978-1-7802-278-3. The remaining material will be provided by the course instructor.

**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.

Die beiden Seminare mit dem Titel "English Syntax" sind nicht miteinander kombinierbar, da sie den gleichen Gegenstandsbereich und Inhalt haben. Der Besuch eines der beiden Seminare macht also automatisch eine Kombination mit einem der anderen Seminare (Morphology, Semantics, usw.) notwendig.

**5250135 Morphology (englisch)**

2 SWS	3 LP					
SE	Mi	12-14	wöch.	UL 6, 2097	L. Sommer	

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.

**5250141 English Syntax (englisch)**

2 SWS	3 LP					
SE	Do	12-14	wöch.	UL 6, 2002	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.

**5250143 Introduction to Semantics (englisch)**

2 SWS	3 LP					
SE	Mi	12-14	wöch.	DOR 24, 1.501	H. Karawani	

This course offers an introduction to formal approaches to meaning. As a prerequisite, students are expected to have basic knowledge of syntax. We will learn how the meaning of a sentence is a composition of the meanings of its parts. We will talk about basic logical concepts, such as truth, reference and denotation; learn how meaning can be abstracted in technical terms like lambda calculation and function application; and look at quantifiers and modals and how the meaning of certain words can be captured through set theory. We will also talk about pragmatics and how the meaning of sentences is enriched when they are used in context.

**5250144 English Syntax (englisch)**

2 SWS	3 LP					
SE	Do	10-12	wöch.	I 110, 347	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.

**5250149 Grammar Development for Deep Linguistic Analysis in English (englisch)**

2 SWS	3 LP					
SE	Fr	12-14	wöch. (1)	UL 6, 2014A	E. Kordoni	

1) Der neue Raum 2014a gilt ab 4.05.2018

The course deals with deep linguistic analysis in English and draws on theoretical and descriptive linguistics. The course will focus on language models based predominantly on theoretical syntactic and semantic theories (e.g., CCG, HPSG, LFG, TAG, the Prague School). The course will conclude by showing that deep linguistic analysis grammars differ from "shallower" methods of language analysis in that they yield more expressive and structural representations which directly capture long-distance dependencies and underlying predicate-argument structures.

**5250150 Corpus-Driven Methods for Acquiring Linguistic Information (englisch)**

2 SWS	3 LP					
SE	Mo	12-14	wöch. (1)	UL 6, 2097	E. Kordoni	

1) Wegen einer dringenden Angelegenheit muss das Seminar vom Montag den 02.07.2018 (12-14 Uhr) auf Donnerstag den 05.07.2018 von 12 bis 14 Uhr verlegt werden. An diesem Tag dann in UL 6, 2004a.

This course deals with methods for acquisition of linguistic information from corpora, also as a means of enhancing robustness of lexicalised grammars for various purposes. The methods which will be presented in the course for the acquisition of linguistic information in English will be shown to be able to get tuned in order to enhance robustness of grammars for languages with richer morphology and freer word order.

**5250154 Introduction to syntax/semantics (englisch)**

2 SWS	2 LP / 3 LP					
SE	Fr	16-20	wöch.	DOR 24, 1.601	D. Oikonomou	

**5250156 Morphological and syntactic disorders in English (englisch)**

2 SWS	2 LP / 3 LP					
SE	Sa	10-14	Einzel (1)	UL 6, 3001	V. Koukoulioti	
	Sa	10-16	Einzel (2)	UL 6, 3001	V. Koukoulioti	
	Sa	10-18	Einzel (3)	UL 6, 3001	V. Koukoulioti	
	Sa	10-18	Einzel (4)	UL 6, 3001	V. Koukoulioti	

1) findet am 23.06.2018 statt  
 2) findet am 30.06.2018 statt  
 3) findet am 14.07.2018 statt  
 4) findet am 21.07.2018 statt

## Modul 7: American Literary History

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

2 SWS	1 LP					
VL	Mo	16-17	wöch. (1)	UL 6, 2091/92	E. Boesenberg	

1) Beginn in der zweiten Semesterwoche

The lecture offers an overview of U.S. American literary history since World War I. It is complemented by a Lektüreseminar or Lektüreübung in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (Shorter 8th Edition), which is an essential text for the study of American literature. Additional texts will be available on moodle.

Credit for the Lektüreseminar / Lektüreübung is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.

B.A. students in American Studies will be tutored by more advanced students in the Master program (Lektüreübung).

### 5250025 Lektüreseminar: American Literary History II: 1918 to the Present (englisch)

2 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	12-14	14tgl./1	DOR 24, 1.601	D. Löbbermann	
SE	Mi	12-14	14tgl./2	DOR 24, 1.601	D. Löbbermann	
SE	Di	10-12	14tgl./1	UL 6, 3075	R. Isensee	
SE	Di	10-12	14tgl./2	UL 6, 3075	R. Isensee	
SE	Do	16-18	14tgl./1	DOR 24, 1.601	J. Tu	
SE	Do	16-18	14tgl./2	DOR 24, 1.601	J. Tu	

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. Credit is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.

Registration via AGNES.

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

## Modul 9: English Language in Social and Cultural Context

### 5250128 Tense and Time (englisch)

2 SWS	4 LP					
SE	Di	10-12	wöch.	UL 6, 3001	M. Egg	

### 5250136 Theories of Affixation (englisch)

2 SWS	4 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601	S. Olsen	

### 5250138 Second Language Acquisition (englisch)

2 SWS	4 LP					
SE	Mo	08-10	wöch.	DOR 24, 1.601	A. Sauermann	

Second language acquisition (SLA) concerns how learners acquire a second language (L2) subsequent to their first/native language. Three questions are central: a) What exactly does the L2 learner acquire? b) How does the learner acquire the L2 language? c) Why are some learners more "successful" than others? The first part of the seminar introduces a multidisciplinary perspective to SLA that considers linguistic, psycholinguistic and social factors. In the second part of the course, we read and discuss selected empirical studies.

Course requirements include active class participation, an open-book moodle test, and a short in-class presentation. Readings will be made available via Moodle.

### 5250139 Multilingualism (englisch)

2 SWS	4 LP					
SE	Di	12-14	wöch.	UL 6, 2014B	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.



**5250140 Syntactic Variation (englisch)**

2 SWS	4 LP					
SE	Di	14-16	wöch.	UL 6, 3075	A. Alexiadou	

In this seminar we will investigate syntactic differences between English and other languages. The phenomena we will discuss include:

- basic word order: SVO as in English, SOV as in German and Japanese; verb-second as in German and Scandinavian
- null subjects (generally unavailable in English)
- basic case systems: nominative-accusative as in English vs. ergative-absolutive as e.g. in Basque
- gender systems across languages (lack of grammatical gender in English)
- phenomena at the left periphery: topicalization, clitic left dislocation, focus-fronting etc.

**5250142 Argument structure (englisch)**

2 SWS	4 LP					
SE	Do	14-16	wöch.	UL 6, 2002	A. McIntyre	

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

**Modul 10: Linguistics as a Cognitive Science****5250128 Tense and Time (englisch)**

2 SWS	4 LP					
SE	Di	10-12	wöch.	UL 6, 3001	M. Egg	

*detaillierte Beschreibung siehe S. 8*

**5250136 Theories of Affixation (englisch)**

2 SWS	4 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601	S. Olsen	

*detaillierte Beschreibung siehe S. 8*

**5250138 Second Language Acquisition (englisch)**

2 SWS	4 LP					
SE	Mo	08-10	wöch.	DOR 24, 1.601	A. Sauer mann	

*detaillierte Beschreibung siehe S. 8*

**5250139 Multilingualism (englisch)**

2 SWS	4 LP					
SE	Di	12-14	wöch.	UL 6, 2014B	A. Alexiadou	

*detaillierte Beschreibung siehe S. 8*

**5250140 Syntactic Variation (englisch)**

2 SWS	4 LP					
SE	Di	14-16	wöch.	UL 6, 3075	A. Alexiadou	

*detaillierte Beschreibung siehe S. 9*

**5250142 Argument structure (englisch)**

2 SWS	4 LP					
SE	Do	14-16	wöch.	UL 6, 2002	A. McIntyre	

*detaillierte Beschreibung siehe S. 9*

**Modul 11: English Literary and Cultural History: Texts, Periods, Theories****5250010 Innovative Anglo-Irish Twentieth-Century Theatre (englisch)**

2 SWS	4 LP					
SE	Mi	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. Das Seminar findet in englischer Sprache statt.

### 5250012 The Sonnet in English Literature (Part I) (englisch)

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

### 5250014 The Age of Modernism (Part I) (englisch)

2 SWS	4 LP					
SE	Mo	14-16	wöch.	DOR 24, 1.501		E. Kilian

This course will be dedicated to the 1910s and 1920s, which produced a new movement in the various arts (literature, painting, music, dance) that was international in scope and that is still influential today. This period saw a number of fundamental changes in the political, social and cultural fields. It covers World War I and its aftermath; it was a time when traditional values were questioned, when gender relations were being renegotiated and concepts of femininity and masculinity redefined, when new findings in psychology fostered a marked interest in the workings of the individual consciousness, and when the nature of reality itself was under severe scrutiny. And it was a time marked by considerable literary innovations. Virginia Woolf, one of the prime representatives of Modernism, claimed that a new vision of life required new forms of literary expression. We will explore these issues by analysing a variety of sources, e.g. essays, the novels mentioned below, short fiction by Katherine Mansfield, James Joyce, D.H. Lawrence and others, as well as poetry by T.S. Eliot.

In Part II of the module, which can only be attended in tandem with Part I, we will enlarge on some of the aspects and material from Part I and, in addition, participants will have the opportunity to develop research questions and practise the skills necessary for the writing of their term papers.

Please buy and read the following texts:  
 Dorothy Richardson, *Pointed Roofs* (available on Project Gutenberg)  
 Rebecca West, *The Return of the Soldier*  
 Virginia Woolf, *To the Lighthouse*  
 Katherine Mansfield, *Selected Stories* (Oxford World's Classics)

Further material will be made available at the beginning of the semester.

### 5250016 Margaret Atwood: Novels, Essays, Adaptation (Part I) (englisch)

2 SWS	4 LP					
SE	Di	10-12	wöch.	I 110, 343		K. Tordasi

The last year saw a fresh interest in Canadian writer Margaret Atwood, with TV productions of *The Handmaid's Tale* and *Alias Grace* being lauded by critics and audiences alike. Atwood's novels – marked by a mixture of high literary quality, social commentary and speculation – seem to hit a nerve. The fact that *The Handmaid's Tale* once more topped the bestseller lists in 2016 underlines the relevance of her work but it also raises the question how and why this 1985 novel appeals to a new generation of readers. This context provides a good opportunity to revisit Atwood's work and its impact on today's discourses on gender relations, social structure and the directions humanity could pursue into the future.

In this seminar, we'll focus on speculative elements, feminist themes and the role of the narrator in Atwood's work, with an eye to how her novels' form contributes to their meaning. We'll discuss the claustrophobic first person narrative in *The Handmaid's Tale*, the unreliable patchwork narrative of *Alias Grace* and the mythopoeic style of the *Penelopiad*. Samples from TV adaptations as well as a selection of essays by and about Atwood complete the seminar's material and will provide students with a broad spectrum of perspectives and a basis for in-class discussion.

**Please acquire and prepare the following novels:**

Margaret Atwood, *The Handmaid's Tale* (1985)  
 Margaret Atwood, *Alias Grace* (1996)  
 Margaret Atwood, *The Penelopiad* (2005)

### 5250018 Contemporary Fiction in Britain (Part I) (englisch)

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

This seminar aims to provide a cursory overview and to pursue a close reading of a number of contemporary British novelists. Next to canonical author Julian Barnes (*The Sense of an Ending*), we shall study Xiaolu Guo's *I Am China* and James Kelman's *Dirt Road* (please obtain your own copies!). Moreover, we shall investigate new writers in short prose format as in GRANTA's *Best of Young British Novelists* of 2013.

Apart from the three novels mentioned above, all material will be available on the Moodle platform.

## Modul 12: Paradigms of American Literature and Culture

### 5250030 Narratives of War in American Literature (englisch)

2 SWS	4 LP					
SE	Do	10-12	wöch.	DOR 24, 1.601		R. Isensee

The course uses a diachronic perspective in identifying narratives of war and the historical contexts in which they are situated and to which they speak. The themes of war that we will explore include a broad range of conflicts that entailed significant political, social and cultural repercussions on US-American society and impacted shifts in the (self-)definitions of America/the United States.

Based on a wide selection of texts from different time periods and cultural perspectives the class discussion will investigate and compare the forms and functions of the genres employed in war narratives with respect to the continuities and discontinuities of literary strategies that construct or de-construct dominant representations of war against the backdrop of hegemonic national interests.

The readings include among others: Stephen Crane: *The Red Badge of Courage*; Civil War Letters; Charles Frazier: *Cold Mountain*; Ernest Hemingway: *A Farewell to Arms*, Joseph Heller: *Catch 22*, Bobbie Ann Mason: *In Country*, Jane Blair: *Hesitation Kills*.

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 15 pages. Please register for the course via AGNES.

### 5250033 The Cultural Politics of Barbie (Culture and Media) (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.601	E. Boesenberg	

Barbie has been one of the iconic toys in US-American culture for decades. But what kinds of cultural messages do the toys actually convey? How do they participate in debates about gender, 'race,' and class? About sexuality? Ability? Religion? How is this bound up with the process of their production and distribution – and the plastic waste they become after they are discarded? These are some of the questions we will discuss in the course.

Credit for the course requires regular attendance (at least 75% of the sessions), participation in class discussions, and co-organizing one of the sessions. Registration takes place in the first session; you do not have to register on Agnes.

### 5250035 Introduction to Asian American Literature Part 1 (englisch)

2 SWS	4 LP					
SE	Do	12-14	wöch.	DOR 24, 1.601	S. Bidlingmaier	

This course is designed to give students an overview of "Asian/Pacific/America" as a literary field, underscoring the various historical contexts in which these texts have been produced, and the theoretical dialogue between literature and the critical issues such as nationhood, citizenship, immigration, as well as the politics of identity and representation. Through novels, short stories, poetry, and plays, we will discuss the various ways in which complex identities are produced, constructed, and negotiated. Our readings will also engage with various fields of critical inquiry including critical race theory, feminist theory, queer theory, postcolonialism and neocolonialism, transnationalism, and American studies. The course is structured as a weekly, two-part session. **In the first part**, we will discuss the text and its contexts (historical, social, political, cultural, economic, geopolitical, diaspora, etc.). **The second part** of each session will focus on critical theory and its application in the reading of the primary text. We will also work on drafting theses and arguments based on the theoretical frameworks we discussed in class.

The primary reading list includes Carlos Bulosan's *America is in the Heart*, John Okada's *No No Boy*, Maxine Hong Kingston's *The Woman Warrior*, Fae Myenne Ng's *Bone*, and David Henry Hwang's *M. Butterfly*. We will also read excerpts from Jhumpa Lahiri's *Interpreter of Maladies*, Viet Thanh Nguyen's *The Refugees*, and Wing Tek Lum's *Expounding the Doubtful Points*. The course requirements include class participation, a group presentation, and two reading responses. Please purchase the five novels prior to the first session. Excerpts of the other primary and secondary reading will be made available on moodle and in a reader that can be purchased at the beginning of the semester.

## Modul 13: Writing Skills

Hinweise zum Lehrangebot im Modul 13 im Sommersemester 2018: [hier](#)

## Modul 15: Fachdidaktik Englisch

### 5250096 Einführung in die Fachdidaktik Englisch

2 SWS	3 LP					
GK	Mi	08-10	wöch. (1)	DOR 24, 1.601	S. Breidbach	

1) Beginn in der zweiten Vorlesungswoche

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. Indem 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 herstellen. 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 ein Tutor zur Seite. Sie können sich bei Fragen und Problemen zu jeder Zeit an René Stein (fachdidaktik@alogix.de) wenden. Von ihm können Sie auch Feedback zu Ihren Portfolio-Einträgen erhalten. Hierzu drucken Sie Ihren Eintrag bitte aus und bringen ihn zur nächsten Sitzung mit.

## 5250097 Ausgewählte Kapitel des Fremdsprachenunterrichts

2 SWS	2 LP					
SE	Fr	08-10	wöch.	UL 6, 3001	F. Klimczak	
SE	Fr	10-12	wöch.	UL 6, 3001	F. Klimczak	

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden Themen wie "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert.

## Modul 16: Berufsfeldbezogene Studien

### 5250049 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS	3 LP					
UE	Di	10-12	wöch.	DOR 24, 1.302	M. Davies	

Interessierte Studierende melden sich bitte per Mail an: [michael.davies@hu-berlin.de](mailto:michael.davies@hu-berlin.de)

### 5250053 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS	3 LP					
PL	Mi	12-14	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, 12<sup>th</sup> April 2018: [michael.davies@rz.hu-berlin.de](mailto:michael.davies@rz.hu-berlin.de)

### 5250055 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS	3 LP					
PL	Fr	10-12	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, 12<sup>th</sup> April 2018: [michael.davies@rz.hu-berlin.de](mailto:michael.davies@rz.hu-berlin.de)

### 5250095 Praxiskolloquium (englisch)

1 SWS						
PCO	Mo	10-12	wöch.	I 110, 347	E. Gibbels	

Zu belegen nach Absolvierung des Praktikums. Anmeldung über Moodle "Praxiskolloquium" (passwortfrei) bis zum 30. März 2018. Teilnahme an der ersten Sitzung unbedingt erforderlich. Termine und weitere Informationen auf Moodle.

## Studienordnung 2014

Hinweise zur Einschreibung für Erstsemester Sprachpraxis folgen

### 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.

### 5250127 Introduction to Linguistics (englisch)

2 SWS	4 LP					
GK	Di	08-10	wöch.	UL 6, 1072	M. Egg	
	Do	08-10	wöch.	UL 6, 1072	M. Egg	

This course introduces five core areas of grammar: Phonetics/phonology investigates the sounds of English and how are they used to distinguish meanings). Morphology describes the structure of words and syntax, with 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 History: Key Concepts and Theories (englisch)**  
 2 SWS 3 LP  
 SE Di 14-16 wöch. UL 6, 1072 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 4*
- 5250002 Introduction to British Cultural Studies and Cultural History: key Concepts and Theories (englisch)**  
 2 SWS 3 LP  
 SE Fr 10-12 wöch. UL 6, 3038/035 R. Araya  
*detaillierte Beschreibung siehe S. 4*
- 5250034 American Cultural Theory (englisch)**  
 2 SWS 3 LP  
 SE Mi 10-12 wöch. UL 6, 3001 J. Verlinden  
*detaillierte Beschreibung siehe S. 5*

### Modul 4: Literary History

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

- 5250003 Survey of English Literatures (englisch)**  
 2 SWS 2 LP  
 VL Di 12-14 wöch. (1) UL 6, 3075 N.N.  
 1) Ringvorlesung, Beginn 2. Unterrichtswoche  
*detaillierte Beschreibung siehe S. 5*
- 5250004 Shakespeare Now (englisch)**  
 2 SWS 2 LP  
 SE Di 10-12 wöch. I 110, 347 C. Wilde  
*detaillierte Beschreibung siehe S. 5*
- 5250005 Early Modern Poetry (englisch)**  
 2 SWS 2 LP  
 SE Mi 10-12 wöch. DOR 24, 1.501 C. Wilde  
*detaillierte Beschreibung siehe S. 5*
- 5250006 Thomas Hardy's Wessex Literature (englisch)**  
 2 SWS 2 LP  
 SE Fr 08-10 wöch. DOR 24, 1.501 B. Schnabel  
*detaillierte Beschreibung siehe S. 6*
- 5250007 English Literary Fairytale and Short Story of the 19th and 20th Centuries (englisch)**  
 2 SWS 2 LP  
 SE Do 08-10 wöch. DOR 24, 1.501 B. Schnabel  
*detaillierte Beschreibung siehe S. 6*
- 5250008 Modernist Poetry (englisch)**  
 2 SWS 2 LP  
 SE Mi 08-10 wöch. I 110, 343 S. Lieske  
*detaillierte Beschreibung siehe S. 6*

**5250009 Dylan Thomas (englisch)**  
 2 SWS 2 LP  
 SE Mo 12-14 wöch. DOR 24, 1.501 R. Araya  
*detaillierte Beschreibung siehe S. 6*

**5250024 American Literary History II: World War I to the Present (englisch)**  
 2 SWS 1 LP  
 VL Mo 16-17 wöch. (1) UL 6, 2091/92 E. Boesenberg  
 1) Beginn in der zweiten Semesterwoche  
*detaillierte Beschreibung siehe S. 8*

**5250025 Lektüreseminar: American Literary History II: 1918 to the Present (englisch)**  
 2 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	12-14	14tgl./1	DOR 24, 1.601	D. Löbbermann
SE	Mi	12-14	14tgl./2	DOR 24, 1.601	D. Löbbermann
SE	Di	10-12	14tgl./1	UL 6, 3075	R. Isensee
SE	Di	10-12	14tgl./2	UL 6, 3075	R. Isensee
SE	Do	16-18	14tgl./1	DOR 24, 1.601	J. Tu
SE	Do	16-18	14tgl./2	DOR 24, 1.601	J. Tu

*detaillierte Beschreibung siehe S. 8*

## Modul 5: Linguistics: History and Variation of English

Studierenden, die im Sommersemester nicht zu einem Kurs über Agnes zugelassen werden können, wird im kommenden Wintersemester eine ausreichende Zahl von Lehrveranstaltungen – Seminar bzw. Übungen – angeboten.

**5250131 English Historical Linguistics and Dialectology (englisch)**  
 2 SWS 3 LP

SE	Di	10-12	wöch.	UL 6, 2014B	L. Peter
SE	Mi	10-12	wöch.	UL 6, 3075	L. Peter
SE	Do	16-18	wöch. (1)	UL 6, 2002	A. McIntyre

1) Achtung: am 17.05. muss die Veranstaltung in DOR 24, 1.501 stattfinden.

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.

**5250132 A Path of Change: Grammaticalisation from Middle English to Late Modern English (englisch)**  
 2 SWS 2 LP

UE	Do	08-10	wöch.	UL 6, 2014B	L. Peter
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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 auxiliaries, 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.

**5250133 Varieties of English in the British Isles (englisch)**  
 2 SWS 2 LP

UE	Mi	12-14	wöch.	UL 6, 2014B	L. Peter
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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).

### 5250145 Historical Syntax (englisch)

2 SWS	2 LP					
UE	Do	10-12	wöch.	UL 6, 2014A	B. Lowell Sluckin	

This course will deal with syntactic change in English. It will explore the nature of syntactic changes and attempt to characterize the factors that led to the major developments in the syntax of English. Phenomena to be discussed will include the development of the determiner system, word order changes (loss of V2 and change from OV to VO, loss of verb movement), the development of do-support, and the loss of auxiliary selection. The course does not presuppose any knowledge of Old or Middle English.

### 5250146 Contact Linguistics (englisch)

2 SWS	2 LP					
UE	Do	14-16	wöch. (1)	UL 6, 3075	G. Yilmaz	

1) Beginn: 19.04.2018

This course explores what happens when languages come into contact both at an individual and societal level. We will be discussing major issues concerning coexistence of languages in the brain and the consequences of such coexistence for the individuals and communities. Topics include the following: interference, lexical and grammatical borrowing, code-switching, language attrition, and pidgin and creole formation. The students will be able to recognize and understand a range of language contact phenomena from both linguistic and sociolinguistic perspectives and be able to develop a critical awareness of the societal treatment of multilingualism.

### 5250155 Old English (englisch)

2 SWS	2 LP					
UE	Fr	12-14	wöch.	UL 6, 3038/035	T. Swart	
	Fr	14-16	wöch.	UL 6, 2014A	T. Swart	

### 5250157 English through the Ages (englisch)

2 SWS	2 LP					
UE	Mo	10-17	Einzel (1)	DOR 24, 1.501	D. Lewis	
	Di	10-17	Einzel (2)	DOR 24, 1.502	D. Lewis	
	Mi	10-17	Einzel (3)	DOR 24, 1.501	D. Lewis	
	Do	10-12	Einzel (4)	DOR 24, 1.501	D. Lewis	
	Fr	10-17	Einzel (5)	DOR 24, 1.501	D. Lewis	

1) findet am 23.07.2018 statt  
 2) findet am 24.07.2018 statt  
 3) findet am 25.07.2018 statt  
 4) findet am 26.07.2018 statt  
 5) findet am 27.07.2018 statt

## Modul 6: Linguistics: Grammar

Die beiden Seminare mit dem Titel "English Syntax" sind nicht miteinander kombinierbar, da sie den gleichen Gegenstandsbereich und Inhalt haben. Der Besuch eines der beiden Seminare macht also automatisch eine Kombination mit einem der anderen Seminare (Morphology, Semantics, usw.) notwendig.

### 5250135 Morphology (englisch)

2 SWS	3 LP					
SE	Mi	12-14	wöch.	UL 6, 2097	L. Sommer	

detaillierte Beschreibung siehe S. 6

### 5250141 English Syntax (englisch)

2 SWS	3 LP					
SE	Do	12-14	wöch.	UL 6, 2002	A. McIntyre	

detaillierte Beschreibung siehe S. 7

### 5250143 Introduction to Semantics (englisch)

2 SWS	3 LP					
SE	Mi	12-14	wöch.	DOR 24, 1.501	H. Karawani	

detaillierte Beschreibung siehe S. 7

**5250144 English Syntax (englisch)**  
 2 SWS 3 LP  
 SE Do 10-12 wöch. I 110, 347 F. Schäfer  
*detaillierte Beschreibung siehe S. 7*

**5250149 Grammar Development for Deep Linguistic Analysis in English (englisch)**  
 2 SWS 3 LP  
 SE Fr 12-14 wöch. (1) UL 6, 2014A E. Kordoni  
 1) Der neue Raum 2014a gilt ab 4.05.2018  
*detaillierte Beschreibung siehe S. 7*

**5250150 Corpus-Driven Methods for Acquiring Linguistic Information (englisch)**  
 2 SWS 3 LP  
 SE Mo 12-14 wöch. (1) UL 6, 2097 E. Kordoni  
 1) Wegen einer dringenden Angelegenheit muss das Seminar vom Montag vom Montag den 02.07.2018 (12-14 Uhr) auf Donnerstag den 05.07.2018 von 12 bis 14 Uhr verlegt werden. An diesem Tag dann in UL 6, 2004a.  
*detaillierte Beschreibung siehe S. 7*

**5250154 Introduction to syntax/semantics (englisch)**  
 2 SWS 2 LP / 3 LP  
 SE Fr 16-20 wöch. DOR 24, 1.601 D. Oikonomou  
*detaillierte Beschreibung siehe S. 7*

**5250156 Morphological and syntactic disorders in English (englisch)**  
 2 SWS 2 LP / 3 LP  
 SE Sa 10-14 Einzel (1) UL 6, 3001 V. Koukoulioti  
 Sa 10-16 Einzel (2) UL 6, 3001 V. Koukoulioti  
 Sa 10-18 Einzel (3) UL 6, 3001 V. Koukoulioti  
 Sa 10-18 Einzel (4) UL 6, 3001 V. Koukoulioti  
 1) findet am 23.06.2018 statt  
 2) findet am 30.06.2018 statt  
 3) findet am 14.07.2018 statt  
 4) findet am 21.07.2018 statt  
*detaillierte Beschreibung siehe S. 7*

## Modul 7: Advanced Language Studies

Hinweise zur Einschreibung für Erstsemester Sprachpraxis folgen

**5250073 Language Awareness: Grammar in Context (englisch)**  
 2 SWS 2 LP  
 UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth  
 UE Fr 08-10 wöch. DOR 65, 325 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 2018 using the printed form you can find at "Weitere Links" (see top of the page)  
 Exchange students only: Please register by 11 April 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

**5250074 Language Awareness: Academic Vocabulary in Use (englisch)**  
 2 SWS 2 LP  
 UE Di 08-10 wöch. DOR 24, 3.020 K. Heukroth  
 UE Fr 10-12 wöch. DOR 65, 325 K. Heukroth

The course aims to help participants understand and use general and discipline-specific vocabulary at university level, combining independent study and class activities. It provides ample opportunity to encounter 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 2018 using the printed form you can find at "Weitere Links" (see top of the page)  
 Exchange students only: Please register by 11 April 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

**5250075 Language Awareness: Introduction to Academic Writing (englisch)**  
 2 SWS 2 LP  
 UE Do 16-18 wöch. DOR 24, 1.502 E. Gibbels



The course will introduce students to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. Special emphasis is on using effective templates for including summaries, writing responses, and making arguments. The class will provide students with writing occasions, language exercises and revision activities.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to ([elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de))

### **5250076 Language Awareness: The Language of Cultural Studies (englisch)**

2 SWS	2 LP					
UE	Mo	16-18	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. Work includes writing definitions, summaries, comparison/contrast paragraphs and quizzes.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to ([elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de))

### **5250077 Language Awareness: The Language of Literary Studies (englisch)**

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

The course focuses on key terms used in the field of literary theory. By analyzing excerpts from theoretical texts, students will expand their own vocabulary and range of expression in writing literary analyses. The class will provide ample occasion for writing short texts, receiving and giving feedback, and honing students' language skills.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 12 October 2017 (4 pm) via email to ([elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de))

### **5250078 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 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de).

### **5250079 Language Awareness: Notes in Academic Contexts (englisch)**

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

This course provides students guidance and practice in various aspects 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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

### **5250080 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 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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

### **5250081 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)**

2 SWS	2 LP					
UE	Mi	10-12	wöch.	I 110, 347	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 2018 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de)

### 5250082 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 2018 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de).

### 5250083 Oral Skills: Literary Literacy in Academic Discussions (englisch)

2 SWS	2 LP				
UE	Di	14-16	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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

### 5250084 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 2018 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de).

### 5250085 Oral Skills: Current Trends 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 2018 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de).

### 5250086 Oral Skills: Current Trends and Developments in the USA -- Cultural Perspectives (englisch)

2 SWS	2 LP				
UE	Di	12-14	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 informative 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 necessarily 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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

**5250087 Oral Skills: Current Trends and Developements in the USA -- Sociopolitical Perspectives (englisch)**  
 2 SWS 2 LP  
 UE Fr 12-14 wöch. I 110, 353 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 LBGTQIA rights, and socioeconomic disparities) and address them in persuasive/argumentative 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 Developements in the USA – Cultural Perspectives. Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

**Modul 8: Vertiefungsmodul**

**5250010 Innovative Anglo-Irish Twentieth-Century Theatre (englisch)**  
 2 SWS 4 LP  
 SE Mi 08-10 wöch. DOR 24, 1.501 B. Schnabel  
*detaillierte Beschreibung siehe S. 9*

**5250012 The Sonnet in English Literature (Part I) (englisch)**  
 2 SWS 4 LP  
 SE Mi 10-12 wöch. I 110, 343 S. Lieske  
*detaillierte Beschreibung siehe S. 10*

**5250014 The Age of Modernism (Part I) (englisch)**  
 2 SWS 4 LP  
 SE Mo 14-16 wöch. DOR 24, 1.501 E. Kilian  
*detaillierte Beschreibung siehe S. 10*

**5250016 Margaret Atwood: Novels, Essays, Adaptation (Part I) (englisch)**  
 2 SWS 4 LP  
 SE Di 10-12 wöch. I 110, 343 K. Tordasi  
*detaillierte Beschreibung siehe S. 10*

**5250018 Contemporary Fiction in Britain (Part I) (englisch)**  
 2 SWS 4 LP  
 SE Fr 10-12 wöch. DOR 24, 1.501 H. Schwalm  
*detaillierte Beschreibung siehe S. 10*

**5250035 Introduction to Asian American Literature Part 1 (englisch)**  
 2 SWS 4 LP  
 SE Do 12-14 wöch. DOR 24, 1.601 S. Bidlingmaier  
*detaillierte Beschreibung siehe S. 11*

**5250088 Written Academic Discourse: Academic Essays (englisch)**  
 2 SWS 2 LP  
 UE Mi 16-18 wöch. I 110, 347 E. Gibbels  
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels

The course practices effective strategies for writing academic essays. Topics will come from students' academic seminars. The focus is on organizing the material, finding and narrowing down a thesis, editing for style and correctness, and developing skills for eliminating wordiness and logical fallacies. Essays will mostly be written in class. Reader available at Sprintout. Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page) Exchange students only: Please register by 11 April 2018 (4 pm) via email to ([elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de))

**5250089 Written Academic Discourse: Writing Academic Essays (englisch)**  
 2 SWS 2 LP  
 UE Fr 10-12 wöch. I 110, 353 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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

### 5250090 **Written Academic Discourse: Writing and Revising the Essay (englisch)**

2 SWS	2 LP					
UE	Mi	12-14	wöch.	DOR 24, 1.502	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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

### 5250092 **Written Academic Discourse: Essay Writing (englisch)**

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 3001	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 2018 using the printed form you can find at "Weitere Links" (see top of page).

### 5250093 **Contrastive Language Analysis: Differences in Academic Prose (englisch)**

2 SWS	2 LP					
UE	Di	14-16	wöch.	I 110, 347	E. Gibbels	
UE	Mi	14-16	wöch.	I 110, 347	E. Gibbels	

The course aims to raise awareness of fundamental differences between German and English academic writing conventions and enlarge students' range of expression. By analyzing typical features of academic texts and basic patterns of language use, students will be encouraged to produce clear and idiomatic academic prose in English. Materials range from linguistics, didactics, literary history to cultural studies. Some contrastive work on formal and informal registers as well as exercises on selected structures provided.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

### 5250094 **Contrastive Language Analysis: Learning from Differences (englisch)**

2 SWS	2 LP					
UE	Di	10-12	wöch.	DOR 24, 3.020	K. Heukroth	
UE	Mo	16-18	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 2018 using the printed form you can find at "Weitere Links" (see top of page).

### 5250128 **Tense and Time (englisch)**

2 SWS	4 LP					
SE	Di	10-12	wöch.	UL 6, 3001	M. Egg	

*detaillierte Beschreibung siehe S. 8*

### 5250136 **Theories of Affixation (englisch)**

2 SWS	4 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601	S. Olsen	

*detaillierte Beschreibung siehe S. 8*

### 5250138 **Second Language Acquisition (englisch)**

2 SWS	4 LP					
SE	Mo	08-10	wöch.	DOR 24, 1.601	A. Sauer mann	

*detaillierte Beschreibung siehe S. 8*

<b>5250139</b>	<b>Multilingualism (englisch)</b>	2 SWS SE	4 LP Di	12-14	wöch.	UL 6, 2014B	A. Alexiadou
	<i>detaillierte Beschreibung siehe S. 8</i>						
<b>5250140</b>	<b>Syntactic Variation (englisch)</b>	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3075	A. Alexiadou
	<i>detaillierte Beschreibung siehe S. 9</i>						
<b>5250142</b>	<b>Argument structure (englisch)</b>	2 SWS SE	4 LP Do	14-16	wöch.	UL 6, 2002	A. McIntyre
	<i>detaillierte Beschreibung siehe S. 9</i>						

## Modul 9: Praxismodul

<b>5250049</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS UE	3 LP Di	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250053</b>	<b>Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)</b>	2 SWS PL	3 LP Mi	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250055</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS PL	3 LP Fr	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250151</b>	<b>Introduction to Consecutive Interpreting (englisch)</b>	2 SWS UE	3 LP	16-20 16-20	Block+Sa (1) Block+Sa (2)	DOR 24, 1.501 DOR 24, 1.501	A. Johannsen A. Johannsen
	1) findet vom 22.06.2018 bis 23.06.2018 statt ; Friday 22 June: 16:00 - 20:30 Saturday 23 June: 9:30 - 17:30						
	2) findet vom 06.07.2018 bis 07.07.2018 statt ; Friday 6 July: 16:00 - 20:30 Saturday 7 July: 9:30 - 17:30						

This course will provide an introduction to consecutive interpreting and give students the opportunity to work on the generic skills relevant to consecutive interpreting (memory training, notetaking, oral expression, public speaking). Students will practice (basic) consecutive interpreting and discover the interpreter's roles and responsibilities. Interactive exercises are an integral part of the course and students are expected to participate actively. Students who wish to take this course should have a good command of English and German (Level B2). Erasmus students welcome. **Registration required by 30 April 2018** via email to: johannsenanna@ymail.com

## Modul 10: Research Methodology and Research Skills

<b>5250011</b>	<b>Research Methodology (englisch)</b>	2 SWS SE	2 LP Mi	12-14	wöch.	UL 6, 3001	C. Wilde
	This research/writing course helps to prepare and support you in writing your BA-thesis. We will cover topics such as: How to plan and organise your BA-thesis-project; how to find an appropriate thesis topic and a central research question; how to come up with a first outline and structure of your thesis. Furthermore, we will talk about bibliographical conventions, the use of academic language, about methodology, theoretical grounding and contextualisation of your topics.						
<b>5250038</b>	<b>Research Practice (b) (englisch)</b>	2 SWS SE	2 LP Mi	16-18	wöch.	DOR 24, 1.601	E. Boesenberg

<b>5250088</b>	<b>Written Academic Discourse: Academic Essays (englisch)</b>	2 SWS UE	2 LP Mi	16-18	wöch.	I 110, 347	E. Gibbels
		UE	Do	14-16	wöch.	DOR 65, 325	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 19</i>						
<b>5250089</b>	<b>Written Academic Discourse: Writing Academic Essays (englisch)</b>	2 SWS UE	2 LP Fr	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 19</i>						
<b>5250090</b>	<b>Written Academic Discourse: Writing and Revising the Essay (englisch)</b>	2 SWS UE	2 LP Mi	12-14	wöch.	DOR 24, 1.502	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						
<b>5250092</b>	<b>Written Academic Discourse: Essay Writing (englisch)</b>	2 SWS UE	2 LP Di	12-14	wöch.	UL 6, 3001	E. Kelly
	<i>detaillierte Beschreibung siehe S. 20</i>						
<b>5250093</b>	<b>Contrastive Language Analysis: Differences in Academic Prose (englisch)</b>	2 SWS UE	2 LP Di	14-16	wöch.	I 110, 347	E. Gibbels
		UE	Mi	14-16	wöch.	I 110, 347	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 20</i>						
<b>5250094</b>	<b>Contrastive Language Analysis: Learning from Differences (englisch)</b>	2 SWS UE	2 LP Di	10-12	wöch.	DOR 24, 3.020	K. Heukroth
		UE	Mo	16-18	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 20</i>						
<b>5250148</b>	<b>Research Methods (englisch)</b>	2 SWS SE	Mo	10-12	wöch.	DOR 24, 1.601	E. Kordoni

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)

<b>5250128</b>	<b>Tense and Time (englisch)</b>	2 SWS SE	4 LP Di	10-12	wöch.	UL 6, 3001	M. Egg
	<i>detaillierte Beschreibung siehe S. 8</i>						
<b>5250136</b>	<b>Theories of Affixation (englisch)</b>	2 SWS SE	4 LP Fr	10-12	wöch.	DOR 24, 1.601	S. Olsen
	<i>detaillierte Beschreibung siehe S. 8</i>						
<b>5250140</b>	<b>Syntactic Variation (englisch)</b>	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3075	A. Alexiadou
	<i>detaillierte Beschreibung siehe S. 9</i>						

**5250142 Argument structure (englisch)**

2 SWS 4 LP  
 SE Do 14-16 wöch. UL 6, 2002 A. McIntyre  
*detaillierte Beschreibung siehe S. 9*

**Modul 12: Focus Module Linguistics II (Language in Context)****5250138 Second Language Acquisition (englisch)**

2 SWS 4 LP  
 SE Mo 08-10 wöch. DOR 24, 1.601 A. Sauermann  
*detaillierte Beschreibung siehe S. 8*

**5250139 Multilingualism (englisch)**

2 SWS 4 LP  
 SE Di 12-14 wöch. UL 6, 2014B A. Alexiadou  
*detaillierte Beschreibung siehe S. 8*

**Modul 13: Focus Module English Literature and Culture****5250012 The Sonnet in English Literature (Part I) (englisch)**

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

**5250013 The Sonnet in English Literature (Part II) (englisch)**

2 SWS 4 LP  
 SE Mi 12-14 wöch. I 110, 343 S. Lieske

The sonnet has remained one of the most productive poetic forms since the early modern period - in spite or perhaps because of the manifold modifications of its original ideational and formal structure. The seminar explores the origin of this poetic form in the context of early modern culture and traces the history of sonneteering since then. In Part II we will study critical evaluations of sonnet writing and practice essay writing.

**5250014 The Age of Modernism (Part I) (englisch)**

2 SWS 4 LP  
 SE Mo 14-16 wöch. DOR 24, 1.501 E. Kilian  
*detaillierte Beschreibung siehe S. 10*

**5250015 The Age of Modernism (Part II) (englisch)**

2 SWS 4 LP  
 SE Mo 16-18 wöch. DOR 24, 1.501 E. Kilian

This course will be dedicated to the 1910s and 1920s, which produced a new movement in the various arts (literature, painting, music, dance) that was international in scope and that is still influential today. This period saw a number of fundamental changes in the political, social and cultural fields. It covers World War I and its aftermath; it was a time when traditional values were questioned, when gender relations were being renegotiated and concepts of femininity and masculinity redefined, when new findings in psychology fostered a marked interest in the workings of the individual consciousness, and when the nature of reality itself was under severe scrutiny. And it was a time marked by considerable literary innovations. Virginia Woolf, one of the prime representatives of Modernism, claimed that a new vision of life required new forms of literary expression. We will explore these issues by analysing a variety of sources, e.g. essays, the novels mentioned below, short fiction by Katherine Mansfield, James Joyce, D.H. Lawrence and others, as well as poetry by T.S. Eliot.

*In Part II of the module, which can only be attended in tandem with Part I, we will enlarge on some of the aspects and material from Part I and, in addition, participants will have the opportunity to develop research questions and practise the skills necessary for the writing of their term papers.*

Please buy and read the following texts:  
 Dorothy Richardson, *Pointed Roofs* (available on Project Gutenberg)  
 Rebecca West, *The Return of the Soldier*  
 Virginia Woolf, *To the Lighthouse*  
 Katherine Mansfield, *Selected Stories* (Oxford World's Classics)

Further material will be made available at the beginning of the semester.

**5250016 Margaret Atwood: Novels, Essays, Adaptation (Part I) (englisch)**

2 SWS 4 LP  
 SE Di 10-12 wöch. I 110, 343 K. Tordasi  
*detaillierte Beschreibung siehe S. 10*

**5250017 Margaret Atwood: Novels, Essays, Adaptation (Part II) (englisch)**

2 SWS	4 LP					
SE	Di	12-14	wöch.	I 110, 343		K. Tordasi

This seminar builds on the theoretical context and literary analyses provided in "Margaret Atwood: Novels, Essays, Adaptations (Part 1)". Students will expand their discussion of Atwood's work by considering essays and further context material on topics related to her novels (e.g. the history and development of dystopian fiction in Anglophone literature, feminist literary theory, the role of gender in classical mythology and modern adaptations 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 essays and excerpts for discussion will be available at the beginning of the semester.

You will present your own drafts of possible topics, outlines, and introductions in class. Credit for the course requires your regular attendance and participation in class discussions, the completion of written assignments, and an oral presentation of your own ideas for a thesis-project.

**5250018 Contemporary Fiction in Britain (Part I) (englisch)**

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

*detaillierte Beschreibung siehe S. 10*

**5250019 Contemporary Fiction in Britain (Part II) (englisch)**

2 SWS	4 LP					
SE	Fr	12-14	wöch.	DOR 24, 1.501		H. Schwalm

This seminar is dedicated to last year's winner of the Nobel Prize in Literature, the fascinating Japanese British writer Kazuo Ishiguro. We shall study a selection of his work in depth and in chronological order.

*A Pale View of Hills* (1982; his first novel)

*The Remains of the Day* (1989; winner of the Booker Prize)

*Never Let Me Go* (2005; a dystopian novel)

*The Buried Giant* (his most recent novel, set some 1,500 years ago).

Further texts are negotiable and to be announced.

**Modul 14: Focus Module American Literature and Culture****5250035 Introduction to Asian American Literature Part 1 (englisch)**

2 SWS	4 LP					
SE	Do	12-14	wöch.	DOR 24, 1.601		S. Bidlingmaier

*detaillierte Beschreibung siehe S. 11*

**5250036 Introduction to Asian American Literature Part 2 (englisch)**

2 SWS	4 LP					
SE	Do	14-16	wöch.	DOR 24, 1.601		S. Bidlingmaier

**This is the second part of An Introduction to Asian American Literature.** We will focus on critical theory and its application in the reading of the primary text. We will also work on drafting theses and arguments based on the theoretical frameworks we discussed in class.

**Modul 15: Fachdidaktik Englisch****5250096 Einführung in die Fachdidaktik Englisch**

2 SWS	3 LP					
GK	Mi	08-10	wöch. (1)	DOR 24, 1.601		S. Breidbach

1) Beginn in der zweiten Vorlesungswoche  
*detaillierte Beschreibung siehe S. 11*

**5250097 Ausgewählte Kapitel des Fremdsprachenunterrichts**

2 SWS	2 LP					
SE	Fr	08-10	wöch.	UL 6, 3001		F. Klimczak
SE	Fr	10-12	wöch.	UL 6, 3001		F. Klimczak

*detaillierte Beschreibung siehe S. 12*

**Bachelorstudiengang Amerikanistik (BA Amerikanistik)****Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007**



### Modul 3: American Arts and Media in Context

Siehe Studienordnung 2014

### 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

Bitte wählen Sie Veranstaltungen aus dem Modul 7 (BA Amerikanistik, StO 2014).

### Modul 9: Berufsfeldbezogene Zusatzqualifikation

<b>5250049</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS UE	3 LP Di	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250053</b>	<b>Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)</b>	2 SWS PL	3 LP Mi	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250055</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS PL	3 LP Fr	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250095</b>	<b>Praxiskolloquium (englisch)</b>	1 SWS PCO	Mo	10-12	wöch.	I 110, 347	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 12</i>						

## Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

Einschreibung für Erstsemester Sprachpraxis: Hinweise folgen

### Modul 3: American Literary and Cultural History II

<b>5250024</b>	<b>American Literary History II: World War I to the Present (englisch)</b>	2 SWS VL	1 LP Mo	16-17	wöch. (1)	UL 6, 2091/92	E. Boesenberg
	1) Beginn in der zweiten Semesterwoche <i>detaillierte Beschreibung siehe S. 8</i>						
<b>5250026</b>	<b>Lektüreübung (englisch)</b>	2 SWS UE	2 LP Mo	12-14	14tgl. (1)	DOR 24, 1.601	MA-Studierende
		UE	Mo	14-16	14tgl. (2)	DOR 24, 1.502	MA-Studierende
		UE	Mi	10-12	14tgl. (3)	DOR 24, 1.601	MA-Studierende
		UE	Do	10-12	14tgl. (4)	I 110, 343	MA-Studierende
	1) Kursbeginn zweite Semesterwoche 2) Kursbeginn zweite Semesterwoche 3) Kursbeginn zweite Semesterwoche 4) Kursbeginn zweite Semesterwoche						

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 21<sup>st</sup> 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. Credit is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.

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](mailto:anastasija87@hotmail.com))

Organisatorisches:

**Kursbeginn zweite Semesterwoche**

<b>5250073</b>	<b>Language Awareness: Grammar in Context (englisch)</b>	2 SWS UE	2 LP Mo	14-16	wöch.	DOR 65, 325	K. Heukroth
		UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250074</b>	<b>Language Awareness: Academic Vocabulary in Use (englisch)</b>	2 SWS UE	2 LP Di	08-10	wöch.	DOR 24, 3.020	K. Heukroth
		UE	Fr	10-12	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250075</b>	<b>Language Awareness: Introduction to Academic Writing (englisch)</b>	2 SWS UE	2 LP Do	16-18	wöch.	DOR 24, 1.502	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250076</b>	<b>Language Awareness: The Language of Cultural Studies (englisch)</b>	2 SWS UE	2 LP Mo	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250077</b>	<b>Language Awareness: The Language of Literary Studies (englisch)</b>	2 SWS UE	2 LP Di	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250078</b>	<b>Language Awareness: Learning Language with Literature (englisch)</b>	2 SWS UE	2 LP Di	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250079</b>	<b>Language Awareness: Notes in Academic Contexts (englisch)</b>	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 17</i>						

#### **Modul 4: Culture and Context**

Nur im Sommer

<b>5250027</b>	<b>Topics in American History (englisch)</b>	2 SWS SE	3 LP Di	12-14	wöch.	DOR 24, 1.601	R. Isensee
		SE	Di	16-18	wöch.	DOR 24, 1.601	M. Klepper

This class offers an in-depth study of some of the historical events and movements outlined in the lecture on American Cultural History. We will be looking at events and movements in their historical and cultural context, keeping in mind their transnational dimensions. In each case, we will also discuss what events and developments mean for a theoretical understanding of culture and nation. The specific events and movement we will focus on are: the Revolution and Constitution; the 13<sup>th</sup> to 15. Amendments;

Slavery and the Civil War; Industrialization-Labor Unions-Populism; Indian Appropriation; the New Deal and the Civil Rights Movement. In this year, which marks W.E.B. Du Bois's 150<sup>th</sup> birthday, we will include a special project on Du Bois. **There will be a moodle site for this class: the keyword is "Du Bois".**

Reading:

- The basis for the class is (as in the lecture of the winter term) Alan Brinkley's *The Unfinished Nation*. Additional material will be made accessible via Moodle.

Requirements:

The requirement for the class is presence, participation and a study journal, which very briefly (you will receive a fill-in form through Moodle) reflects on 9 seminar-meetings of your choice. For the MAP you will create and present a poster in a group of 4-5 persons. **The course registration is via Agnes (in two groups).**

<b>5250080</b>	<b>Oral Skills: Presentation Practice (englisch)</b>	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250081</b>	<b>Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)</b>	2 SWS UE	2 LP Mi	10-12	wöch.	I 110, 347	E. Kelly
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250082</b>	<b>Oral Skills: Debating and Public Speaking (englisch)</b>	2 SWS UE	2 LP Di	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 18</i>						
<b>5250083</b>	<b>Oral Skills: Literary Literacy in Academic Discussions (englisch)</b>	2 SWS UE	2 LP Di	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 18</i>						
<b>5250084</b>	<b>Oral Skills: Britain in Brief (englisch)</b>	2 SWS UE	2 LP Mi	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 18</i>						
<b>5250085</b>	<b>Oral Skills: Current Trends in Great Britain and Ireland (englisch)</b>	2 SWS UE	2 LP Mi	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 18</i>						
<b>5250086</b>	<b>Oral Skills: Current Trends and Developements in the USA -- Cultural Perspectives (englisch)</b>	2 SWS UE	2 LP Di	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 18</i>						
<b>5250087</b>	<b>Oral Skills: Current Trends and Developements in the USA -- Sociopolitical Perspectives (englisch)</b>	2 SWS UE	2 LP Fr	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 19</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.

**5250028 Introduction to Language (englisch)**

2 SWS	4 LP					
SE	Di	14-16	wöch.	DOR 24, 1.502	G. Smith	
SE	Mi	12-14	wöch.	UL 6, 1072	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 ein Seminar zur Sprachvariation / zum Sprachgebrauch, das nur im Wintersemester, laut Studienverlaufsempfehlung im 3. Fachsemester, angeboten wird.

**5250088 Written Academic Discourse: Academic Essays (englisch)**

2 SWS	2 LP					
UE	Mi	16-18	wöch.	I 110, 347	E. Gibbels	
UE	Do	14-16	wöch.	DOR 65, 325	E. Gibbels	

*detaillierte Beschreibung siehe S. 19*

**5250089 Written Academic Discourse: Writing Academic Essays (englisch)**

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

*detaillierte Beschreibung siehe S. 19*

**5250090 Written Academic Discourse: Writing and Revising the Essay (englisch)**

2 SWS	2 LP					
UE	Mi	12-14	wöch.	DOR 24, 1.502	A. Fausser	

*detaillierte Beschreibung siehe S. 20*

**5250091 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 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 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email ([faussera@hu-berlin.de](mailto:faussera@hu-berlin.de))

**5250092 Written Academic Discourse: Essay Writing (englisch)**

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 3001	E. Kelly	

*detaillierte Beschreibung siehe S. 20*

**Modul 6: Paradigms of American Literature and Culture****5250060 Writing the Term Paper (englisch)**

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

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 (10-12 pp.) will be developed during the course, and there will be writing and organization exercises each week. Course for BA American Studies majors (Kernfach) only.

*Students from the second term onwards:* Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

**5250093 Contrastive Language Analysis: Differences in Academic Prose (englisch)**  
 2 SWS 2 LP  
 UE Di 14-16 wöch. I 110, 347 E. Gibbels  
 UE Mi 14-16 wöch. I 110, 347 E. Gibbels  
*detaillierte Beschreibung siehe S. 20*

**5250094 Contrastive Language Analysis: Learning from Differences (englisch)**  
 2 SWS 2 LP  
 UE Di 10-12 wöch. DOR 24, 3.020 K. Heukroth  
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth  
*detaillierte Beschreibung siehe S. 20*

## Modul 7: Literature, Culture and Media in American Society

**5250029 Global Education in the 21st Century. A Joint Course of NYU Berlin and HU Students (englisch)**  
 2 SWS 4 LP  
 SE Mi 17-20 wöch. (1) UL 6, 3001 R. Isensee  
 1) findet vom 18.04.2018 bis 20.06.2018 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 class discussion will culminate in a colloquium (May 16, 2018) 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 18 to June 6, 2018.

**Registration for the course takes place via personal application** (including a brief motivational statement of 10 lines) until April 1, 2018.

**5250030 Narratives of War in American Literature (englisch)**  
 2 SWS 4 LP  
 SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee  
*detaillierte Beschreibung siehe S. 10*

**5250031 Atheism in America (Culture and Media) (englisch)**  
 2 SWS 4 LP  
 SE Mo 14-16 wöch. (1) UL 6, 2014A A. Boss  
 1) Beginn in der zweiten Semesterwoche

Academic analyses of American literature and culture tend to focus rather readily on the oftentimes problematic interconnections between different religious currents in the United States and politics as well as broader cultural and social issues. This course offers an opportunity to cast a glance at the impact that atheist traditions of thought have exerted in American literature and culture, and, in turn, which socio-political and cultural currents have impacted the expression and reception of atheist thought, or of what at different historical moments passed for it. Covering a broad range of fiction and non-fiction texts from the Early Republic to the present day, from Thomas Paine to the New Atheists, this seminar offers a forum for the familiarization with and critical, historicising discussion of the philosophical background, the generic argumentative structures, as well as the specific stylistic markers of atheist expressions in, chiefly, the US-American context. Information regarding course requirements and materials will be provided in the first session.

### 5250032 **Of Wolves, Whales and Tricksters (literary and visual representations) (englisch)**

2 SWS 4 LP  
SE Mo 18-20 wöch. (1) DOR 24, 1.601 A. Grunewald  
1) Beginn in der zweiten Woche

Interrelations between human and non-human animals have been discussed inside and outside the academia for centuries. Today, consumers in industrialized societies share their lives with companion animals, enjoy the presentation of animals in the entertainment business, and accept "absent" animals as commodities in the meat market sector. A critical reassessment of anthropocentrism has promoted the development of Human Animal Studies and Critical Animal Studies, especially since the Animal Turn (Ritvo, 2007). Human societies and their ethical standards might be reflected in their behavior towards, relations to, and their construction and treatment of non-human animals. The othering of animals as seemingly inferior to humans has been a strategy of human exceptionalism to obtain power and control over the Other ever since. (Critical) Human Animal Studies therefore intersect with Gender Studies, (Post-)Colonial Studies, and Settler Colonial Studies when investigating strategies of dehumanizing/animalizing the Other.

This course mostly focusses on narratives of contact, conflict, and coexistence in human-animal interrelations and dichotomous constructions of the non-human animal. We will explore various debates around human/non-human interrelations in theory, literature, and visual works from North America. How for example do diverse documents either reproduce a speciesist status quo or propagate innovative perspectives and thus offer alternative pathways to co-existence and even co-citizenship. Please note that some works might contain disturbing material on the treatment of non-human animals.

A Sprintout reader will be available from April as well as a Moodle platform. Information regarding course requirements and materials will be provided in the first session. Feel free to browse through Jonathan Safran Foer's *Eating Animals* (2010), Lori Gruen's *Ethics and Animals* (2012), Nik Taylor's *Humans, Animals, and Society: Introduction to Human-Animal Studies* (2013), or Steven Spielberg's film *War Horse* (2011). Please register for this course via AGNES.

### 5250033 **The Cultural Politics of Barbie (Culture and Media) (englisch)**

2 SWS 4 LP  
SE Mi 14-16 wöch. DOR 24, 1.601 E. Boesenberg  
*detaillierte Beschreibung siehe S. 11*

## Modul 8: Research, Practice and Writing

### 5250037 **Research Practice (a) (englisch)**

2 SWS 3 LP  
UE Mi 16-18 wöch. DOR 24, 1.601 E. Boesenberg

The course aims at practicing and rehearsing research skills central for producing scholarly texts. It will focus on topics such as identifying a 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 (preliminary) research projects and draft tables of content, bibliographies and exposes, as well as short sections of text, which will be reviewed by the instructor 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.

### 5250093 **Contrastive Language Analysis: Differences in Academic Prose (englisch)**

2 SWS 2 LP  
UE Di 14-16 wöch. I 110, 347 E. Gibbels  
UE Mi 14-16 wöch. I 110, 347 E. Gibbels  
*detaillierte Beschreibung siehe S. 20*

### 5250094 **Contrastive Language Analysis: Learning from Differences (englisch)**

2 SWS 2 LP  
UE Di 10-12 wöch. DOR 24, 3.020 K. Heukroth  
UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth  
*detaillierte Beschreibung siehe S. 20*

## Modul 11: Praxisorientierung

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

### 5250049 **Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)**

2 SWS 3 LP  
UE Di 10-12 wöch. DOR 24, 1.302 M. Davies  
*detaillierte Beschreibung siehe S. 12*

- 5250053 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)**  
 2 SWS 3 LP  
 PL Mi 12-14 wöch. DOR 24, 1.302 M. Davies  
*detaillierte Beschreibung siehe S. 12*
- 5250055 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)**  
 2 SWS 3 LP  
 PL Fr 10-12 wöch. DOR 24, 1.302 M. Davies  
*detaillierte Beschreibung siehe S. 12*
- 5250151 Introduction to Consecutive Interpreting (englisch)**  
 2 SWS 3 LP  
 UE 16-20 Block+Sa (1) DOR 24, 1.501 A. Johannsen  
 16-20 Block+Sa (2) DOR 24, 1.501 A. Johannsen  
 1) findet vom 22.06.2018 bis 23.06.2018 statt ; Friday 22 June: 16:00 - 20:30 Saturday 23 June: 9:30 - 17:30  
 2) findet vom 06.07.2018 bis 07.07.2018 statt ; Friday 6 July: 16:00 - 20:30 Saturday 7 July: 9:30 - 17:30  
*detaillierte Beschreibung siehe S. 21*
- 5250152 „I’m not there“: Die vielen Gesichter des Bob Dylan im Film von Todd Haynes**  
 2 SWS  
 QT Do 16-20 Einzel (1) DOR 24, 1.604 L. Schröer  
 Do 16-20 Einzel (2) DOR 24, 1.604 L. Schröer  
 Do 16-20 Einzel (3) DOR 24, 1.604 L. Schröer  
 Do 16-20 Einzel (4) DOR 24, 1.604 L. Schröer  
 Fr 12-16 Einzel (5) DOR 24, 1.606 L. Schröer  
 Fr 12-16 Einzel (6) DOR 24, 1.606 L. Schröer  
 1) findet am 26.04.2018 statt  
 2) findet am 03.05.2018 statt  
 3) findet am 24.05.2018 statt  
 4) findet am 14.06.2018 statt  
 5) findet am 25.05.2018 statt  
 6) findet am 15.06.2018 statt

Und was hat das mit Bob Dylan zu tun? Diese Frage an den Film „I’m not there“ von Todd Haynes möchten wir in unserem Q-Tutorium bearbeiten. Der Film, in dem der Name Bob Dylan kein einziges Mal erwähnt wird, interpretiert Dylans Biographie auf abstrakte Weise. Wir möchten uns gemeinsam das Vorwissen erarbeiten, das zum Verständnis von „I’m not there“ dient. Dafür wollen wir uns mit Namen wie Woodie Guthrie, Arthur Rimbaud und Joan Baez sowie mit Bob Dylans Karriere von seiner Inszenierung als Hobo hin zu seiner christlichen Phase beschäftigen. Vor diesem Hintergrund entwickeln Kleingruppen eigene Fragestellungen und beschäftigen sich in Projektarbeit mit den verschiedenen Bob Dylan-Darstellern im Film. Dabei fließen theoretische Ansätze wie Intertextualität und Intermedialität, Rewriting und kulturelle Ikonizität mit ein. In Blocksitzungen werden verschiedene Kapitel des Films analysiert und anschließend aufgearbeitet. Für eine abschließende öffentliche Filmvorführung möchten wir eine Broschüre entwickeln, die auch für Nicht-Dylan-Experten den Film und seine Hintergründe einordnet und erklärt. Studierende aller Fachrichtungen sind willkommen. Gute Englischkenntnisse sind wichtig, da wir uns mit dem Film in Originalsprache beschäftigen und viel englischsprachige Literatur lesen werden. Kontakt zu den Tutor/innen: [schroerl@hu-berlin.de](mailto:schroerl@hu-berlin.de) [reblejan@hu-berlin.de](mailto:reblejan@hu-berlin.de)

**Literaturempfehlungen:**

Heinrich Detering: Bob Dylan, Stuttgart 2016.  
 Bob Dylan. Lyrics, hrsg. von Heinrich Detering, Stuttgart 2016.  
 Bob Dylan. Alle Songs. Die Geschichten hinter den Tracks, hrsg. von Philippe Margotin und Jean-Michel Guesdon, Bielefeld 2015.  
 Bob Dylan: Chronicles. Volume One, New York 2005.  
 Woody Guthrie: Bound for Glory, London 2004.

**Masterstudiengang Amerikanistik (MA Amerikanistik)**

**Studienordnung 2007**

**Modul 5: Diversity in American Literature and Culture**

weitere Angebote: siehe Gender Studies

**Modul 7: Identities, Diversity, Mediality: Other Perspectives**

siehe Angebote der Partnerdisziplinen

## Modul 8: Research and Writing Skills

### 5250061 Current Events in the U.S. (englisch)

2 SWS UE	3 LP Di	12-14	wöch.	DOR 24, 1.502	S. Ehlert
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This course focuses on important contemporary issues concerning civil liberties and political, economic, and social developments in the U.S. Participants will complete weekly readings at home, take part in discussions, and write and revise one 10-12 page paper. Special attention will be paid to the effective planning and structuring of academic papers; how to include statistics and political and social theory in your paper; and how to make your argumentation clearer and more convincing. Number of participants limited to 20. Register by e-mail ([Lefko003@hotmail.com](mailto:Lefko003@hotmail.com)) to apply for a place in the course.

### 5250064 Non-Fiction Writing (englisch)

2 SWS UE	3 LP Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert
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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 apply for a place in the course, send an E-Mail to: [Lefko003@hotmail.com](mailto:Lefko003@hotmail.com). Registration limited to 20.

### 5250067 Academic Writing (englisch)

2 SWS UE	2 LP / 3 LP Mi	08-10	wöch.	DOR 24, 1.502	E. Fawcett
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This course concentrates on the individual elements that make up most academic texts. By analyzing published and student examples and by producing and reviewing their own written work, students can improve structure, style and effectiveness while increasing the range and accuracy of their language.

Registration required via email to [emma.fawcett@hu-berlin.de](mailto:emma.fawcett@hu-berlin.de) by Friday 13th April

### 5250069 Academic Writing (englisch)

2 SWS UE	2 LP / 3 LP Do	08-10	wöch.	UL 6, 3001	E. Fawcett
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This course concentrates on the individual elements that make up most academic texts. By analyzing published and student examples and by producing and reviewing their own written work, students can improve structure, style and effectiveness while increasing the range and accuracy of their language.

Registration required via email to [emma.fawcett@hu-berlin.de](mailto:emma.fawcett@hu-berlin.de) by Friday 13th April

## Studienordnung 2014

### Modul 3: Intercultural Relations

#### 5250061 Current Events in the U.S. (englisch)

2 SWS UE	3 LP Di	12-14	wöch.	DOR 24, 1.502	S. Ehlert
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*detaillierte Beschreibung siehe S. 32*

#### 5250064 Non-Fiction Writing (englisch)

2 SWS UE	3 LP Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert
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*detaillierte Beschreibung siehe S. 32*

#### 5250067 Academic Writing (englisch)

2 SWS UE	2 LP / 3 LP Mi	08-10	wöch.	DOR 24, 1.502	E. Fawcett
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*detaillierte Beschreibung siehe S. 32*

#### 5250069 Academic Writing (englisch)

2 SWS UE	2 LP / 3 LP Do	08-10	wöch.	UL 6, 3001	E. Fawcett
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*detaillierte Beschreibung siehe S. 32*



## Modul 4: American Identities

### 5250040 Fictions of Rural America (englisch)

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

While *Rural America* or *Small Town America* have widely been considered the "cultural and ideological backbone of America" more recent political developments and apparent manifestations of a growing social and cultural divide in US-American society in the 21<sup>st</sup> century have sparked an renewed interest in deciphering and explaining the specific characteristics of "Rural America" vis-à-vis "Urban America". At the backdrop of selected theoretical debates about the notions and nature of the "Rural in America/the US", we will pursue some of its important traces as captured in selected literary and visual representations in US-American literature and film since the 19<sup>th</sup> century. In tandem with exploring the major thematic coordinates and voices that these representations fictionalize we will scrutinize these representations with regard to the narrative strategies and visual techniques they make use of in their projections of rural imaginations as well as in aesthetic style in order to develop an informed and incisive interpretation of "Rural America" as an aesthetic concept in US-American literature and film.

The texts selected for class discussion include among others:

Louisa May Alcott: *Little Women*; Flannery O'Connor: "Good Country People"; Toni Morrison: *A Mercy*; Jesmyn Ward: *Salvage the Bones*; *Bridges of Madison County*; *No Country for Old Men* (movies).

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 15 pages. Please register for the course via AGNES.

### 5250042 American Identities: Theory and Fiction (englisch)

2 SWS 4 LP  
SE Mo 16-18 wöch. (1) DOR 24, 1.502 M. Klepper  
1) Beginn in der zweiten Semesterwoche

This seminar is a bit of an experiment. The guaranteed part is that we will read a lot of theory (mostly essays or individual chapters) on "identity" and "identities". What makes up my/your identity? Which aspects figure into it? Is identity a pure fiction? Is it a performance? Should we speak of several identities and call the person a "bricoleur"? What roles do moments of social differentiation such as race, class, gender, sexuality etc. play? Which role does the body, embodiment play? Which role emotion/affect? The experiment will be where exactly this leads and how we relate the theories to the four books discussed in class: Franklin's classical autobiography (18<sup>th</sup> century), Catherine Maria Sedgwick's rebellious novel *Hope Leslie* (19<sup>th</sup> century), Nella Larsen's pessimistic *Passing* (20<sup>th</sup> century), and Ta Nehisi Coates's cautious and critical *Between the World and Me*.

**There will be a moodle site for this class: keyword "Bricolage".**

Reading:

- Theoretical reading material will be uploaded on Moodle by April 1st. Beside the theoretical texts, we will read the following historical/literary texts (please get these texts and start reading before the semester starts):
- Benjamin Franklin, *The Autobiography* (1771-1790)
- Catherine Maria Sedgwick, *Hope Leslie* (1827)
- Nella Larsen, *Passing* (1929)
- Ta Nehisi Coates, *Between the World and Me* (2015)

Requirements:

The requirement for the class is presence, participation and a study journals with 8 entries, reflecting on the discussions in our classes. For the MAP you will have to write a term paper (Modules 4 or 5) or a book review (Modules 9 or 10).

**No registration through Agnes.**

## Modul 5: Diversity

weitere Angebote: siehe Gender Studies

### 5250041 American and Caribbean Neo-Slave Narratives (englisch)

2 SWS 4 LP  
SE Mi 14-16 wöch. DOR 24, 1.502 E. Haschemi  
Yekani

In the introduction to "neo-slave narrative", in the *Cambridge Companion to African American Slave Narrative*, Valerie Smith writes, "This genre, which includes some of the most compelling fiction produced in the last fifty years, has evolved to include texts set during the period of slavery as well as those set afterwards, at any time from the era of Reconstruction until the present. They approach the institution of slavery from a myriad perspectives and embrace a variety of styles of writing: from realist novels grounded in historical research to speculative fiction, postmodern experiments, satire, and works that combine these diverse modes. Their differences notwithstanding, these texts illustrate the centrality of the history and the memory of slavery to our individual, racial, gender, cultural, and national identities" (2014: 168). This course focuses on such contemporary neo-slave narratives in a variety of registers. How is the complicated legacy of slavery addressed in imaginative writing both in the United States and in the Caribbean? Beginning with 'classical' texts of the genre, such as Octavia Butler's afrofuturist *Kindred* to Toni Morrison's seminal *Beloved*, we will also address how the infamous historical case of the *Zong* massacre is imagined in both poetry and prose by Fred D'aguiar and Nourbese Philip.

On a theoretical level we will look at methodological approaches such as affect and surface readings and with reference to texts by Saidiya Hartman and Christina Sharpe we will also challenge the temporality of slavery and its abolition.

A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to read at least some of the texts before the new semester starts.

Literatur:

Butler, Octavia E. *Kindred*. Boston: Beacon Press, 2003.  
 D'Aguiar, Fred. *Feeding the Ghosts*. London: Granta, 2014.  
 Morrison, Toni. *Beloved*. New York: Knopf, 1987.  
 Philip, M. Nourbese. *Zong!* Wesleyan Poetry, 2011.  
 Whitehead, Colson. *Underground Railroad*. Fleet, 2017.

**5250042 American Identities: Theory and Fiction (englisch)**

2 SWS	4 LP					
SE	Mo	16-18	wöch. (1)	DOR 24, 1.502	M. Klepper	

1) Beginn in der zweiten Semesterwoche  
 detaillierte Beschreibung siehe S. 33

**5250043 Intersectional Approaches to Critical Race Theory (englisch)**

2 SWS	4 LP					
SE	Di	14-16	wöch.	DOR 24, 1.601	E. Boesenberg	

An understanding of 'race' and racialization is crucial for American Studies, Gender Studies, and Western academic knowledge production in general. This course will take an intersectional approach, focusing particularly on the ways in which 'race' is intertwined with and co-constructed by gender, sexuality, class, citizenship, dis/ability, etc. Participants will be encouraged 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.

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.

**Modul 6: Mediality**

**5250044 Remaking British TV in the US (englisch)**

2 SWS	4 LP					
SE	Mi	16-18	wöch.	DOR 24, 1.502	E. Haschemi Yekani	

The course addresses the cultural politics of humour about race, sexuality (in queer and youth subcultures) as well as class from a comparative point of view focusing on the British and US-American versions of the TV shows *The Office*, *Skins*, *Queer as Folk* and *Shameless* and the British-American collaboration *Episodes* (whose plot deals with the transatlantic remake of a fictional British TV show and hence serves as a metanarrative to the course's theme). How do conflicting representations of minorities emerge in this form of transatlantic cultural contact and adaptations of popular television? What does this say about the respective national self-constructions? The seminar provides insights into British and US-American national media systems and differences in TV distribution formats (network vs. cable). It also introduces narratological concerns of TV Studies with respect to 'quality TV', sitcoms and serial narrative techniques.

A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to familiarise yourself with at least the first episodes of each of the TV shows in advance.

Recommended Reading:

*The Office* UK and US Versions  
*Queer as Folk* UK and US Versions  
*Skins* UK and US Versions  
*Shameless* UK and US Version  
*Episodes*

These Materials can be found in the Mediothek of the Sprachenzentrum (DOR 65)

**5250045 American Film History and Theory (englisch)**

2 SWS	2 LP					
UE	Di	10-12	wöch.	DOR 24, 1.601	M. Klepper	

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

**There will be a moodle site for this class: keyword "Double Indemnity".**

Readings:

- Texts will be uploaded onto the Moodle platform.
- Apart from the theoretical texts we will be working with Richard Barsam, *Looking at Movies*, New York: Norton, 2010. Excerpts from the book will also be uploaded onto Moodle.

Film Viewing:

We will discuss a way to watch the movies together within a legal frame. Please reserve time for this on Monday nights (18-21).

Course Requirements:

There will be no presentations in this class. As a course requirement (spezielle Arbeitsleistung) you have to hand in 8 very short evaluations of sessions (we will use forms for that after each class). For the entire module: preparation of a multi-media presentation in the context of the seminar within the module – **not in this class**.

**No registration through Agnes!**

**5250061 Current Events in the U.S. (englisch)**

2 SWS 3 LP  
UE Di 12-14 wöch. DOR 24, 1.502 S. Ehlert  
*detaillierte Beschreibung siehe S. 32*

**5250064 Non-Fiction Writing (englisch)**

2 SWS 3 LP  
UE Do 12-14 wöch. DOR 24, 1.502 S. Ehlert  
*detaillierte Beschreibung siehe S. 32*

**5250067 Academic Writing (englisch)**

2 SWS 2 LP / 3 LP  
UE Mi 08-10 wöch. DOR 24, 1.502 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

**5250069 Academic Writing (englisch)**

2 SWS 2 LP / 3 LP  
UE Do 08-10 wöch. UL 6, 3001 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

**Modul 8: Research and Writing Skills**

**5250061 Current Events in the U.S. (englisch)**

2 SWS 3 LP  
UE Di 12-14 wöch. DOR 24, 1.502 S. Ehlert  
*detaillierte Beschreibung siehe S. 32*

**5250064 Non-Fiction Writing (englisch)**

2 SWS 3 LP  
UE Do 12-14 wöch. DOR 24, 1.502 S. Ehlert  
*detaillierte Beschreibung siehe S. 32*

**5250067 Academic Writing (englisch)**

2 SWS 2 LP / 3 LP  
UE Mi 08-10 wöch. DOR 24, 1.502 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

**5250069 Academic Writing (englisch)**

2 SWS 2 LP / 3 LP  
UE Do 08-10 wöch. UL 6, 3001 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

**Modul 9: Individual Focus I**

**5250040 Fictions of Rural America (englisch)**

2 SWS 4 LP  
SE Do 14-16 wöch. DOR 24, 1.502 R. Isensee  
*detaillierte Beschreibung siehe S. 33*

**5250041 American and Caribbean Neo-Slave Narratives (englisch)**

2 SWS 4 LP  
SE Mi 14-16 wöch. DOR 24, 1.502 E. Haschemi  
Yekani  
*detaillierte Beschreibung siehe S. 33*

- 5250042 American Identities: Theory and Fiction (englisch)**  
 2 SWS 4 LP  
 SE Mo 16-18 wöch. (1) DOR 24, 1.502 M. Klepper  
 1) Beginn in der zweiten Semesterwoche  
*detaillierte Beschreibung siehe S. 33*
- 5250043 Intersectional Approaches to Critical Race Theory (englisch)**  
 2 SWS 4 LP  
 SE Di 14-16 wöch. DOR 24, 1.601 E. Boesenberg  
*detaillierte Beschreibung siehe S. 34*
- 5250044 Remaking British TV in the US (englisch)**  
 2 SWS 4 LP  
 SE Mi 16-18 wöch. DOR 24, 1.502 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 34*

## Modul 10: Individual Focus II

- 5250040 Fictions of Rural America (englisch)**  
 2 SWS 4 LP  
 SE Do 14-16 wöch. DOR 24, 1.502 R. Isensee  
*detaillierte Beschreibung siehe S. 33*
- 5250041 American and Caribbean Neo-Slave Narratives (englisch)**  
 2 SWS 4 LP  
 SE Mi 14-16 wöch. DOR 24, 1.502 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 33*
- 5250042 American Identities: Theory and Fiction (englisch)**  
 2 SWS 4 LP  
 SE Mo 16-18 wöch. (1) DOR 24, 1.502 M. Klepper  
 1) Beginn in der zweiten Semesterwoche  
*detaillierte Beschreibung siehe S. 33*
- 5250043 Intersectional Approaches to Critical Race Theory (englisch)**  
 2 SWS 4 LP  
 SE Di 14-16 wöch. DOR 24, 1.601 E. Boesenberg  
*detaillierte Beschreibung siehe S. 34*
- 5250044 Remaking British TV in the US (englisch)**  
 2 SWS 4 LP  
 SE Mi 16-18 wöch. DOR 24, 1.502 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 34*

## Masterstudiengang Englische Literaturen (MA English Literatures)

### Studienordnung 2007

#### Modul Ia: Sprachpraxis Essay Composition/Text Production

- 5250052 Essay Composition (englisch)**  
 2 SWS 2 LP  
 UE 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](mailto:michael.davies@rz.hu-berlin.de) by Thursday, 12<sup>th</sup> April 2018 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

### 5250067 Academic Writing (englisch)

2 SWS 2 LP / 3 LP  
UE Mi 08-10 wöch. DOR 24, 1.502 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

### 5250069 Academic Writing (englisch)

2 SWS 2 LP / 3 LP  
UE Do 08-10 wöch. UL 6, 3001 E. Fawcett  
*detaillierte Beschreibung siehe S. 32*

## Modul Ib: Sprachpraxis: Textsortenkompetenz

### 5250070 British Issues Past and Present (englisch)

2 SWS 2 LP  
UE Do 10-12 wöch. UL 6, 3075 E. Fawcett

Drawing on sources from Charles Dickens to the Sex Pistols and topics such as class, education, Empire and Brexit, this course ventures a look at events and phenomena that have shaped and that continue to shape the UK. Various text types and extensive discussion provide the basis for students to improve their accuracy and range in both speech and writing.

Registration required via email to [emma.fawcett@hu-berlin.de](mailto:emma.fawcett@hu-berlin.de) by Friday 13th April

## Modul II: Authors, Periods, Genres

### 5250020 The Scottish Enlightenment (englisch)

2 SWS 4 LP  
SE Do 10-12 wöch. DOR 24, 1.501 H. Schwalm

In this module, we shall study a broad range of cultural phenomena, in particular literary and poetological writings pertaining to the "Scottish Enlightenment". The latter is an umbrella term designating the "conjunction of minds, ideas, and publications in Scotland" (Britannica) in the 18th century, with Edinburgh at its centre. Perhaps the most prominent legacy of the Scottish Enlightenment is its philosophy – David Hume and Adam Smith as proponents of a theory of moral sense stand out, but there are also the lesser known Lord Kames, James Beattie, Thomas Reid, who were also highly influential well beyond the boundaries of Scotland. Apart from notable architects, scientists, historians, theologians, and critics, poets and novelists like James Thomson, James McPherson (the inventor of "Ossian"), Henry Mackenzie and Tobias Smollett also left their mark.

If the Scottish Enlightenment thus appears to have been a small, regional phenomenon, a formidable "hotbed of genius" (Voltaire) on the margins of Europe that invented modern sociology just as its own fictive past, many of its key players were indeed inextricably linked to the dynamics of the British empire, negotiating imperialism and slavery on both sides. This global entanglement of the Scottish Enlightenment will be a key aspect to be studied in this seminar.

Most relevant primary material will be on the Moodle platform; however, you will need your own copies of Tobias Smollett's *Humphry Clinker* (preferably Norton Critical Edition), Henry Mackenzie's *The Man of Feeling*, and James Boswell's/Samuel Johnson's *A Journey to the Western Islands of Scotland and the Journal of a Tour to the Hebrides* (Penguin Classics).

Our seminar will be in dialogue with the seminar on *Contemporary Scottish Literature* run by Prof. Wolfram Keller.

The Lektürekurs is designed to allow the in-depth study of further primary material and relevant recent research.

### 5250021 The Scottish Enlightenment (englisch)

2 SWS 4 LP  
LK Do 12-14 14tgl. DOR 24, 1.501 H. Schwalm

### 5250022 Reading Charles Dickens (englisch)

2 SWS 4 LP  
SE Di 14-16 wöch. DOR 24, 1.501 A. Zirker

"When I devised this story, I foresaw the likelihood that a class of readers and commentators would suppose that I was at great pains to conceal exactly what I was at great pains to suggest [ $\frac{1}{4}$ ]" (Dickens, "Postscript" *Our Mutual Friend* 798). Charles Dickens's final completed novel, *Our Mutual Friend* (1864-65), is a complex construct with multiple plot lines. For this reason, it is an excellent basis for learning more about what happens when we read a text.

This seminar is organised in a special way: instead of reading *Our Mutual Friend* before the semester begins, we will read a set of chapters from the novel, based on Dickens's original monthly instalments, each week, so that the novel will have been read in its entirety only at the end of the semester. In other words: we will imitate the original reading experience. Seminar discussions will be based on a weekly reading log. In this course, we will not only discuss narration, foreshadowing, ambiguity, but also how understanding is achieved, or not achieved, during the gradual reading process of the novel.

Please buy the following editions of the novels:  
*Our Mutual Friend* (Penguin Classics, 2004). ISBN: 978-0140434972.  
*Bleak House* (Penguin Classics, 2003). ISBN: 978-0141439723.

It is the aim of the seminar to have read *Our Mutual Friend* on a week to week basis during the semester. **Therefore, *Our Mutual Friend* must not be read before the seminar begins.**

**The Lektürekurs will focus on cultural and critical contexts of Dickens, his novels, and the Victorian period.**

**5250023 Reading Charles Dickens (englisch)**

2 SWS  
LK Di 16-18 14tgl./1 DOR 24, 1.501 A. Zirker

**5250112 Contemporary Scottish Literature (englisch)**

2 SWS 4 LP  
SE Do 14-16 wöch. DOR 24, 1.501 W. Keller

The aim of this seminar is to gauge recent developments in (near-)contemporary Scottish literature - fiction, poetry, and drama. A short survey of twentieth-century and early twenty-first-century Scottish history and literary history will be followed by sessions devoted to contemporary writers and their works, beginning with short stories by Janice Galloway (*Collected Stories* [2009]). In the course of the semester, we will further discuss Louise Welsh's play *Tamburlaine Must Die* (2004), James Robertson's novel *And the Land Lay Still* (2010), Ali Smith's *How to be Both* (2014), and poems by Jenni Fagan (from *The Dead Queen of Bohemia* [2016]) and John Burnside (from *Still Life with Snake* [2017]). Students are strongly encouraged to read Robertson's novel by the beginning of the semester.

**5250113 Contemporary Scottish Literature (englisch)**

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

**5250114 Black British Writing Before 1900 (englisch)**

2 SWS 4 LP  
SE Mo 14-16 wöch. DOR 24, 1.601 E. Haschemi  
Yekani

This course is designed to offer an overview of the "Black presence" in British writing before 1900. We will start by looking at such canonical texts such as W. Shakespeare's *Othello* and A. Behn's *Oroonoko* in which Black characters play a major role for the first time. How is Blackness conceptualised in these texts? We will historically situate these texts and the conceptualisations of "race" in the period. We will then analyse the first expressions of Black British authorship by looking at Olaudah Equiano's *Interesting Narrative* and Mary Seacole's *Wonderful Adventures*. How do these subjects express both Blackness and Britishness in their writing? What gendered conceptions can be found in these texts? In addition to the literary texts, theoretical material from Black British Cultural Studies and Postcolonial Studies by David Dabydeen, Paul Gilroy and others will be discussed. It is strongly recommended to read at least some of the texts before the new semester starts. A reader with further material will be provided at the beginning of the class.

Literatur:

Behn, Aphra. *Oroonoko*. 1688. Ed. Janet M. Todd. London: Penguin, 2003.  
Equiano, Olaudah. *The Interesting Narrative and Other Writings*. 1789. Ed. Vincent Carretta. London: Penguin, 2003.

Seacole, Mary. *Wonderful Adventures of Mrs Seacole in Many Lands*. 1857. Ed. Sara Salih. London: Penguin, 2005.  
Shakespeare, William. *Othello, the Moor of Venice*. 1603. The Oxford Shakespeare. Ed. Michael Neill. Oxford: Oxford University Press, 2006.

**5250115 Black British Writing Before 1900 (englisch)**

2 SWS 4 LP  
LK Mo 16-18 wöch. DOR 24, 1.601 E. Haschemi  
Yekani

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

**5250116 Time, Space and the Self: (Re)Imagining Life Between the Wars (englisch)**

2 SWS 4 LP  
SE Di 10-12 wöch. DOR 24, 1.501 E. Kilian

The shaping of the self is inextricably linked to temporal and spatial parameters: the self develops over time and is rooted in historical time; but the self is also enabled or constrained by the spaces it moves through or inhabits. In a similar way, spatial and temporal organization is a vital part of the social structure in which the individual is embedded, whose relationship to this spatio-temporal order is inflected by various axes of social differentiation like gender, sexuality, class, race etc. among other things. This course focuses on the years between 1919 and 1939, a time of international conflict, political upheaval, economic instability and social change particularly affecting gender and class relations. It was also a period of aesthetic innovation and experimentation with temporal and spatial coordinates, not only in literature but also in film (this is the time of transition from silent to sound film, and of the early career of Alfred Hitchcock). In this period, reconfigurations of time and space are to be expected, especially in the arts, where we find a number of spatial representations that indicate an unmooring of conventional ideas of the self: the demise of the country house, fast-paced urban cultures, foreign places, hotels and other temporary dwellings. Please buy and read the following texts before the beginning of the semester; further material will be made available in class:

Bryher, *Two Novels: Development and Two Selves* (ed. Joanne Winning)  
Virginia Woolf, *Orlando*

Christopher Isherwood, *Lions and Shadows*  
 Daphne du Maurier, *Rebecca*  
 Jean Rhys, *After Leaving Mr Mackenzie*

**5250117 Time, Space and the Self: (Re)Imagining Life Between the Wars (englisch)**  
 2 SWS 4 LP  
 LK Di 12-14 14tgl. DOR 24, 1.501 E. Kilian

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

**5250118 Co-Creation and Collaboration in Early Modern English Literature (englisch)**  
 2 SWS 4 LP  
 SE Mi 10-12 wöch. UL 6, 1072 A. Zirker

In this class, we will explore concepts of collaboration and co-creation in early modern English literature. While the theatre appears to be the most obvious field during this period where collaborative authorship abounds, and the question of Shakespeare's contributions to collaboratively written plays has been discussed intensely, our focus will rather be on the social practice and the aims of collaborative play production, and the poetics of co-creation and co-authorship. This approach includes poetry and poetics as much as co-authored plays. We will, for example, consider a pair of poems that enter into a dialogue with each other – Abraham Cowley's "Against Hope" and Richard Crashaw "Mr Crashaw's Answer for Hope" – and move on to the sphere of the religious poetry by George Herbert and Sir Philip and Mary Sidney, Countess of Pembroke. In George Herbert's *The Temple* the human author-speaker of the poem invokes God as the co-creator of his work; in the translation of the Psalter by Sir Philip Sidney and his sister Mary, there exists co-authorship and co-creation between the translators, the Psalmist David and God. The works of William Shakespeare come into play through his implied poetics: we will read *Romeo and Juliet*, where Shakespeare uses the opportunity of integrating poetry into drama to present us with the process of poetic (co-)creation in the sonnet composed by the lovers during their first encounter. From there, we move on to cases of actual co-authorship: Beaumont & Fletcher's *The Knight of the Burning Pestle*, and Shakespeare & Fletcher's *Henry VIII*. The aim is to explore the question in how far literary texts can be seen in a new light when we are conscious of the fact that authorship, irrespective of how many people were involved in the production of a work, was frequently seen in the Renaissance as quintessentially co-creative.

Please buy and read in advance:

Shakespeare, William. *Romeo and Juliet*. The Arden Shakespeare (Arden 2 or 3).

Shakespeare, William; John Fletcher. *Henry VIII*. The Arden Shakespeare.

Sidney, Philip a. M. S. H. *The Sidney Psalter: The Psalms of Sir Philip and Mary Sidney*. Ed. Hannibal [et al] Hamlin. Oxford [u.a.]: Oxford University Press, 2009.

A selection of poems will be made available on moodle.

The Lektürekurs will take into account the poetics of co-creation from various angles, e.g. stylometric analysis, theatre practice, authorship debates and many more.

**5250119 Co-Creation and Collaboration in Early Modern English Literature (englisch)**  
 2 SWS 4 LP  
 LK Di 16-18 14tgl./2 DOR 24, 1.501 A. Zirker

### Modul IV: Literary Interactions

**5250120 Tasting Food in English Literature (englisch)**  
 2 SWS 4 LP  
 SE Mo 08-10 wöch. DOR 24, 1.501 S. Lieske

De gustibo non est disputandum – there is no disputing about taste, as the saying claims. On the contrary.

The course explores the manifold representations of the experience of tasting food in English literature since the early modern period. While the majority of accounts of aesthetic history neglect the gustatory aspect of taste the course aims at a literary history of taste in all its full-bodied flavor with its epistemological and moral implications. What the writers, such as Milton, Swift, Boswell, Beeton or Woolf, negotiate is the creative power of taste as a trope for aesthetic judgement and its essential role in generating our sense of self.

The Lektürekurs will focus on „gusto“ in terms of the writing of cookbooks as a cultural arena of the practice of aesthetics, i.e. beyond our hopes merely to learn how to get the best *boeuf bourguignonne* done for our next dinner party.

Please register for the course until the end of March: [stephan.lieske@rz.hu-berlin.de](mailto:stephan.lieske@rz.hu-berlin.de)

**5250121 Tasting Food in English Literature (englisch)**  
 2 SWS 4 LP  
 LK Mo 10-12 14tgl. DOR 24, 1.501 S. Lieske

### Modul V: Texts and Theories

**5250122 Shakespearean Chronologies (englisch)**  
 2 SWS 4 LP  
 SE Mo 12-14 wöch. UL 6, 2004A W. Keller

This seminar focuses on the ways in which William Shakespeare's poems and plays represent time. More specifically, we will discuss how works from different stages of Shakespeare's career construct various temporalities and how the latter are related to the narratives of progress and periodization. A few sessions devoted to theories of temporalities, on the one hand, and the recent debates about temporalities and periodization in early modern literary studies, on the other, will be followed by discussions of individual poems and plays, including *Venus and Adonis*, *The Rape of Lucrece*, *Richard II*, *Love's Labour's Lost*, *King Lear*, and *The Tempest*.

### 5250123 Shakespearean Chronologies (englisch)

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

## Modul VI: Forschungskolloquium

### 5250124 Research Colloquium I: Research Tools and Methods (englisch)

2 SWS	4 LP					
CO	Mi	16-18	wöch.	DOR 24, 1.501	E. Kilian	

This module extends over two semesters and 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

#### 5250052 Essay Composition (englisch)

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

*detaillierte Beschreibung siehe S. 36*

#### 5250067 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Mi	08-10	wöch.	DOR 24, 1.502	E. Fawcett	

*detaillierte Beschreibung siehe S. 32*

#### 5250069 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	08-10	wöch.	UL 6, 3001	E. Fawcett	

*detaillierte Beschreibung siehe S. 32*

### Modul 1b: Professional Communication Skills - Textual Competence

#### 5250070 British Issues Past and Present (englisch)

2 SWS	2 LP					
UE	Do	10-12	wöch.	UL 6, 3075	E. Fawcett	

*detaillierte Beschreibung siehe S. 37*

### Modul 3a: Authors, Periods, Genres I

#### 5250020 The Scottish Enlightenment (englisch)

2 SWS	4 LP					
SE	Do	10-12	wöch.	DOR 24, 1.501	H. Schwalm	

*detaillierte Beschreibung siehe S. 37*

#### 5250021 The Scottish Enlightenment (englisch)

2 SWS	4 LP					
LK	Do	12-14	14tgl.	DOR 24, 1.501	H. Schwalm	

*detaillierte Beschreibung siehe S. 37*

#### 5250022 Reading Charles Dickens (englisch)

2 SWS	4 LP					
SE	Di	14-16	wöch.	DOR 24, 1.501	A. Zirker	



detaillierte Beschreibung siehe S. 37

- 5250023 Reading Charles Dickens (englisch)**  
2 SWS  
LK Di 16-18 14tgl./1 DOR 24, 1.501 A. Zirker  
detaillierte Beschreibung siehe S. 38
- 5250112 Contemporary Scottish Literature (englisch)**  
2 SWS 4 LP  
SE Do 14-16 wöch. DOR 24, 1.501 W. Keller  
detaillierte Beschreibung siehe S. 38
- 5250113 Contemporary Scottish Literature (englisch)**  
2 SWS 4 LP  
LK Do 12-14 14tgl. UL 6, 3001 W. Keller  
detaillierte Beschreibung siehe S. 38
- 5250114 Black British Writing Before 1900 (englisch)**  
2 SWS 4 LP  
SE Mo 14-16 wöch. DOR 24, 1.601 E. Haschemi  
Yekani  
detaillierte Beschreibung siehe S. 38
- 5250115 Black British Writing Before 1900 (englisch)**  
2 SWS 4 LP  
LK Mo 16-18 wöch. DOR 24, 1.601 E. Haschemi  
Yekani  
detaillierte Beschreibung siehe S. 38

### Modul 3b: Authors, Periods, Genres II

- 5250020 The Scottish Enlightenment (englisch)**  
2 SWS 4 LP  
SE Do 10-12 wöch. DOR 24, 1.501 H. Schwalm  
detaillierte Beschreibung siehe S. 37
- 5250021 The Scottish Enlightenment (englisch)**  
2 SWS 4 LP  
LK Do 12-14 14tgl. DOR 24, 1.501 H. Schwalm  
detaillierte Beschreibung siehe S. 37
- 5250022 Reading Charles Dickens (englisch)**  
2 SWS 4 LP  
SE Di 14-16 wöch. DOR 24, 1.501 A. Zirker  
detaillierte Beschreibung siehe S. 37
- 5250023 Reading Charles Dickens (englisch)**  
2 SWS  
LK Di 16-18 14tgl./1 DOR 24, 1.501 A. Zirker  
detaillierte Beschreibung siehe S. 38
- 5250112 Contemporary Scottish Literature (englisch)**  
2 SWS 4 LP  
SE Do 14-16 wöch. DOR 24, 1.501 W. Keller  
detaillierte Beschreibung siehe S. 38
- 5250113 Contemporary Scottish Literature (englisch)**  
2 SWS 4 LP  
LK Do 12-14 14tgl. UL 6, 3001 W. Keller  
detaillierte Beschreibung siehe S. 38

**5250114 Black British Writing Before 1900 (englisch)**  
 2 SWS 4 LP  
 SE Mo 14-16 wöch. DOR 24, 1.601 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 38*

**5250115 Black British Writing Before 1900 (englisch)**  
 2 SWS 4 LP  
 LK Mo 16-18 wöch. DOR 24, 1.601 E. Haschemi Yekani  
*detaillierte Beschreibung siehe S. 38*

#### Modul 4: Texts, Contexts, Cultures: Literature and Other Media

**5250116 Time, Space and the Self: (Re)Imagining Life Between the Wars (englisch)**  
 2 SWS 4 LP  
 SE Di 10-12 wöch. DOR 24, 1.501 E. Kilian  
*detaillierte Beschreibung siehe S. 38*

**5250117 Time, Space and the Self: (Re)Imagining Life Between the Wars (englisch)**  
 2 SWS 4 LP  
 LK Di 12-14 14tgl. DOR 24, 1.501 E. Kilian  
*detaillierte Beschreibung siehe S. 39*

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

**5250118 Co-Creation and Collaboration in Early Modern English Literature (englisch)**  
 2 SWS 4 LP  
 SE Mi 10-12 wöch. UL 6, 1072 A. Zirker  
*detaillierte Beschreibung siehe S. 39*

**5250119 Co-Creation and Collaboration in Early Modern English Literature (englisch)**  
 2 SWS 4 LP  
 LK Di 16-18 14tgl./2 DOR 24, 1.501 A. Zirker  
*detaillierte Beschreibung siehe S. 39*

#### Modul 6: Literary Interactions

**5250120 Tasting Food in English Literature (englisch)**  
 2 SWS 4 LP  
 SE Mo 08-10 wöch. DOR 24, 1.501 S. Lieske  
*detaillierte Beschreibung siehe S. 39*

**5250121 Tasting Food in English Literature (englisch)**  
 2 SWS 4 LP  
 LK Mo 10-12 14tgl. DOR 24, 1.501 S. Lieske  
*detaillierte Beschreibung siehe S. 39*

#### Modul 7: Texts and Theories

**5250122 Shakespearean Chronologies (englisch)**  
 2 SWS 4 LP  
 SE Mo 12-14 wöch. UL 6, 2004A W. Keller  
*detaillierte Beschreibung siehe S. 39*

**5250123 Shakespearean Chronologies (englisch)**  
 2 SWS 4 LP  
 LK Mo 14-16 14tgl. UL 6, 2004A W. Keller  
*detaillierte Beschreibung siehe S. 40*

## Modul 8: Research Colloquium

### 5250124 Research Colloquium I: Research Tools and Methods (englisch)

2 SWS 4 LP  
CO Mi 16-18 wöch. DOR 24, 1.501 E. Kilian  
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'.

### 5250111 Forschungskolloquium Fremdsprachendidaktiken (deutsch-englisch)

2 SWS  
CO Fr 14-16 wöch. (1) HV 5, 0122-23 S. Breidbach  
1) Beginn in der zweiten Vorlesungswoche

## Studienordnung 2008

### Großer Master (120SP)

#### Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

### 5250098 Vorbereitung auf das Praxissemester Englisch (deutsch-englisch)

2 SWS 2 LP  
SE Mi 08-10 wöch. HV 5, 0122-23 F. Klimczak  
SE Mi 10-12 wöch. HV 5, 0122-23 F. Klimczak  
SE Di 14-16 wöch. HV 5, 0122-23 A. Mihan  
SE Mi 16-18 wöch. HV 5, 0122-23 A. Hirschfelder

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. Reihenplanung, kompetenzorientierte Unterrichtsplanung, Binnendifferenzierung und Inklusion) erarbeitet und (kooperativ) in Unterrichtssequenzen überführt. Diese Unterrichtseinheiten werden im Rahmen des Seminars erprobt und reflektiert; dabei setzen Sie sich zugleich mit typischen Herausforderungen des Unterrichtshandelns (z.B. Feedback, Impulsgebung, Unterrichtsinteraktionen etc.) auseinander. Des Weiteren dient das Seminar der Vorbereitung Ihres Hospitationsvorhabens mit fremdsprachendidaktischer Fragestellung, das den thematischen und ggf. empirischen Ausgangspunkt für Ihre Seminararbeit in diesem Modul bilden kann.

#### Modul Literatur und Medien im Kontext des Englischunterrichts

### 5250046 The Twentieth Century American Novel (englisch)

2 SWS 5 LP  
SE Fr 12-14 wöch. DOR 24, 1.601 M. Klepper

This will be a seminar on some of the most discussed and debated novels of the last century, reaching from the 1920s into the 1990s. The object of the seminar will be the training of perceptive and critical reading, paying attention to semantics (themes and images), narrative structures (narrators, focalizers, time, and space), cultural context (history), the treatment of race (and slavery), the various problematizations of gender (and heteronormativity), the presences of class and ethnicity, the challenges of decolonizing thinking and practices. Beside the aesthetic strategies of the text, one main topic will be democracy/freedom/power in the novels. A discussion we will also lead concerns the aspects in these books which could be interesting for school and teaching.

Literature to Read (in this sequence, please start reading long before the semester starts):

- Scott Fitzgerald: *The Great Gatsby* (1925) (Oxford World Classics Edition)
- William Faulkner: *Absalom! Absalom!* (1936) (Vintage Classics Edition)
- James Baldwin: *Giovanni's Room* (1956) (Penguin Great Loves Edition)
- Toni Morrison: *Beloved* (1987) (Vintage Edition)
- Louise Erdrich: *Tracks* (1988) (Harper Perennial)
- Karen Tei Yamashita: *Tropic of Orange* (1997) (Coffee House Press)

Course Requirements:

- There will be no presentations in this seminar. Your only requirement is to write 10 short evaluations of individual meetings (of your choice) reflecting on the session: contents, debates, book discussed, and our methodologies.

- MAP (for students in the new StuO): oral exam, approx. 20 min. (together with a topic in linguistics)

**Registration through Agnes. Please register also in the e-learning platform Moodle. As a password use "Sethe".**

### 5250125 Digital Literary Studies (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.501	A. Zirker	

This class aims at introducing tools and methods as well as discussing the poetics of digital literary studies. Based on the practical application digital tools, four theoretical areas will be explored in detail: authorship and collaboration (with one focus on stylometric analysis); local and global explanation of texts (including hermeneutics and explanatory annotation); literary communication (introducing a tool for mark up and the annotation of narrative levels); scalable reading (the distances of reading in literary analysis).

No prior knowledge in programming etc. is required, but a certain affinity with the computer is recommended. All students will have to work with at least one tool in more detail.

Primary texts (for annotation) as well as secondary literature will be provided.

### 5250126 Biography: Literary Genres and Cultural Practices (englisch)

2 SWS	4 LP					
SE	Di	16-18	wöch.	DOR 24, 1.502	H. Schwalm	

Perhaps like no other literary genre, biography is a neglected subject in the study of literary education, and yet it seems almost ubiquitous in teaching with respect to its various roles and formats as cultural practice – speaking and reading about the identity and/or the life of another ranges from conversations and blogs to royal and celebrity biographies, just as biography's small forms and structural patterns pervade larger literary genres, above all the modern novel.

In this seminar, we shall attempt to study a broad range of such phenomena (in texts, films, digital media). Among the literary texts to be studied (please obtain your own copies!) are Samuel Johnson's *Life of Savage*, Lytton Strachey's *Eminent Victorians*, and John Bayley's *Iris: A Memoir of Iris Murdoch*. Apart from these three paperbacks that you need to purchase, the course material will be available on the Moodle platform.

## Modul Kompetenzorientierung im Englischunterricht

### 5250051 Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	14-16	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: 12.04.2018

### 5250057 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.

### 5250100 Problemfelder des Fremdsprachenlehrens und -lernens I: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" (englisch)

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

### 5250101 Problemfelder des Fremdsprachenlehrens und -lernens II: "Binnendifferenzierung im Fremdsprachenunterricht"

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

Angesichts der wachsenden Heterogenität der Schülerschaft (nicht nur im Englischunterricht) werden die Forderungen nach differenzierenden und individualisierenden Lernangeboten für die SchülerInnen im gemeinsamen Unterricht immer lauter und dringlicher. Doch wie lässt sich dies bewerkstelligen bei einer durchschnittlichen Klassenstärke von 25-30 SchülerInnen und

einem Deputat von 25<sup>+</sup> Wochenstunden für LehrerInnen? Im Seminar werden diese und andere Fragen vor dem Hintergrund der fremdsprachendidaktischen Theoriebildung beleuchtet und innerhalb der Grenzen betrachtet, die bildungspolitische und schulcurriculare Vorgaben setzen. Dabei soll es auch um Themen wie LRS, Hyperaktivität oder Lernschwächen gehen, die zusätzliche Herausforderungen darstellen, sowohl für die Planung von Unterricht als auch für die Durchführung.

**5250102 Problemfelder des Fremdsprachenlehrens und -lernens III: "Lehrwerke im kommunikationsorientierten Fremdsprachenunterricht"**

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

Was ist ein gutes Lehrbuch? Wie kann man effektiv und kreativ mit dem Lehrbuch im Fremdsprachenunterricht arbeiten und gleichzeitig den Anforderungen nach Individualisierung im Rahmen der Inklusionsbestrebungen gerecht werden? Diesen Fragen stellt sich dieses Seminar. Im Seminar werden Bewertungskriterien entwickelt für den Vergleich aktueller Lehrbücher der Sekundarstufe I. Auf Grundlage dieser Bewertungskriterien werden die verschiedenen Lehrbücher themenbezogen auf ihre praktische Handhabung für LehrerInnen und SchülerInnen geprüft. Außerdem sollen fachdidaktische Konzepte in älteren und neueren Lehrbüchern nachvollzogen und deren Aufbereitung diskutiert werden. Gemeinsam werden Ideen entwickelt und erprobt, wie man mit den Lehrbuchaufgaben kreativ im Englischunterricht umgehen könnte, um die vom Lehrbuch vermittelten Inhalte enger mit der Ideen- und Erfahrungswelt der SchülerInnen zu verknüpfen. Im Rahmen des Seminars besuchen wir auch die drei großen Lehrbuchverlage: Klett, Cornelsen und Diesterweg. **Deswegen ist die Anzahl der TeilnehmerInnen auf 15 begrenzt.** Die Anmeldung erfolgt über Agnes.

**5250102a Problemfelder des Fremdsprachenlehrens und -lernens: "Leistungsbewertung im kommunikativen Fremdsprachenunterricht"**

2 SWS 2 LP  
SE - Block (1) HV 5, 0122-23 F. Klimczak  
1) Fr, 15.6. um 12-18h sowie am Sa, 16.6. von 10-18h. Bitte melden Sie sich an bis zum 27.04.2018 bei Frau Schlösser im Sekretariat der Fachdidaktik Englisch an unter: englida@hu-berlin.de

**5250103 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Playing CLIL" (englisch)**

2 SWS 2 LP  
SE 10-16 Block (1) UL 6, 1066D S. Breidbach  
12-18 Block (2) UL 6, 1066D S. Breidbach  
1) findet vom 02.07.2018 bis 04.07.2018 statt  
2) findet vom 05.07.2018 bis 06.07.2018 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 September 30th, 2018.

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.

**5250104 Perspektiven Fremdsprachendidaktischer Forschung I: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als CLIL)" (englisch)**

2 SWS 2 LP  
SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydatiř

**5250105 Perspektiven Fremdsprachendidaktischer Forschung II: "Investigating and assessing classroom talk" (deutsch-englisch)**

2 SWS 2 LP  
SE Fr 10-12 wöch. (1) HV 5, 0122-23 S. Breidbach  
1) Beginn in der zweiten Vorlesungswoche

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.

The first meeting will take place in the second week of the Summer Semester.  
 Details regarding time and venue for the course may be 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.

**5250106 Perspektiven Fremdsprachendidaktischer Forschung III: "Issues of Race and Racism in the EFL Classroom" (deutsch-englisch)**

2 SWS                      2 LP  
 SE                              Do                              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 will 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.

This course will be co-taught by a white teacher and a teacher of color.

A course syllabus as well as required primary and secondary literature will be provided in a Moodle course under [www.moodle.hu-berlin.de](http://www.moodle.hu-berlin.de).

**5250107 Perspektiven Fremdsprachendidaktischer Forschung IV: "Dream Teams!? Collaborative Teaching in the EFL Classroom" (deutsch-englisch)**

2 SWS                      2 LP  
 SE                              Di                              08-10                      wöch.                      HV 5, 0122-23                      K. Schultze

In times of increasing (linguistic) diversity in foreign language classrooms, calls for more and more intense teacher collaboration, especially in the form of co-teaching, are becoming louder. Despite some plausible empirical evidence of the beneficial effects of co-teaching on both students and teachers, co-teaching hardly ever happens in everyday life at school. University students, who are usually well-trained in and open towards teamwork, are often disappointed when they enter schools and notice that 'lone strangers' instead of 'dream teams' tend to prevail.

In this seminar, we are going to explore the pedagogical potential of teacher collaboration in the EFL classroom. Based on the existing research literature, we will deal with beneficial and hindering factors for teacher collaboration and with its impact on processes of foreign language teaching and learning. Besides, participants will be expected to plan and conduct a small-scale empirical study investigating issues such as attitudes and beliefs towards collaborative teaching, instructional strategies for co-teaching or communicative patterns in the co-taught EFL classroom. Data may be collected through classroom observations, interviews with teachers or students or through reflecting one's own attempts in co-teaching. This will require a certain amount of flexibility in the participants' summer term schedules.

**5250108 Perspektiven Fremdsprachendidaktischer Forschung V: "Learner Autonomy in the EFL Classroom" (deutsch-englisch)**

2 SWS                      2 LP  
 SE                              Mo                              16-18                      wöch. (1)                      HV 5, 0122-23                      M. Schleicher  
 1) Beginn: 23.4.

Organisatorisches:  
 Beginn: 23.4. !

**5250109 Masterkolloquium (deutsch-englisch)**

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

Das Kolloquium bezieht sich auf die Klärung und Erarbeitung möglicher Themenstellungen für die Masterarbeit im „Lehramtsmaster“ in der Fachdidaktik Englisch; 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.

**5250110 Masterkolloquium (deutsch-englisch)**

2 SWS                      2 LP  
 CO                              Fr                              14-16                      wöch. (1)                      HV 5, 0122-23                      S. Breidbach  
 1) Beginn in der zweiten Vorlesungswoche

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.

Selbstständige Themenwahl ist in einem begrenzten Umfang möglich.

Der Schwerpunkt liegt auf empirischen Masterprojekten. Diese 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 in der 2. Vorlesungswoche statt.

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

## Modul Sprachwissenschaftliche Methoden und Englischunterricht

### 5250050 Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	DOR 24, 1.302	M. Davies	

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for **learner-related** factors. Students will investigate the various causes and types of errors 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 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: 12.04.2018

### 5250056 Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	2 LP					
UE	Fr	12-14	wöch.	DOR 24, 1.302	M. Davies	

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for **learner-related** factors. Students will investigate the various causes and types of errors made in the spoken and written output of pupils at different levels in 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 language testing as **valid** and **reliable** as possible and how to structure feedback 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: 12.04.2018

### 5250058 Grammar in the Classroom (englisch)

2 SWS	2 LP					
UE	Mo	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. Number of participants is limited to 16. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

### 5250062 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. Number of participants is limited to 16. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

### 5250129 The Syntax-Semantics Interface (englisch)

2 SWS	3 LP					
SE	Do	10-12	wöch.	UL 6, 3001	M. Egg	

### 5250134a Advanced Morphology: The Form and Interpretation of Compounds (englisch)

2 SWS						
SE	Di	10-12	wöch.	UL 6, 2094	A. Alexiadou	

This course will be concerned with compounding as a morphological process. Unlike the outputs of inflection and derivation, compounds involve more than one root and thus raise interesting questions about the interaction between lexicon, syntax and semantics. For instance, the meaning of some compounds can be compositionally derived from the meaning of the roots involved (e.g., apple cake, blue cheese, girlfriend, hairdresser), but others have an idiosyncratic meaning (e.g., kill joy, white collar, pale face). In this class, we will discuss some of the most prominent works on compounds in order to understand the implications of this word formation process for linguistic theory in general.

### 5250137 Language and Cognition (englisch)

2 SWS	3 LP					
SE	Mo	16-18	wöch.	UL 6, 1072	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.

## Kleiner Master (60SP)

### Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

#### 5250098 Vorbereitung auf das Praxissemester Englisch (deutsch-englisch)

2 SWS	2 LP					
SE	Mi	08-10	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Mi	10-12	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Di	14-16	wöch.	HV 5, 0122-23	A. Mihan	
SE	Mi	16-18	wöch.	HV 5, 0122-23	A. Hirschfelder	

*detaillierte Beschreibung siehe S. 43*

### Modul Kompetenzorientierung im Englischunterricht

#### 5250051 Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	14-16	wöch.	DOR 24, 1.302	M. Davies	

*detaillierte Beschreibung siehe S. 44*

#### 5250057 Classroom Discourse (englisch)

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

*detaillierte Beschreibung siehe S. 44*

#### 5250100 Problemfelder des Fremdsprachenlehrens und -lernens I: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" (englisch)

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

*detaillierte Beschreibung siehe S. 44*

#### 5250101 Problemfelder des Fremdsprachenlehrens und -lernens II: "Binnendifferenzierung im Fremdsprachenunterricht"

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

*detaillierte Beschreibung siehe S. 44*

#### 5250102 Problemfelder des Fremdsprachenlehrens und -lernens III: "Lehrwerke im kommunikationsorientierten Fremdsprachenunterricht"

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

*detaillierte Beschreibung siehe S. 45*



**5250102a Problemfelder des Fremdsprachenlehrens und -lernens: "Leistungsbewertung im kommunikativen Fremdsprachenunterricht"**  
 2 SWS 2 LP  
 SE - Block (1) HV 5, 0122-23 F. Klimczak  
 1) Fr, 15.6. um 12-18h sowie am Sa, 16.6. von 10-18h. Bitte melden Sie sich an bis zum 27.04.2018 bei Frau Schlösser im Sekretariat der Fachdidaktik Englisch an unter: englvida@hu-berlin.de  
*detaillierte Beschreibung siehe S. 45*

**5250103 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Playing CLIL" (englisch)**  
 2 SWS 2 LP  
 SE 10-16 Block (1) UL 6, 1066D S. Breidbach  
 12-18 Block (2) UL 6, 1066D S. Breidbach  
 1) findet vom 02.07.2018 bis 04.07.2018 statt  
 2) findet vom 05.07.2018 bis 06.07.2018 statt  
*detaillierte Beschreibung siehe S. 45*

**5250109 Masterkolloquium (deutsch-englisch)**  
 2 SWS 2 LP  
 CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydatið  
*detaillierte Beschreibung siehe S. 46*

**5250110 Masterkolloquium (deutsch-englisch)**  
 2 SWS 2 LP  
 CO Fr 14-16 wöch. (1) HV 5, 0122-23 S. Breidbach  
 1) Beginn in der zweiten Vorlesungswoche  
*detaillierte Beschreibung siehe S. 46*

## Studienordnung 2015

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

**5250046 The Twentieth Century American Novel (englisch)**  
 2 SWS 5 LP  
 SE Fr 12-14 wöch. DOR 24, 1.601 M. Klepper  
*detaillierte Beschreibung siehe S. 43*

**5250125 Digital Literary Studies (englisch)**  
 2 SWS 4 LP  
 SE Mi 14-16 wöch. DOR 24, 1.501 A. Zirker  
*detaillierte Beschreibung siehe S. 44*

**5250126 Biography: Literary Genres and Cultural Practices (englisch)**  
 2 SWS 4 LP  
 SE Di 16-18 wöch. DOR 24, 1.502 H. Schwalm  
*detaillierte Beschreibung siehe S. 44*

**5250129 The Syntax-Semantics Interface (englisch)**  
 2 SWS 3 LP  
 SE Do 10-12 wöch. UL 6, 3001 M. Egg  
*detaillierte Beschreibung siehe S. 47*

**5250134a Advanced Morphology: The Form and Interpretation of Compounds (englisch)**  
 2 SWS  
 SE Di 10-12 wöch. UL 6, 2094 A. Alexiadou  
*detaillierte Beschreibung siehe S. 47*

**5250137 Language and Cognition (englisch)**  
 2 SWS 3 LP  
 SE Mo 16-18 wöch. UL 6, 1072 G. Smith  
*detaillierte Beschreibung siehe S. 48*

## Modul 3/4: Sprachpraxis

<b>5250050</b>	<b>Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)</b>	2 SWS UE	2 LP Di	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 47</i>						
<b>5250051</b>	<b>Culture and Language Learning (englisch)</b>	2 SWS UE	2 LP Di	14-16	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 44</i>						
<b>5250054</b>	<b>Written Expression (UK Topics) (englisch)</b>	2 SWS UE	2 LP Mi	14-16	wöch.	DOR 24, 1.302	M. Davies

In this course, students will have an opportunity to extend and improve their written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. While producing written responses of their own to UK-related themes, students will work upon grammar, accuracy and appropriacy in written English and will also address the question of how to promote written and textual competence among pupils from different age-groups and 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: 12.04.2018

<b>5250056</b>	<b>Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (englisch)</b>	2 SWS UE	2 LP Fr	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 47</i>						
<b>5250057</b>	<b>Classroom Discourse (englisch)</b>	2 SWS UE	2 LP Mo	08-10	wöch.	DOR 24, 1.502	S. Ehlert
	<i>detaillierte Beschreibung siehe S. 44</i>						
<b>5250058</b>	<b>Grammar in the Classroom (englisch)</b>	2 SWS UE	2 LP Mo	10-12	wöch.	DOR 24, 1.502	S. Ehlert
	<i>detaillierte Beschreibung siehe S. 47</i>						
<b>5250059</b>	<b>Written Expression: US Topics (englisch)</b>	2 SWS UE	2 LP 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.

<b>5250062</b>	<b>Grammar in the Classroom (englisch)</b>	2 SWS UE	2 LP Do	08-10	wöch.	DOR 24, 1.502	S. Ehlert
	<i>detaillierte Beschreibung siehe S. 47</i>						
<b>5250063</b>	<b>Written Expression: US Topics (englisch)</b>	2 SWS UE	2 LP Do	10-12	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.

**5250065 Inclusion in the English Classroom (englisch)**

2 SWS	2 LP					
UE	Di	08-10	wöch.	I 110, 349	E. Fawcett	

For some panic-inducing or a mere buzzword, for others the very core of good pedagogy, inclusion is an issue that teachers undoubtedly need to understand. This course provides an insight into English-speaking discourses surrounding inclusion and inclusive education. The focus is on discussion of key concepts such as barriers and accommodations, and on their relevance for the teaching of English as a foreign language.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

**5250066 Written Expression: UK Topics (englisch)**

2 SWS	2 LP					
UE	Di	10-12	wöch.	I 110, 349	E. Fawcett	

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by reflecting on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other's work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

**5250068 Inclusion in the English Classroom (englisch)**

2 SWS	2 LP					
UE	Mi	10-12	wöch.	DOR 24, 1.502	E. Fawcett	

For some panic-inducing or a mere buzzword, for others the very core of good pedagogy, inclusion is an issue that teachers undoubtedly need to understand. This course provides an insight into English-speaking discourses surrounding inclusion and inclusive education. The focus is on discussion of key concepts such as barriers and accommodations, and on their relevance for the teaching of English as a foreign language.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

**5250071 Working with Literature (englisch)**

2 SWS	2 LP					
UE	Fr	08-10	wöch.	DOR 24, 1.502	E. Fawcett	

This course provides a chance to experiment with using literature in the English classroom. Via student-led presentations, discussions and vocabulary work, the aim is for participants to become acquainted with a range of texts and authors from the English-speaking world, and to improve their understanding of literary language.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

**5250072 Written Expression: UK Topics (englisch)**

2 SWS	2 LP					
UE	Fr	10-12	wöch.	DOR 24, 1.502	E. Fawcett	

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by reflecting on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other's work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

**Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)****5250098 Vorbereitung auf das Praxissemester Englisch (deutsch-englisch)**

2 SWS	2 LP					
SE	Mi	08-10	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Mi	10-12	wöch.	HV 5, 0122-23	F. Klimczak	
SE	Di	14-16	wöch.	HV 5, 0122-23	A. Mihan	
SE	Mi	16-18	wöch.	HV 5, 0122-23	A. Hirschfelder	

*detaillierte Beschreibung siehe S. 43*

## Modul 6: Aufbaumodul Fachdidaktik

### 5250099 Inklusion und Heterogenität im Englischunterricht

2 SWS	2 LP					
SE	Di	12-14	wöch.	HV 5, 0122-23	A. Mihan	
SE	Mi	14-16	wöch.	HV 5, 0122-23	A. Hirschfelder	
SE	Fr	14-16	wöch.	UL 6, 3001	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, also für das Lehren und Lernen von Fremdsprachen? Wie verändern sich unsere Vorstellungen von Englischunterricht vor dem Hintergrund von Inklusion? Und wie müsste ein inklusiver Englischunterricht aussehen, der also allen Schüler\*innen Lern- und Entwicklungsangebote zu machen vermag, die ihren Bedarfen, Fähigkeiten und Erfahrungen entsprechen? Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer

Theoriebildung beschäftigen wir uns mit fremdsprachendidaktischen Konzepten und ihrem Potenzial für inklusiven Englischunterricht sowie mit den Berliner curricularen Vorgaben. Aus der normativen Perspektive eines nicht-ausschließenden Fremdsprachenunterrichts werfen wir einen Blick in die schulische Realität und setzen uns mit aktuellen Lehrwerken auseinander. Achtung: Teilnehmende dieses Seminars planen bitte im Mai/Juni 2018 einen Hospitationstag an einer Berliner Schule ein.

### 5250100 Problemfelder des Fremdsprachenlehrens und -lernens I: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" (englisch)

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

*detaillierte Beschreibung siehe S. 44*

### 5250101 Problemfelder des Fremdsprachenlehrens und -lernens II: "Binnendifferenzierung im Fremdsprachenunterricht"

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

*detaillierte Beschreibung siehe S. 44*

### 5250102 Problemfelder des Fremdsprachenlehrens und -lernens III: "Lehrwerke im kommunikationsorientierten Fremdsprachenunterricht"

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

*detaillierte Beschreibung siehe S. 45*

### 5250102a Problemfelder des Fremdsprachenlehrens und -lernens: "Leistungsbewertung im kommunikativen Fremdsprachenunterricht"

2 SWS	2 LP					
SE	-		Block (1)	HV 5, 0122-23	F. Klimczak	

1) Fr, 15.6. um 12-18h sowie am Sa, 16.6. von 10-18h. Bitte melden Sie sich an bis zum 27.04.2018 bei Frau Schlösser im Sekretariat der Fachdidaktik Englisch an unter: englida@hu-berlin.de  
*detaillierte Beschreibung siehe S. 45*

### 5250103 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Playing CLIL" (englisch)

2 SWS	2 LP					
SE		10-16	Block (1)	UL 6, 1066D	S. Breidbach	
		12-18	Block (2)	UL 6, 1066D	S. Breidbach	

1) findet vom 02.07.2018 bis 04.07.2018 statt  
 2) findet vom 05.07.2018 bis 06.07.2018 statt  
*detaillierte Beschreibung siehe S. 45*

### 5250147 Inklusion und Heterogenität V: „Dramapädagogische Methoden ...“ (englisch)

2 SWS	3 LP					
SE	Fr	08-10	wöch.	HV 5, 0122-23	S. Breidbach, J. Buck	

Im Zentrum der Seminararbeit steht der Einsatz von dramapädagogischen Methoden, die aus fremdsprachendidaktischer, sonder- und inklusionspädagogischer Perspektive aufbereitet, zusammengeführt und reflektiert werden.

Der dramapädagogische Ansatz nutzt Methoden, Techniken und Spiele des Theaters und zielt auf ganzheitliches, handlungsorientiertes und kooperatives (Fremdsprachen-)Lernen ab. Dadurch weist Dramapädagogik eine augenscheinlich hohe Affinität zu den Ansprüchen und Prinzipien des modernen Fremdsprachenunterrichts und inklusiven Pädagogik auf. Diesem didaktischen Potenzial dramapädagogischer Methoden für einen inklusiven Englischunterricht möchten wir im Seminar gemeinsam auf den Grund gehen. Neben der Vermittlung von diagnostischen Konzepten und konzeptionellem Grundlagenwissen werden dramapädagogische Methoden im Seminar aktiv erprobt und für einen inklusiven Englischunterricht reflektiert.

*Es handelt sich um ein Kooperationsseminar der Fachdidaktik Englisch mit dem Lehrstuhl für Rehabilitationswissenschaften. Studierenden beider Fächer wird das Seminar entweder für die Fachdidaktik Englisch oder Sonderpädagogik nach Bestehen der Modulabschlussprüfung mit 3 Leistungspunkten angerechnet. Die Anmeldung zum Seminar erfolgt 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.*

## Modul 7: Transfermodul Fachdidaktik

- 5250104 Perspektiven Fremdsprachendidaktischer Forschung I: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als CLIL)" (englisch)**  
 2 SWS 2 LP  
 SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydatið  
*detaillierte Beschreibung siehe S. 45*
- 5250105 Perspektiven Fremdsprachendidaktischer Forschung II: "Investigating and assessing classroom talk" (deutsch-englisch)**  
 2 SWS 2 LP  
 SE Fr 10-12 wöch. (1) HV 5, 0122-23 S. Breidbach  
 1) Beginn in der zweiten Vorlesungswoche  
*detaillierte Beschreibung siehe S. 45*
- 5250106 Perspektiven Fremdsprachendidaktischer Forschung III: "Issues of Race and Racism in the EFL Classroom" (deutsch-englisch)**  
 2 SWS 2 LP  
 SE Do 14-16 wöch. HV 5, 0122-23 A. Mihan  
*detaillierte Beschreibung siehe S. 46*
- 5250107 Perspektiven Fremdsprachendidaktischer Forschung IV: "Dream Teams!? Collaborative Teaching in the EFL Classroom" (deutsch-englisch)**  
 2 SWS 2 LP  
 SE Di 08-10 wöch. HV 5, 0122-23 K. Schultze  
*detaillierte Beschreibung siehe S. 46*
- 5250108 Perspektiven Fremdsprachendidaktischer Forschung V: "Learner Autonomy in the EFL Classroom" (deutsch-englisch)**  
 2 SWS 2 LP  
 SE Mo 16-18 wöch. (1) HV 5, 0122-23 M. Schleicher  
 1) Beginn: 23.4.  
*detaillierte Beschreibung siehe S. 46*
- 5250109 Masterkolloquium (deutsch-englisch)**  
 2 SWS 2 LP  
 CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydatið  
*detaillierte Beschreibung siehe S. 46*
- 5250110 Masterkolloquium (deutsch-englisch)**  
 2 SWS 2 LP  
 CO Fr 14-16 wöch. (1) HV 5, 0122-23 S. Breidbach  
 1) Beginn in der zweiten Vorlesungswoche  
*detaillierte Beschreibung siehe S. 46*

## 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:

<b>5250049</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS UE	3 LP Di	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250053</b>	<b>Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)</b>	2 SWS PL	3 LP Mi	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250055</b>	<b>Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)</b>	2 SWS PL	3 LP Fr	10-12	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 12</i>						
<b>5250073</b>	<b>Language Awareness: Grammar in Context (englisch)</b>	2 SWS UE	2 LP Mo	14-16	wöch.	DOR 65, 325	K. Heukroth
	UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth	
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250074</b>	<b>Language Awareness: Academic Vocabulary in Use (englisch)</b>	2 SWS UE	2 LP Di	08-10	wöch.	DOR 24, 3.020	K. Heukroth
	UE	Fr	10-12	wöch.	DOR 65, 325	K. Heukroth	
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250075</b>	<b>Language Awareness: Introduction to Academic Writing (englisch)</b>	2 SWS UE	2 LP Do	16-18	wöch.	DOR 24, 1.502	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 16</i>						
<b>5250076</b>	<b>Language Awareness: The Language of Cultural Studies (englisch)</b>	2 SWS UE	2 LP Mo	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250077</b>	<b>Language Awareness: The Language of Literary Studies (englisch)</b>	2 SWS UE	2 LP Di	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250078</b>	<b>Language Awareness: Learning Language with Literature (englisch)</b>	2 SWS UE	2 LP Di	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250079</b>	<b>Language Awareness: Notes in Academic Contexts (englisch)</b>	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 17</i>						
<b>5250080</b>	<b>Oral Skills: Presentation Practice (englisch)</b>	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser

detaillierte Beschreibung siehe S. 17

- 5250081 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)**  
2 SWS 2 LP  
UE Mi 10-12 wöch. I 110, 347 E. Kelly  
detaillierte Beschreibung siehe S. 17
- 5250082 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. 18
- 5250083 Oral Skills: Literary Literacy in Academic Discussions (englisch)**  
2 SWS 2 LP  
UE Di 14-16 wöch. I 110, 353 A. Fausser  
detaillierte Beschreibung siehe S. 18
- 5250084 Oral Skills: Britain in Brief (englisch)**  
2 SWS 2 LP  
UE Mi 14-16 wöch. DOR 65, 325 E. Kelly  
detaillierte Beschreibung siehe S. 18
- 5250085 Oral Skills: Current Trends in Great Britain and Ireland (englisch)**  
2 SWS 2 LP  
UE Mi 16-18 wöch. DOR 65, 325 E. Kelly  
detaillierte Beschreibung siehe S. 18
- 5250086 Oral Skills: Current Trends and Developements in the USA -- Cultural Perspectives (englisch)**  
2 SWS 2 LP  
UE Di 12-14 wöch. I 110, 353 A. Fausser  
detaillierte Beschreibung siehe S. 18
- 5250087 Oral Skills: Current Trends and Developements in the USA -- Sociopolitical Perspectives (englisch)**  
2 SWS 2 LP  
UE Fr 12-14 wöch. I 110, 353 A. Fausser  
detaillierte Beschreibung siehe S. 19
- 5250151 Introduction to Consecutive Interpreting (englisch)**  
2 SWS 3 LP  
UE 16-20 Block+Sa (1) DOR 24, 1.501 A. Johannsen  
16-20 Block+Sa (2) DOR 24, 1.501 A. Johannsen  
1.) findet vom 22.06.2018 bis 23.06.2018 statt ; Friday 22 June: 16:00 - 20:30 Saturday 23 June: 9:30 - 17:30  
2.) findet vom 06.07.2018 bis 07.07.2018 statt ; Friday 6 July: 16:00 - 20:30 Saturday 7 July: 9:30 - 17:30  
detaillierte Beschreibung siehe S. 21

## Personenverzeichnis

<b>Person</b>	<b>Seite</b>
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de ( Multilingualism )	8
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de ( Syntactic Variation )	9
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de ( Advanced Morphology: The Form and Interpretation of Compounds )	47
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Araya, Rebeca, arayaacr@cms.hu-berlin.de ( Dylan Thomas )	6
Bidlingmaier, Selma, selma.bidlingmaier@nyu.edu ( Introduction to Asian American Literature Part 1 )	11
Bidlingmaier, Selma, selma.bidlingmaier@nyu.edu ( Introduction to Asian American Literature Part 2 )	24
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( American Literary History II: World War I to the Present )	8
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Lektüreseminar: American Literary History II: 1918 to the Present )	8
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( The Cultural Politics of Barbie (Culture and Media) )	11
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Research Practice (b) )	21
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Research Practice (a) )	30
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Intersectional Approaches to Critical Race Theory )	34
Boss, Alexandra, aleksandra.boss@hu-berlin.de ( Atheism in America (Culture and Media) )	29
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Einführung in die Fachdidaktik Englisch )	11
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Forschungskolloquium Fremdsprachendidaktiken )	43
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Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Professional Translation Skills II (Fachsprache: Economic and Technical Translation) )	12
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Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Essay Composition )	36
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<b>Person</b>	<b>Seite</b>
Egg, Markus, Tel. 2093-2295, markus.egg@rz.hu-berlin.de ( The Syntax-Semantics Interface )	47
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Writing the Term Paper )	28
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Current Events in the U.S. )	32
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Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Classroom Discourse )	44
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Fawcett, Emma, emma.fawcett@hu-berlin.de ( Academic Writing )	32
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Fawcett, Emma, emma.fawcett@hu-berlin.de ( Inclusion in the English Classroom )	51
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Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Written Academic Discourse: Academic Essays )	19
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Contrastive Language Analysis: Differences in Academic Prose )	20
Gloystein, Dietlind, dietlind.gloystein@hu-berlin.de ( Inklusion und Heterogenität V: „Dramapädagogische Methoden ...“ )	52






<b>Person</b>	<b>Seite</b>
<b>Grunewald, Amina</b> , Amina.grunewald@rz.hu-berlin.de ( Of Wolves, Whales and Tricksters (literary and visual representations) )	30
<b>Haschemi Yekani, Elahe</b> , Tel. 20932383, elahe.haschemi-yekani@hu-berlin.de ( Introduction to British Cultural Studies and History: Key Concepts and Theories )	4
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<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Topics in American History )	26
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Global Education in the 21st Century. A Joint Course of NYU Berlin and HU Students )	29
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<b>Johannsen, Anna-Katharina</b> ( Introduction to Consecutive Interpreting )	21
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-  Zugang für Rollstuhlfahrer  
(Zugang ebenerdig oder Rampe mit maximal 8 % Steigung, Türbreite mindestens 80 cm)
-  Rollstuhlgerechter Aufzug  
(Fahrkorb mindestens 110 cm breit und 140 cm tief, Türbreite mindestens 80 cm, Bedienelemente höchstens 110 cm hoch)
-  WC für Rollstuhlfahrer  
(Zugang ebenerdig, Türbreite mindestens 80 cm, WC-Becken mindestens rechts oder links anfahrbar, Haltegriffe rechts und/oder links klappbar)
-  Einrichtungen für Blinde  
(z. B. tastbare Orientierungstafeln, Raumnummern und Etagenangaben, Etagenansagen in Aufzügen, mobiles Blindenleitsystem)
-  Ausgewiesener Behindertenparkplatz

Kürzel	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

CO	Colloquium
GK	Grundkurs
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
QT	Q-Tutorium
SE	Seminar
UE	Übung
VL	Vorlesung