

## Sommersemester 2019

Vorlesungszeit: 08.04.2019 - 13.07.2019

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

### Überschriften und Veranstaltungen

Institut für Anglistik und Amerikanistik	4
Bachelorstudiengang Englisch (ab StO 2014)	4
Modul 1: Introduction to Linguistics	4
Modul 3: Introduction to Culture	4
Modul 4: Literary History	4
Modul 5: Linguistics: History and Variation of English	7
Modul 6: Linguistics: Grammar	9
Modul 7: Advanced Language Studies	10
Modul 8: Vertiefungsmodul	14
I. Written Academic Discourse	14
II. Contrastive Language Analysis	15
III. Seminarauswahl Module 11 bis 14	15
Modul 9: Praxismodul	17
Modul 10: Research Methodology and Research Skills	18
I. Written Academic Discourse	18
II. Contrastive Language Analysis	18
III. Research Methodology and Research Skills	19
Modul 11: Focus Module Linguistics I (Cognitive Linguistics)	19
Modul 12: Focus Module Linguistics II (Language in Context)	20
Modul 13: Focus Module English Literature and Culture	20
Modul 14: Focus Module American Literature and Culture	21
Modul 15: Fachdidaktik Englisch	21
Bachelorstudiengang Amerikanistik (ab StO 2014)	22
Modul 3: American Literary and Cultural History II	22
Modul 4: Culture and Context	23
Modul 5: Language	24
Modul 6: Paradigms of American Literature and Culture	25
Modul 7: Literature, Culture and Media in American Society	26
Modul 8: Research, Practice and Writing	27
Modul 10: Vertiefung/Schwerpunktbildung	28
Modul 11: Praxisorientierung	29
Modul 13: Introduction to American Studies	29
Masterstudiengang Amerikanistik (ab StO 2014)	29
Modul 3: Intercultural Relations	30
Modul 4: American Identities	30
Modul 5: Diversity in American Literature and Culture	30
Modul 6: Mediality	31
Modul 8: Research and Writing Skills	32
Modul 9: Individual Focus I	33
Modul 10: Individual Focus II	33
Modul 11: American Studies: Identities	34
Modul 12: American Studies: Diversity	35
Masterstudiengang Englische Literaturen (ab StO 2014)	36
Modul 1a: Academic Skills	36
Modul 1b: Professional Communication Skills - Textual Competence	36
Modul 3a: Authors, Periods, Genres I	37
Modul 3b: Authors, Periods, Genres II	38
Modul 5: Texts, Contexts, Cultures: Literature and Systems of Knowledge	38
Modul 6: Literary Interactions	39
Modul 7: Texts and Theories	39

Modul 8: Research Colloquium	39
Masterstudiengang für das Lehramt (ab StO 2015)	39
Modul 1/2: Sprach- und Literatur-/ Kulturwissenschaft	39
Modul 3/4: Sprachpraxis	40
I. Fremdsprache im Unterricht	40
II. Produktion und Analyse fremdsprachiger Texte	41
III. Texte und Medien	41
Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)	42
Modul 6: Aufbaumodul Fachdidaktik	43
Modul 7: Transfermodul Fachdidaktik	45
Modul 9: Sprache, Literatur, Kultur und fremdsprachliche Bildung (UWP)	47
Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können	50
Personenverzeichnis	53
Gebäudeverzeichnis	58
Veranstaltungsartenverzeichnis	59

# Institut für Anglistik und Amerikanistik

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

## Bachelorstudiengang Englisch (ab StO 2014)

### Modul 1: Introduction to Linguistics

#### 5250001 Introduction to Linguistics (englisch)

4 SWS	4 LP				
GK	Di	08-10	wöch. (1)	UL 6, 1072	M. Egg
	Do	08-10	wöch. (2)	UL 6, 1072	M. Egg
1) findet vom 09.04.2019 bis 09.07.2019 statt					
2) findet vom 11.04.2019 bis 11.07.2019 statt					

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

#### 5250020 Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories (englisch)

2 SWS	3 LP				
SE	Do	12-14	wöch. (1)	DOR 24, 1.501	J. Verlinden
SE	Fr	10-12	wöch. (2)	DOR 24, 1.501	R. Araya
1) findet vom 11.04.2019 bis 11.07.2019 statt					
2) findet vom 12.04.2019 bis 12.07.2019 statt					

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.

#### 5250061 American Culture Theory (englisch)

2 SWS	3 LP				
SE	Do	14-16	wöch. (1)	DOR 24, 1.601	A. Potjans
1) findet vom 11.04.2019 bis 11.07.2019 statt					

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.

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

### Modul 4: Literary History

#### 5250021 Early Modern Poetry (englisch)

2 SWS	2 LP				
SE	Mi	10-12	wöch. (1)	I 110, 347	C. Wilde
1) findet vom 10.04.2019 bis 10.07.2019 statt					

"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 poetry: in terms of poets, genres and topics. In addition to reading Shakespearean sonnets we will read epigrams and elegies by Ben Jonson and study examples of Metaphysical poetry by John Donne and Andrew Marvell. We will focus, too, on 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 issues, gender relations, and the discovery of the New Americas.

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

## 5250022 The Americas in British Literature (englisch)

2 SWS 2 LP  
SE Di 14-16 wöch. (1) UL 6, 1072 R. Araya  
1) findet vom 09.04.2019 bis 09.07.2019 statt

"For Empire is no more, and now the Lion and the Wolf shall cease."

When William Blake published this rather cryptic sentence as part of his *America: A Prophecy* (1793), he was already treading new ground in regards to how the British colonies – the American among them – had till then been represented in both written and graphic forms of public discourse on the British mainland. A clear attempt to sympathize with the oppressed colonized and to turn the tables of authoritative telling can be read in Blake's radical revision of the representation of alterity. This seminar will engage with the literary and critical consequences such a break with British colonial culture brought about. It will look at a wide array of primary sources spanning over five centuries of Britain's engagement with "the Americas". Selected passages from Shakespeare's *Tempest* (1611), Blake's *America* (1793), Jane Austen's *Mansfield Park* (1814), Charlotte Bronte's *Jane Eyre* (1847), its twentieth-century alternative account Jean Rhys' *Wide Sargasso Sea* (1966), and Jenny Diski's autobiographical travel narrative *Stranger on a Train* (2002) will be the protagonists in this class. On a meta-level of criticism recourse will be had to representative exponents of postcolonial theory and psycho-geography so as to best approach the primary texts in their ideological and historical heterogeneity.

## 5250023 The Haunted House in English Fiction (englisch)

2 SWS 2 LP  
SE Mo 14-16 wöch. (1) UL 6, 3001 K. Tordasi  
1) findet vom 15.04.2019 bis 08.07.2019 statt

In this seminar we'll investigate the representation of haunted houses in Anglophone literature and film. We'll compare and contrast historically and culturally specific literary styles and conventions as well as the key characteristics of different media. Starting with Walpole's *The Castle of Otranto* (1764), we'll continue with some Victorian ghost stories through to du Maurier's *Rebecca* (1938) and Jackson's *The Haunting of Hill House* (1959) to the filmic adaptation of Sarah Water's *The Little Stranger* (2018). Combined with theories on the functions of supernatural horror and the fantastic in literature, our close readings will provide participants with an overview of the origins, definitions and present-day variants of Gothic narratives.

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

Henry Walpole, *The Castle of Otranto*  
Daphne du Maurier, *Rebecca*  
Shirley Jackson, *The Haunting of Hill House*

## 5250024 Oscar Wilde (englisch)

2 SWS 2 LP  
SE Mi 08-10 wöch. (1) DOR 24, 1.501 S. Lieske  
1) findet vom 10.04.2019 bis 10.07.2019 statt

In *De Profundis* Oscar Wilde sees himself as "a man who stood in symbolic relations to the art and culture of my age." In terms of both his life and writing he was deeply influenced by Walter Pater and John Ruskin and eventually became one of the most notorious cultural heretics of late Victorian Britain.

The aim of the course is to explore the critical potential as well as the limits of his notion of aestheticism. We will study his only novel *The Picture of Dorian Gray*, 2 of his plays (*The Importance of Being Earnest* and *Salome*), a selection of his poetry and short stories, and a number of his essays on cultural criticism.

Participants are expected to have read *The Picture of Dorian Gray*, *Salome*, and *The Importance of Being Earnest* before the beginning of the term.

## 5250025 Psychogeographical London (englisch)

2 SWS 2 LP  
SE Mi 10-12 wöch. (1) DOR 24, 1.606 A. Otto  
1) findet vom 10.04.2019 bis 10.07.2019 statt

During the 1990s a literary and cultural phenomenon gained momentum that reacts to the major transformations effected by Thatcherist policies in the urban fabric of London. Against the gentrification and the changes that made London into a global city and a major centre of global capital, psychogeography tries to reclaim territories that are about to be destroyed or to be forgotten. Harking back to the revolutionary theories and spatial practices of the 1950s and '60s neo-avant-gardist situationists around Guy Debord, London psychogeography drifts through the city at random in order to discover hidden places and histories, establish unofficial geographical links and dividing lines and tap into the occult energies of the place. The gravitational centre of psychogeographical London is therefore the East End haunted by its memories of Jack the Ripper and its transhistorical, mysterious violence.

The seminar aims at elucidating the different strands and manifestations of London psychogeography. They not only span very different aesthetic and political positions, but also range from poetry (Iain Sinclair and Allen Fisher) to fictionalizing essays (Iain Sinclair), from novels (Peter Ackroyd and Will Self) to the films of Patrick Keiller or the hugely subversive hoax-manifestos of Stuart Home. While paying particular attention to notions of human geography and post-modern approaches to space as practiced space, the seminar will also look at such crucial precursors as William Blake, Thomas de Quincey or Alfred Watkins with his esoteric theory of ley lines.

For any questions about registration to the course, please send an e-mail to: [andre.otto@hu-berlin.de](mailto:andre.otto@hu-berlin.de).

## 5250026 Reading Poetry (englisch)

2 SWS 2 LP  
SE Do 10-12 wöch. (1) DOR 24, 1.501 H. Schwalm  
1) findet vom 11.04.2019 bis 11.07.2019 statt

In this seminar, we shall be studying – by way of close reading – a broad range of poetry spanning the early modern period to the twenty-first century and poetry in the digital age. Questions of form (what is metre? etc.) and (sub)genre (e.g., the sonnet or the countryhouse poem) will be addressed just as issues of poetic self-representation or poetic expression and experience, and gender. Questions of performance and reading will also come into play.  
A reader with course material will be available on Moodle.

## 5250027 The Rise of the Novel. Eighteenth-Century Fiction and Its Contexts (englisch)

2 SWS 2 LP  
SE Mi 12-14 wöch. (1) DOR 24, 1.601 H. Schwalm  
1) findet vom 10.04.2019 bis 10.07.2019 statt

In this seminar, we shall be exploring how the novel as a modern genre took shape in the first half of the eighteenth century within the context of various processes of modernization. In close readings of three canonical authors, we shall be addressing their thematic concerns – from travel, imperialism to class, marriage, sentimental virtue and benevolence –, the newly emerging poetics of the novel as well as its place in the literary sphere between booksellers and its audiences.

Primary Reading:

- Daniel Defoe, *Moll Flanders*
- Samuel Richardson, *Pamela*
- Henry Fielding, *The History of Tom Jones*. (All Penguin Classics).

## 5250049 American Literary History II: 1918 to the Present (englisch)

1 SWS 2 LP  
VL Mo 16-17 wöch. (1) UL 6, 2091/92 E. Boesenberg  
1) findet vom 08.04.2019 bis 08.07.2019 statt

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 9th 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).

## 5250058 Lektüreseminar ("Ausgewählte Epochen") (englisch)

1 SWS	1 LP					
SE	Mi	16-18	14tgl. (1)	DOR 24, 1.601	E. Boesenberg	
SE	Mi	16-18	14tgl. (2)	DOR 24, 1.601	E. Boesenberg	
SE	Do	10-12	14tgl. (3)	UL 6, 3001	J. Tu	
SE	Do	10-12	14tgl. (4)	UL 6, 3001	J. Tu	
SE	Di	10-12	14tgl. (5)	DOR 24, 1.601	R. Isensee	
SE	Di	10-12	14tgl. (6)	DOR 24, 1.601	R. Isensee	
SE	Mi	12-14	14tgl. (7)	DOR 24, 1.501	D. Löbbermann	
SE	Mi	12-14	14tgl. (8)	DOR 24, 1.501	D. Löbbermann	

1) findet vom 10.04.2019 bis 10.07.2019 statt ; Am Mittwoch, den 10.04.2019, findet eine Einführungsveranstaltung für Gruppe 1 und 2 statt. Gruppe 1: um 16.00 Uhr Gruppe 2: um 17.00 Uhr  
2) findet vom 10.04.2019 bis 03.07.2019 statt ; Am Mittwoch, den 10.04.2019, findet eine Einführungsveranstaltung für Gruppe 1 und 2 statt. Gruppe 1: um 16.00 Uhr Gruppe 2: um 17.00 Uhr  
3) findet vom 11.04.2019 bis 11.07.2019 statt ; Am Donnerstag, den 11.04.2019, findet eine Einführungsveranstaltung für Gruppe 3 und 4 statt. Gruppe 3: um 10.00 Uhr Gruppe 4: um 11.00 Uhr  
4) findet vom 11.04.2019 bis 04.07.2019 statt ; Am Donnerstag, den 11.04.2019, findet eine Einführungsveranstaltung für Gruppe 3 und 4 statt. Gruppe 3: um 10.00 Uhr Gruppe 4: um 11.00 Uhr  
5) findet vom 09.04.2019 bis 09.07.2019 statt ; Am Dienstag, den 09.04.2019, findet eine Einführungsveranstaltung für Gruppe 5 und 6 statt. Gruppe 5: um 10.00 Uhr Gruppe 6: um 11.00 Uhr  
6) findet vom 09.04.2019 bis 02.07.2019 statt ; Am Dienstag, den 09.04.2019, findet eine Einführungsveranstaltung für Gruppe 5 und 6 statt. Gruppe 5: um 10.00 Uhr Gruppe 6: um 11.00 Uhr  
7) findet vom 10.04.2019 bis 10.07.2019 statt ; Am Mittwoch, den 10.04.2019, findet eine Einführungsveranstaltung für Gruppe 7 und 8 statt. Gruppe 7: um 12.00 Uhr Gruppe 8: um 13.00 Uhr  
8) findet vom 10.04.2019 bis 03.07.2019 statt ; Am Mittwoch, den 10.04.2019, findet eine Einführungsveranstaltung für Gruppe 7 und 8 statt. Gruppe 7: um 12.00 Uhr Gruppe 8: um 13.00 Uhr

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. 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.

### 5250110 Survey of English Literatures (englisch)

2 SWS 2 LP  
RV Di 12-14 wöch. (1) UL 6, 2002 N.N.  
1) findet vom 16.04.2019 bis 09.07.2019 statt

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

Beginn: 2. Unterrichtswochen

### 5250118 Performing the East in Early Modern Drama (englisch)

2 SWS 2 LP  
SE Mo 10-16 Einzel (1) I 110, 343 K. Röder  
Di 10-16 Einzel (2) I 110, 343 K. Röder  
Mi 10-16 Einzel (3) I 110, 343 K. Röder  
Do 10-16 Einzel (4) I 110, 343 K. Röder  
Fr 10-16 Einzel (5) I 110, 343 K. Röder

1) findet am 08.07.2019 statt  
2) findet am 09.07.2019 statt  
3) findet am 10.07.2019 statt  
4) findet am 11.07.2019 statt  
5) findet am 12.07.2019 statt

This seminar explores late sixteenth- and early seventeenth-century dramatic depictions and performances of male and female characters and settings from the East, a cultural and imaginative space which held great fascination for early modern dramatists and theatre audiences, comprising regions from the Eastern Mediterranean and Africa to East Asia. According to contemporary scholars, early modern English representations of the East and especially of Muslims and Islamic cultures were more ambiguous and fluid than in the period of Orientalism in the 18<sup>th</sup> and 19<sup>th</sup> centuries: they were tendentious, hateful, often polemic and sometimes favourable, characterised by a blend of fear, admiration, desire and imperial envy. Early modern drama contains stereotypical images and characters that still influence Western perspectives on the East (especially Islam), e. g. the cruel, aggressive or voluptuous male Turk/Muslim or the seductive (and in the case of Early modern drama strikingly powerful) woman of the East. This seminar will examine if the selected dramatic texts can be said to belong to a period "before Orientalism" (as some scholars have suggested), not merely in historical but also in cultural and aesthetic terms. We will focus on the following questions: do early modern plays imagine the East in ways that cannot not be reduced to Orientalist binary oppositions between the culturally and morally superior West and the inferior East? Do the selected texts reproduce, endorse or even challenge or unsettle such oppositions and strategies of Othering? What is the role of dramatic performativity in representations of cultural and gender identities in the plays, e. g. in the contexts of religious conversions and intercultural love relationships?

We will discuss the following plays:

- Christopher Marlowe: *Tamburlaine the Great I/II* (1578/1588)
- William Shakespeare: *Othello* (1604)
- William Shakespeare: *Anthony and Cleopatra* (1607)
- Robert Daborne: *A Christian Turned Turk* (1612)

Course requirements: regular and active participation in seminar discussions, seminar presentation.

Please purchase or borrow copies of Marlowe's and Shakespeare's plays (the Arden edition is recommended for *Othello* and *Anthony and Cleopatra* and the New Mermaids edition for *Tamburlaine I/II*). A copy of Daborne's *A Christian Turned Turk*, together with all secondary literature for the course and the syllabus, will be provided via moodle at the beginning of April 2019.

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

### 5250002 English Historical Linguistics and Dialectology (englisch)

2 SWS 3 LP  
SE Di 12-14 wöch. (1) UL 6, 3075 A. Alexiadou  
SE Mi 12-14 wöch. (2) UL 6, 2094 A. McIntyre  
SE Fr 10-12 wöch. (3) UL 6, 3038/035 F. Schäfer  
SE Fr 10-12 wöch. (4) UL 6, 3075 M. Liu

1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt  
3) findet vom 12.04.2019 bis 12.07.2019 statt  
4) findet vom 12.04.2019 bis 12.07.2019 statt

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 emphasizes 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.

#### **Kurzkommentar (zu Modul 5):**

Für Modul 5 wird im kommenden Wintersemester ein zusätzliches Seminar und eine zusätzliche Übung angeboten. Das Modul kann auch über zwei Semester studiert werden. In diesem Fall ist es sinnvoll, erst das Seminar zu besuchen.

#### **5250003 Old English (englisch)**

2 SWS 2 LP  
UE Di 10-12 wöch. (1) UL 6, 3075 M. Egg  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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

#### **5250004 Looking Backwards: The English Language through the Ages (englisch)**

2 SWS 2 LP  
UE Di 14-16 wöch. (1) UL 6, 3075 D. Lewis  
1) findet vom 09.04.2019 bis 09.07.2019 statt

This course takes a look at some of the more important linguistic aspects of the history of English. Texts from the earliest period to the present day will be used to illustrate these. Whereas a course of this nature customarily starts in the earliest period and moves forward to the present, this course will begin with contemporary material, including audial records, and work backwards to the earliest (Anglo-Saxon) texts - thus looking backwards in the course title.

#### **5250005 Grammaticalization (englisch)**

2 SWS 2 LP  
UE Fr 12-14 wöch. (1) UL 6, 3038/035 F. Schäfer  
1) findet vom 12.04.2019 bis 12.07.2019 statt

The seminar discusses 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.).

#### **5250006 Contact Linguistics (englisch)**

2 SWS 2 LP  
UE Mi 12-14 wöch. (1) UL 6, 2014B G. Yilmaz  
1) findet vom 10.04.2019 bis 10.07.2019 statt

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.

#### **5250111 Varieties of English (englisch)**

2 SWS 2 LP  
UE Mo 10-12 wöch. (1) DOR 24, 1.601 R. Fritzsche  
1) findet vom 08.04.2019 bis 08.07.2019 statt

This course aims at providing an overview of contemporary Varieties of English and topics in language variation, extending the content covered in the introductory seminar. The first part of the course deals with general issues in dialectology (e.g. standard vs. non-standard language use, social vs. regional variation and dialect levelling) and outlines prominent features involved in English language variation with the help of electronic resources (e.g. eWAVE). The second part introduces selected varieties of English in the British Isles, North America and the rest of the world (including pidgin and creoles) while referring back to the general topics discussed in the first half of the course.

#### **5250119 History and Varieties of English (englisch)**

2 SWS 2 LP  
UE Mo 12-14 wöch. (1) UL 6, 2097 J. Brown  
1) findet vom 15.04.2019 bis 08.07.2019 statt



This course provides an introduction to linguistic theories of variation and change through an in-depth study of varieties of English. We will look at linguistic features of varieties of English from across the world, at the methods used to study these differences, and at the extent to which current variation in English can be traced back to historical changes in the development of English. We will also consider what the emergence of new varieties and of creole languages in contact situations can tell us about the nature of linguistic variation and change.

At the end of the course students will have a comprehensive knowledge of linguistic features of varieties from across the world and of the historical developments that fed them, as well as a sound understanding of theories and methods through which to approach new data about older varieties, ongoing change, and variation across language more generally.

## Modul 6: Linguistics: Grammar

### 5250007 Morphology (englisch)

2 SWS 3 LP  
SE Fr 10-12 wöch. (1) I 110, 347 O. Ahdout  
1) findet vom 12.04.2019 bis 12.07.2019 statt

This course provides an overview of the principles regulating the internal structure of complex words, focusing 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.

#### Kurzkommentar (zu Modul 6):

Für Modul 6 wird im kommenden Wintersemester ein zusätzliches Seminar angeboten. Das Modul kann auch über zwei Semester studiert werden.

### 5250008 English Syntax (englisch)

2 SWS 3 LP  
SE Mi 14-16 wöch. (1) UL 6, 3038/035 A. McIntyre  
1) findet vom 10.04.2019 bis 10.07.2019 statt

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.

### 5250009 Semantics (englisch)

2 SWS 3 LP  
SE Fr 14-16 wöch. (1) UL 6, 2014A H. Karawani  
1) findet vom 12.04.2019 bis 12.07.2019 statt

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; discuss different facets of meaning such as truth, extension, denotation, and reference; 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.

Reading Materials are selected from Kate Kearns' book *Semantics* and Daniel Altshuler's et al book *A course in semantics*. Course material will be uploaded to the moodle website in due time.

There will be two obligatory homework assignments; one take-home exam. The course grade will depend on your attendance, participation, homework submission, and final exam.

### 5250010 Phonetics & Phonology (englisch)

2 SWS 3 LP  
SE Do 14-16 wöch. (1) UL 6, 3075 R. Duah  
1) findet vom 11.04.2019 bis 11.07.2019 statt

This course introduces students to the mechanisms of the production of speech sounds, e.g. vowels and consonants, their description, classification and transcription. The course will explore how speech sounds are organized across languages. We will practice how to establish speech sounds in a language (or phonemes) by using minimal pairs and complementary distribution. We will learn basic phonological processes which occur in language.

### 5250011 Pragmatics (englisch)

2 SWS 3 LP  
SE Mo 12-14 wöch. (1) UL 6, 3075 D. Das  
1) findet vom 15.04.2019 bis 08.07.2019 statt

This course provides an introduction to pragmatics, an important sub-field of linguistics. In pragmatics, we examine the relationship between the meaning of an utterance and the context in which the utterance is produced. In this course, we will explore a wide range of topics in the discipline, such as presupposition, implicature, speech acts, deixis and reference. Students will read original and recent work in these areas, and engage themselves in analyzing different types of utterances and their meanings as they are shaped by different pragmatic factors. The course has a final exam based on which the students will be graded in the course. There are also two other important components (in-class exercises and homework/assignments) which are necessary for students to earn the participation certificate at the end of the course.

### 5250112 Morphology (englisch)

2 SWS 3 LP  
SE Do 14-16 wöch. (1) UL 6, 2002 L. Sommer  
1) findet vom 11.04.2019 bis 11.07.2019 statt

This course provides an overview of the principles regulating the internal structure of complex words, focusing 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.

#### Kurzkommentar (zu Modul 6):

Für Modul 6 wird im kommenden Wintersemester ein zusätzliches Seminar angeboten. Das Modul kann auch über zwei Semester studiert werden.

### 5250113 English Syntax (englisch)

2 SWS 3 LP  
SE Do 12-14 wöch. (1) UL 6, 3075 F. Schäfer  
1) findet vom 11.04.2019 bis 11.07.2019 statt

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.

### 5250114 Semantics (englisch)

2 SWS 3 LP  
SE Do 14-16 wöch. (1) DOR 24, 1.308 R. Pasternak  
1) findet vom 11.04.2019 bis 11.07.2019 statt

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; discuss different facets of meaning such as truth, extension, denotation, and reference; 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.

Reading Materials are selected from Kate Kearns' book *Semantics* and Daniel Altshuler's et al book *A course in semantics*. Course material will be uploaded to the moodle website in due time.

There will be two obligatory homework assignments; one take-home exam.

The course grade will depend on your attendance, participation, homework submission, and final exam.

## Modul 7: Advanced Language Studies

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

### 5250086 Language Awareness: Grammar in Context (englisch)

2 SWS 2 LP  
UE Mo 14-16 wöch. (1) DOR 65, 325 K. Heukroth  
UE Fr 08-10 wöch. (2) DOR 65, 325 K. Heukroth  
1) findet vom 08.04.2019 bis 08.07.2019 statt  
2) findet vom 12.04.2019 bis 12.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4 pm) via email to [kornelia.heukroth@rz.hu-berlin.de](mailto:kornelia.heukroth@rz.hu-berlin.de)

**5250087 Language Awareness: Academic Vocabulary in Use (englisch)**

2 SWS 2 LP  
UE Di 08-10 wöch. (1) UL 6, 3001 K. Heukroth  
UE Fr 10-12 wöch. (2) DOR 65, 325 K. Heukroth  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 12.04.2019 bis 12.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4 pm) via email to [kornelia.heukroth@rz.hu-berlin.de](mailto:kornelia.heukroth@rz.hu-berlin.de)

**5250088 Language Awareness: Introduction to Academic Writing (englisch)**

2 SWS 2 LP  
UE Do 16-18 wöch. (1) DOR 65, 325 E. Gibbels  
1) findet vom 11.04.2019 bis 11.07.2019 statt

The course will introduce you to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. Special emphasis is on using effective templates for making arguments, introducing summaries and writing responses. Credits based on attendance and course work, including completion of assignments.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4 pm) via email to [elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de)

**5250089 Language Awareness: The Language of Cultural Studies (englisch)**

2 SWS 2 LP  
UE Do 14-16 wöch. (1) DOR 65, 325 E. Gibbels  
1) findet vom 11.04.2019 bis 11.07.2019 statt

The class will look at various texts from the field of cultural studies both in the British and the American academic environment. Students will increase their own awareness of the language used in cultural studies, expand their vocabulary and become familiar with differences between everyday language use and academic discourse. Written assignments include writing definitions, summaries and various re-writing activities.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4 pm) via email to [elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de)

**5250090 Language Awareness: The Language of Literary Studies (englisch)**

2 SWS 2 LP  
UE Do 12-14 wöch. (1) UL 6, 3001 E. Gibbels  
1) findet vom 11.04.2019 bis 11.07.2019 statt

This course aims to provide students with a variety of basic skills with regard to tackling academic writing in the field of literary studies. Working on selected theoretical approaches and applying them in students' own short analyses and response papers will expand students' vocabulary, range of typical academic phrases and understanding of the terminology. The course will also include writing summaries, quoting correctly and practicing editing techniques.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4 pm) via email to [elisabeth.gibbels@hu-berlin.de](mailto:elisabeth.gibbels@hu-berlin.de)

**5250091 Language Awareness: Learning Language with Literature (englisch)**

2 SWS 2 LP  
UE Di 14-16 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de)

**5250092 Language Awareness: Notes in Academic Contexts (englisch)**

2 SWS 2 LP  
UE Do 10-12 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 11.04.2019 bis 11.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to faussera@hu-berlin.de

**5250093 Oral Skills: Australian history and identity (englisch)**

2 SWS 2 LP  
UE Fr 14-16 wöch. (1) I 110, 347 C. Suntinger  
1) findet vom 12.04.2019 bis 12.07.2019 statt

In this class I hope you will be able to develop your academic discussion and debating skills in a relaxed environment. You have the opportunity to work on your communication strategies and receive feedback on your presentation style, as you are required to prepare a presentation on one topic. Key topics in Australian society are introduced in the reader and by familiarising yourself with these texts each week, you will attain the cultural knowledge and vocabulary to take part in class dialogues. The focus of our discussions is identity in Australian society and the way Australia's unique history has contributed to it. I don't assume previous knowledge of the topics covered, so your preparation consists of reading your way into them via the material provided.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to faussera@hu-berlin.de

**5250094 Oral Skills: Britain in Brief (englisch)**

2 SWS 2 LP  
UE Mi 14-16 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

**5250095 Oral Skills: Current Trends and Developments in Great Britain (englisch)**

2 SWS 2 LP  
UE Mi 16-18 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

**5250096 Oral Skills: Debating and Public Speaking (englisch)**

2 SWS 2 LP  
UE Di 16-18 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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 on a variety of contemporary controversial issues.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

**5250097 Oral Skills: Voices of Great Britain, Ireland and the US (englisch)**

2 SWS 2 LP  
UE Mi 10-12 wöch. (1) DOR 24, 1.601 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [Eimear.Kelly@staff.hu-berlin.de](mailto:Eimear.Kelly@staff.hu-berlin.de)

**5250098 Oral Skills: Exploring Culture and Society in the USA (englisch)**

2 SWS 2 LP  
UE Di 14-16 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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, religion, cultural appropriation, intersectionality) and address them in argumentative/persuasive presentations. Course 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. This course was previously offered under the name Current Trends and Developments in the USA – Cultural Perspectives.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [faussera@hu-berlin.de](mailto:faussera@hu-berlin.de)

**5250099 Oral Skills: Considering People and Politics in the USA (englisch)**

2 SWS 2 LP  
UE Fr 12-14 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 12.04.2019 bis 12.07.2019 statt

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 (e.g. the media, immigration, women's and LBGQTQIA rights) and address them in informative presentations. In addition, participants will individually explore the broader course topics within a particular state. Both activities will provide students with ample material to strengthen their discussion skills, to further develop their presentation and language skills, as well as to expand their knowledge on the current issues, both at the national and state levels. Please note that this course is open to students who have already taken Current Trends and Developments in the USA – Cultural Perspectives. This course was previously offered under the name Current Trends and Developments in the USA – Sociopolitical Perspectives.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [faussera@hu-berlin.de](mailto:faussera@hu-berlin.de)

**5250100 Oral Skills: Literary Literacy in Academic Discussions (englisch)**

2 SWS 2 LP  
UE Di 12-14 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [faussera@hu-berlin.de](mailto:faussera@hu-berlin.de)

**5250101 Oral Skills: Presentation Practice (englisch)**

2 SWS 2 LP  
UE Do 14-16 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 11.04.2019 bis 11.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to faussera@hu-berlin.de

### **5250102 Oral Skills: Part of the Panel (englisch)**

2 SWS	2 LP				
UE	Di	10-12	wöch. (1)	DOR 24, 3.005	E. Kelly
1) findet vom 09.04.2019 bis 09.07.2019 statt					

Coursework includes carrying out extensive research into controversial issues relevant to the United Kingdom and Ireland and adopting the role of being either an expert in a particular field, a moderator or a well-informed member of the audience in order to take part in a number of panel discussions. This framework enables students to practise skills such as clearly structuring their information, concisely formulating ideas and extrapolating the essential information from what is being said by others. Students will become more adept at turn-taking during the question-and-answer sessions and more confident in expounding and elaborating on their own opinion despite being faced with very diverse points of view.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

## **Modul 8: Vertiefungsmodul**

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

### **I. Written Academic Discourse**

#### **5250103 Written Academic Discourse: Academic Essays (englisch)**

2 SWS	2 LP				
UE	Di	16-18	wöch. (1)	DOR 24, 1.601	E. Gibbels
UE	Mi	14-16	wöch. (2)	UL 6, 3001	E. Gibbels
1) findet vom 09.04.2019 bis 09.07.2019 statt					
2) findet vom 10.04.2019 bis 10.07.2019 statt					

This course practices effective writing strategies, clear organization and stylistic devices for academic essays. Topics will be chosen from students' own academic seminars. Assignments will include writing several shorter and longer academic texts in class and at home. Peer review sessions will help writers reflect on their own and other people's writing. Feedback given on in-class assignments and revisions. Exercises, handouts and worksheets are collected in a Reader available at Sprintout. Credits on the basis of attendance and coursework.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to elisabeth.gibbels@hu-berlin.de

#### **5250104 Written Academic Discourse: Essay Writing (englisch)**

2 SWS	2 LP				
UE	Di	12-14	wöch. (1)	DOR 24, 3.005	E. Kelly
1) findet vom 09.04.2019 bis 09.07.2019 statt					

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

#### **5250105 Written Academic Discourse: Writing Academic Essays (englisch)**

2 SWS	2 LP				
UE	Fr	10-12	wöch. (1)	I 110, 353	A. Fausser
1) findet vom 12.04.2019 bis 12.07.2019 statt					

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to faussera@hu-berlin.de

### **5250106 Written Academic Discourse: Writing and Revising the Essay (englisch)**

2 SWS	2 LP				
UE	Mi	12-14	wöch. (1)	DOR 65, 325	A. Fausser
1) findet vom 10.04.2019 bis 10.07.2019 statt					

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to faussera@hu-berlin.de

## **II. Contrastive Language Analysis**

### **5250108 Contrastive Language Analysis: Learning from Differences (englisch)**

2 SWS	2 LP				
UE	Mo	16-18	wöch. (1)	DOR 65, 325	K. Heukroth
	Di	10-12	wöch. (2)	DOR 24, 3.020	K. Heukroth
1) findet vom 08.04.2019 bis 08.07.2019 statt					
2) findet vom 09.04.2019 bis 09.07.2019 statt					

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

### **5250109 Contrastive Language Analysis: Academic Prose in Contrast (englisch)**

2 SWS	2 LP				
UE	Di	14-16	wöch. (1)	UL 6, 3001	E. Gibbels
UE	Mi	16-18	wöch. (2)	DOR 24, 3.020	E. Gibbels
1) findet vom 09.04.2019 bis 09.07.2019 statt					
2) findet vom 10.04.2019 bis 10.07.2019 statt					

This course highlights and practises differences in academic prose in German and English academic writing. We will use students' own material from their research as well as academic and non-academic texts to study main differences in genres. A set of contrastive exercises will increase awareness of major structural and grammatical differences between the two languages. Credits awarded for attendance and course work.

Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

## **III. Seminarauswahl Module 11 bis 14**

### **5250013 Argument Structure (englisch)**

2 SWS	4 LP				
SE	Mi	16-18	wöch. (1)	UL 6, 2014B	A. McIntyre
1) findet vom 10.04.2019 bis 10.07.2019 statt					

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 realization 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?

### **5250014 OV/VO Word Order in Germanic Languages (englisch)**

2 SWS	4 LP				
SE	Do	14-16	wöch. (1)	UL 6, 3001	F. Schäfer
1) findet vom 11.04.2019 bis 11.07.2019 statt					

The Germanic languages divide into two major groups with respect to the base order between verbs and their nominal objects. English and the North Germanic languages show the order Verb-Object (VO languages), while German, Dutch, Afrikaans, and Frisian, show the order Object-Verb (OV languages). In this class, we investigate how the position of the verb in the verbal phrase

correlates with a number of further syntactic properties such as the position of particles (*look up vs. nach-sehen*) and resultative predicates (*hammer flat vs. flach hämmern*), the order of auxiliaries (*as he has1 done2 it vs. weil er es getan2 hat1*), the possibility of free word order (*\* I gave the book2 the man1 vs. Ich gab das Buch2 dem Mann1*).

Students visiting this class must have visited a syntax class in module 6 before.

### 5250015 Word Learning (englisch)

2 SWS 4 LP  
SE Fr 08-10 wöch. (1) UL 6, 3001 M. Liu  
1) findet vom 12.04.2019 bis 12.07.2019 statt

The seminar will treat various linguistic and cognitive aspects of word learning at different stages of human development from early infancy to adulthood. Word learning is one of the central processes in language acquisition and provides the basis for constructing sentences and entering into discourse. Which external cues allow us to extract word form and meaning? What kind of cognitive abilities and constraints scaffold the first steps of word acquisition? We will discuss papers from the theoretical field as well as empirical studies in order to develop a firm basis to discuss these questions.

ETCS credits will be earned via an oral presentation and short essays during the term.

### 5250029a Pre-Raphaelite Sensualities (Part I) (englisch)

2 SWS 4 LP  
SE Mi 10-12 wöch. (1) UL 6, 3001 S. Lieske  
1) findet vom 10.04.2019 bis 10.07.2019 statt

The Pre-Raphaelites - painters, poets, and sculptors - sought in their shared commitment to the close study of nature to counter what they believed was the Royal Academy's slavish deference to the formalism typified by the late Renaissance masters who followed Raphael. They harked back to earlier Italian Renaissance painting and drew inspiration from Medieval culture. Their paintings, poetry and art criticism were a major - albeit contradictory - challenge to the conventions of mid-Victorian culture in a broad sense.

The aim of the course is to investigate the contribution of the Pre-Raphaelites who were very influential on the arts and crafts and aesthetic movements of the last third of the 19<sup>th</sup> century. Our major concern will be their redefinition of sensuality in the context of a seemingly bleak Victorian culture. Moreover, we will study a number of critical texts and poetry by writers, such as John Ruskin, Dante Gabriel Rossetti, Christina Rossetti and William Morris.

### 5250030a Elizabethan Theatre of Violence (Part I) (englisch)

2 SWS 4 LP  
SE Di 16-18 wöch. (1) UL 6, 3001 A. Otto  
1) findet vom 09.04.2019 bis 09.07.2019 statt

Early modern culture was obsessed with violence to the degree that it has been termed a "culture of violence" (Barker). But violence was not only an almost ubiquitous phenomenon of daily life that found its equivalent in various forms of staging violence as public spectacles. But through these stagings, violence could serve interrogations of both means of exercising and legitimating power and of the nature of public spectacle and more specifically the theatre itself. In the latter respect, violence poses a number of political as well as aesthetic issues: How can extreme violence be represented on the stage and how does it problematize the limits of representation and the representable? How does it, therefore, contribute to the huge degree of self- and meta-reflection in Elizabethan and Jacobean theatre? What is the relationship between rhetoric, power and violence? And which responses does stage violence provoke and how does this implicate the theatre in the exercise of power?

The course will try to approach these issues both through the discussion of theoretical texts on violence and its different political and aesthetic functions and through close readings of four early modern plays: Shakespeare's *Titus Andronicus* and *Macbeth*; Kyd's *The Spanish Tragedy* and Webster's *The Duchess of Malfi*. In addition, we will also consider contemporary productions of these plays with a focus on the challenges the representation of violence poses in the different media of theatre and film.

The acquisition of the current Arden editions of the plays is highly recommended.

For any questions about registration to the course, please send an e-mail to: [andre.otto@hu-berlin.de](mailto:andre.otto@hu-berlin.de).

### 5250031a Victorian Culture and the City (Part I) (englisch)

2 SWS 4 LP  
SE Mo 14-16 wöch. (1) DOR 24, 1.601 E. Kilian  
1) findet vom 15.04.2019 bis 08.07.2019 statt

With its focus on Victorian London, this module is dedicated to the representation of urban spaces in various genres and media against the backdrop of a quickly changing and ever expanding metropolis. The sources dealt with range from Dickens's slums to Jerrold and Doré's romanticising views of urban poverty to versions of the urban gothic to Morris's utopian vision of a London returned to nature. Our analyses will be based on a number of fictional and non-fictional texts (novels, stories, letters, diaries, scientific investigations and cultural analyses) as well as some visual material (illustrations, paintings). We will pay particular attention to the connection between different approaches to the city (e.g. that of the flâneur or the social critic or the detective) and the respective aesthetic devices employed in the texts to be discussed.

Please get hold of and read the following texts:

Part I:

Charles Dickens, *Oliver Twist*  
Robert L. Stevenson, *Dr Jekyll and Mr Hyde*  
William Morris, *News from Nowhere*

Part II:



Oscar Wilde, *The Picture of Dorian Gray*

Additional material will be announced/ made available at the beginning of the semester.

### 5250059a Baldwin/James ("Ausgewählte Themen") (englisch)

2 SWS 4 LP  
SE Fr 12-14 wöch. (1) DOR 24, 1.501 M. Klepper,  
M. Klepper

1) findet vom 12.04.2019 bis 12.07.2019 statt

James Baldwin and Henry James seem to be almost opposites, at first glance. Baldwin: marginalized, queer, and African American; James: privileged, the 'Master', white and genteel. Nevertheless, by reading James through Baldwin and Baldwin through James, surprising similarities, a queer master and a not so marginal Baldwin will evolve.

James and Baldwin are considered two of the most influential literary writers for the development of transnational Anglophone literature in the nineteenth and twentieth century respectively. Their work also has been central for the generation of contemporary intersections of theory, critique, and political activism today.

In this seminar, we read two central texts of each oeuvre and link our critical close readings to questions of perspective, composition and style; the representation of race, class, gender and sexuality, as well as the central roles played by reputation and shame in these works; the role of intercultural dialogue and the international theme; and finally, issues such as organized activism, political and cultural polarization inside the texts, around the texts, and occasioned by the texts. Our main theoretical orientations will be the theory of Narratology, Gender Theory, Critical Race Theory and Queer of Color Theory.

This seminar has two parts: From 12 to 2 PM we will discuss the authors and the texts and their theoretical and cultural ramifications (all students). From 2 to 4 PM (BA English, Module 14 students) we will discuss methodological questions, read additional texts, discuss open questions and talk about possible topics for BA theses.

**The Moodle Key will be announced during the first meeting.**

Reading:

- Henry James: *Daisy Miller* (novella), *The Bostonians* (novel)
- James Baldwin: "Going to Meet the Man" (short story), *Giovanni's Room* (novel)

Please make sure to obtain copies of these works, and to have read them by the beginning of the semester. Please note that "Going to Meet the Man" is a story about a lynching and contains content that is hard to take. *Giovanni's Room* is a text with some feisty language, at times transphobic. Throughout the semester, we will assign additional critical and close readings, which will help us in our discussions.

Requirements:

"**Spezielle Arbeitsleistungen**" (within the seminar): Master students will give short presentations (15 minutes) in groups of 2 to 3. Bachelor students will write summaries about the additional discussion- and reading-meetings and/or a personal response paper (ca. 3 pages) about one of the primary texts.

For the **entire module (MAP)** BA students have to write a term paper (15 pages) in Module 14, for Module 8 the exam takes place in the other courses of the module. Master students have to write a term paper (Module 4, 12 pages) or a book review (Module 9/10, 5 pages). Gender Studies students please ask.

**Registration through Agnes.**

## Modul 9: Praxismodul

### 5250082 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 LP  
PL Mi 14-16 wöch. (1) DOR 24, 1.302 M. Davies

1) findet vom 10.04.2019 bis 10.07.2019 statt

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, using translation resources and tools effectively, managing terminology and quality control. They will also gain an initial insight into broader commercial aspects of the everyday life of translators working in specialized fields.

Registration per email by Thursday, 4<sup>th</sup> April 2019: [michael.davies@rz.hu-berlin.de](mailto:michael.davies@rz.hu-berlin.de)

### 5250083 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS 3 LP  
PL Fr 10-12 wöch. (1) DOR 24, 1.302 M. Davies

1) findet vom 12.04.2019 bis 12.07.2019 statt

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

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. There will also be important input on professional aspects of media-related translation.

Registration per email by Thursday, 4<sup>th</sup> April 2019: michael.davies@rz.hu-berlin.de

### 5250085 Consecutive Interpreting (englisch)

2 SWS 3 LP  
 PL Mo 10-12 wöch. (1) UL 6, 3001 A. Johannsen  
 1) findet vom 08.04.2019 bis 08.07.2019 statt

This course will focus on the skills relevant to consecutive interpreting, such as oral expression, public speaking, analysing speech structures and note-taking. We will also be addressing ethical questions concerning the interpreter's role and responsibilities, especially with regard to asylum procedures. Students will have the opportunity to practice interpreting regularly and interactive exercises are an integral part of the course, students are therefore expected to participate actively.

This course is open to students who took "Introduction to Consecutive Interpreting" and to new students. Students who wish to take this course should have a good command of English and German (Level B2). Erasmus students welcome.

For any questions about registration to the course, please send an e-mail to: johannsenanna@ymail.com.

## Modul 10: Research Methodology and Research Skills

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

### I. Written Academic Discourse

#### 5250103 Written Academic Discourse: Academic Essays (englisch)

2 SWS 2 LP  
 UE Di 16-18 wöch. (1) DOR 24, 1.601 E. Gibbels  
 UE Mi 14-16 wöch. (2) UL 6, 3001 E. Gibbels  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
 2) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

#### 5250104 Written Academic Discourse: Essay Writing (englisch)

2 SWS 2 LP  
 UE Di 12-14 wöch. (1) DOR 24, 3.005 E. Kelly  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

#### 5250105 Written Academic Discourse: Writing Academic Essays (englisch)

2 SWS 2 LP  
 UE Fr 10-12 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

#### 5250106 Written Academic Discourse: Writing and Revising the Essay (englisch)

2 SWS 2 LP  
 UE Mi 12-14 wöch. (1) DOR 65, 325 A. Fausser  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

### II. Contrastive Language Analysis

#### 5250108 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS 2 LP  
 UE Mo 16-18 wöch. (1) DOR 65, 325 K. Heukroth  
 Di 10-12 wöch. (2) DOR 24, 3.020 K. Heukroth  
 1) findet vom 08.04.2019 bis 08.07.2019 statt  
 2) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

### **5250109 Contrastive Language Analysis: Academic Prose in Contrast (englisch)**

2 SWS                      2 LP  
UE                          Di                          14-16                      wöch. (1)                      UL 6, 3001                      E. Gibbels  
  
UE                          Mi                          16-18                      wöch. (2)                      DOR 24, 3.020                      E. Gibbels  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

### **III. Research Methodology and Research Skills**

#### **5250012 Research Methods (englisch)**

2 SWS                      2 LP  
SE                          Mo                          12-14                      wöch. (1)                      UL 6, 1072                      E. Kordoni  
1) findet vom 15.04.2019 bis 08.07.2019 statt

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.

#### **5250028 Research Methodology (englisch)**

2 SWS                      2 LP  
SE                          Mi                          12-14                      wöch. (1)                      I 110, 347                      C. Wilde  
1) findet vom 10.04.2019 bis 10.07.2019 statt

This research and academic writing course is designed to help you to prepare and to 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. This seminar is most effective for those students who have accomplished most of their courses and have started thinking about and will start writing their BA-thesis soon. It is highly recommended – by students and instructors alike – to take this class not before the 5<sup>th</sup> semester.

#### **5250056a Research Practice (englisch)**

2 SWS                      2 LP  
SE                          Di                          16-18                      wöch. (1)                      DOR 24, 1.608                      M. Klepper  
1) findet vom 09.04.2019 bis 09.07.2019 statt

This Research/Writing Seminar helps to prepare and supports your research and your work on the final thesis. We will cover topics such as: how to find an appropriate topic, how to come up with a first set of ideas, how to imagine an outline for your thesis, how to write a first draft, how to manage and organize your time. We will discuss the structure, possible thesis, main questions of imaginary and (your) real projects. We will talk about questions such as: how do you write an introduction, how should the conclusion look, how do you organize the main body of the thesis. We will also reflect on language and formal questions such as: how do I document my sources, which style do I take, how do I find literature in the first place etc. Methodology and theoretical grounding (or rather contextualization) of your work will be another topic.

**The Moodle Key will be announced during the first meeting.**

Course Requirements:

Every student is required to post (at least) one question about research or writing in the seminar. You will also have to turn in a real or imaginary thesis statement/argumentation for a thesis. In one of the later meetings, you will also have to present your work in progress.

**Registration through Agnes.**

### **Modul 11: Focus Module Linguistics I (Cognitive Linguistics)**

#### **5250013 Argument Structure (englisch)**

2 SWS                      4 LP  
SE                          Mi                          16-18                      wöch. (1)                      UL 6, 2014B                      A. McIntyre  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

#### **5250014 OV/VO Word Order in Germanic Languages (englisch)**

2 SWS                      4 LP  
SE                          Do                          14-16                      wöch. (1)                      UL 6, 3001                      F. Schäfer  
1) findet vom 11.04.2019 bis 11.07.2019 statt

detaillierte Beschreibung siehe S. 15

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

### 5250015 Word Learning (englisch)

2 SWS 4 LP  
SE Fr 08-10 wöch. (1) UL 6, 3001 M. Liu  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
detaillierte Beschreibung siehe S. 16

## Modul 13: Focus Module English Literature and Culture

### 5250029 Pre-Raphaelite Sensualities (Part I and Part II) (englisch)

4 SWS 4+4 LP  
SE Mi 10-12 wöch. (1) UL 6, 3001 S. Lieske  
Mi 12-14 wöch. (2) UL 6, 3001 S. Lieske  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt

The Pre-Raphaelites - painters, poets, and sculptors - sought in their shared commitment to the close study of nature to counter what they believed was the Royal Academy's slavish deference to the formalism typified by the late Renaissance masters who followed Raphael. They harked back to earlier Italian Renaissance painting and drew inspiration from Medieval culture. Their paintings, poetry and art criticism were a major - albeit contradictory - challenge to the conventions of mid-Victorian culture in a broad sense.

The aim of the course is to investigate the contribution of the Pre-Raphaelites who were very influential on the arts and crafts and aesthetic movements of the last third of the 19<sup>th</sup> century. Our major concern will be their redefinition of sensuality in the context of a seemingly bleak Victorian culture. Moreover, we will study a number of critical texts and poetry by writers, such as John Ruskin, Dante Gabriel Rossetti, Christina Rossetti and William Morris.

### 5250030 Elizabethan Theatre of Violence (Part I and Part II) (englisch)

4 SWS 4+4 LP  
SE Di 16-18 wöch. (1) UL 6, 3001 A. Otto  
Di 18-20 wöch. (2) UL 6, 3001 A. Otto  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 09.04.2019 bis 09.07.2019 statt

Early modern culture was obsessed with violence to the degree that it has been termed a "culture of violence" (Barker). But violence was not only an almost ubiquitous phenomenon of daily life that found its equivalent in various forms of staging violence as public spectacles. But through these stagings, violence could serve interrogations of both means of exercising and legitimating power and of the nature of public spectacle and more specifically the theatre itself. In the latter respect, violence poses a number of political as well as aesthetic issues: How can extreme violence be represented on the stage and how does it problematize the limits of representation and the representable? How does it, therefore, contribute to the huge degree of self- and meta-reflection in Elizabethan and Jacobean theatre? What is the relationship between rhetoric, power and violence? And which responses does stage violence provoke and how does this implicate the theatre in the exercise of power?

The course will try to approach these issues both through the discussion of theoretical texts on violence and its different political and aesthetic functions and through close readings of four early modern plays: Shakespeare's *Titus Andronicus* and *Macbeth*; Kyd's *The Spanish Tragedy* and Webster's *The Duchess of Malfi*. In addition, we will also consider contemporary productions of these plays with a focus on the challenges the representation of violence poses in the different media of theatre and film.

The acquisition of the current Arden editions of the plays is highly recommended.

For any questions about registration to the course, please send an e-mail to: [andre.otto@hu-berlin.de](mailto:andre.otto@hu-berlin.de).

### 5250031 Victorian Culture and the City (Part I and Part II) (englisch)

4 SWS 4+4 LP  
SE Mo 14-16 wöch. (1) DOR 24, 1.601 E. Kilian  
Mo 16-18 wöch. (2) DOR 24, 1.601 E. Kilian  
1) findet vom 15.04.2019 bis 08.07.2019 statt  
2) findet vom 15.04.2019 bis 08.07.2019 statt

With its focus on Victorian London, this module is dedicated to the representation of urban spaces in various genres and media against the backdrop of a quickly changing and ever expanding metropolis. The sources dealt with range from Dickens's slums to Jerrold and Doré's romanticising views of urban poverty to versions of the urban gothic to Morris's utopian vision of a London returned to nature. Our analyses will be based on a number of fictional and non-fictional texts (novels, stories, letters, diaries, scientific investigations and cultural analyses) as well as some visual material (illustrations, paintings). We will pay particular attention to the connection between different approaches to the city (e.g. that of the flâneur or the social critic or the detective) and the respective aesthetic devices employed in the texts to be discussed.

Please get hold of and read the following texts:

Part I:

Charles Dickens, *Oliver Twist*  
Robert L. Stevenson, *Dr Jekyll and Mr Hyde*  
William Morris, *News from Nowhere*

Part II:  
Oscar Wilde, *The Picture of Dorian Gray*

Additional material will be announced/ made available at the beginning of the semester.

## Modul 14: Focus Module American Literature and Culture

### 5250059 Baldwin/James ("Ausgewählte Themen" und "Erweiterte Lektüre") (englisch)

4 SWS	4+4 LP					
SE	Fr	12-14	wöch. (1)	DOR 24, 1.501	M. Klepper, M. Klepper	
	Fr	14-16	wöch. (2)	DOR 24, 1.501	M. Klepper, M. Klepper	

1) findet vom 12.04.2019 bis 12.07.2019 statt

2) findet vom 12.04.2019 bis 12.07.2019 statt

James Baldwin and Henry James seem to be almost opposites, at first glance. Baldwin: marginalized, queer, and African American; James: privileged, the 'Master', white and genteel. Nevertheless, by reading James through Baldwin and Baldwin through James, surprising similarities, a queer master and a not so marginal Baldwin will evolve.

James and Baldwin are considered two of the most influential literary writers for the development of transnational Anglophone literature in the nineteenth and twentieth century respectively. Their work also has been central for the generation of contemporary intersections of theory, critique, and political activism today.

In this seminar, we read two central texts of each oeuvre and link our critical close readings to questions of perspective, composition and style; the representation of race, class, gender and sexuality, as well as the central roles played by reputation and shame in these works; the role of intercultural dialogue and the international theme; and finally, issues such as organized activism, political and cultural polarization inside the texts, around the texts, and occasioned by the texts. Our main theoretical orientations will be the theory of Narratology, Gender Theory, Critical Race Theory and Queer of Color Theory.

This seminar has two parts: From 12 to 2 PM we will discuss the authors and the texts and their theoretical and cultural ramifications (all students). From 2 to 4 PM (BA English, Module 14 students) we will discuss methodological questions, read additional texts, discuss open questions and talk about possible topics for BA theses.

**The Moodle Key will be announced during the first meeting.**

Reading:

- Henry James: *Daisy Miller* (novella), *The Bostonians* (novel)
- James Baldwin: "Going to Meet the Man" (short story), *Giovanni's Room* (novel)

Please make sure to obtain copies of these works, and to have read them by the beginning of the semester. Please note that "Going to Meet the Man" is a story about a lynching and contains content that is hard to take. *Giovanni's Room* is a text with some feisty language, at times transphobic. Throughout the semester, we will assign additional critical and close readings, which will help us in our discussions.

Requirements:

**"Spezielle Arbeitsleistungen"** (within the seminar): Master students will give short presentations (15 minutes) in groups of 2 to 3. Bachelor students will write summaries about the additional discussion- and reading-meetings and/or a personal response paper (ca. 3 pages) about one of the primary texts.

For the **entire module (MAP)** BA students have to write a term paper (15 pages) in Module 14, for Module 8 the exam takes place in the other courses of the module. Master students have to write a term paper (Module 4, 12 pages) or a book review (Module 9/10, 5 pages). Gender Studies students please ask.

**Registration through Agnes.**

## Modul 15: Fachdidaktik Englisch

### 5250042 Grundkurs Einführung in die Fachdidaktik Englisch (deutsch-englisch)

2 SWS	3 LP					
GK	Do	10-12	wöch. (1)	HV 5, 0007	S. Breidbach	
1) findet vom 11.04.2019 bis 11.07.2019 statt						

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

Der Grundkurs verfolgt einen subjektorientierten Ansatz. Er ist darauf angelegt, dass ein reger Austausch zwischen den Kursteilnehmer\*innen stattfinden kann. Es handelt sich nicht um eine Vorlesung im klassischen Stil und 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 regelmäßig aufgefordert sein, einen Bezug zu Ihren eigenen Erfahrungen herzustellen. Es wird zudem Gelegenheiten für ausführliche Plenardiskussionen geben. Die durchgängige Teilnahme an allen Sitzungen wird daher erwartet.

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 ist nicht Teil der Modulabschlussprüfung und wird nicht bewertet, jeder Eintrag muss aber qualitative Minimalanforderungen erfüllen.

Grundlagenliteratur zur Anschaffung empfohlen:

1. Bach, Gerhard / Timm, Johannes-Peter (Hrsg.) (2013): *Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. **5. Auflage** Tübingen: A. Francke: UTB. (Aus dem HU-Netz heraus elektronisch verfügbar)
2. Decke-Cornill, Helene / Küster, Lutz (2015): *Eine Einführung*. 3., vollständig überarbeitete und erweiterte Auflage. Tübingen: Narr. (Aus dem HU-Netz heraus elektronisch verfügbar)
3. Larsen-Freeman, Diane / Anderson, Marti (<sup>3</sup>2011): *Techniques and Principles in Language Teaching*. Oxford: OUP.
4. Farrell, Thomas S. C. / Jacobs, George M. (2011): *Essentials for successful English language teaching*. London u.a.: Continuum.
5. Weskamp, Ralf (2001): *Fachdidaktik: Grundlagen und Konzepte*. Berlin: Cornelsen.

### 5250043 **Ausgewählte Kapitel des Fremdsprachenunterrichts (deutsch-englisch)**

2 SWS	3 LP					
SE	Mo	10-12	wöch. (1)	DOR 24, 1.501	F. Klimczak	
SE	Mo	12-14	wöch. (2)	DOR 24, 1.501	F. Klimczak	

1) findet vom 15.04.2019 bis 08.07.2019 statt  
2) findet vom 15.04.2019 bis 08.07.2019 statt

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

## Bachelorstudiengang Amerikanistik (ab StO 2014)

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

#### Sprachpraxiskurse:

Regular students: Please register by 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

### 5250049 **American Literary History II: 1918 to the Present (englisch)**

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

1) findet vom 08.04.2019 bis 08.07.2019 statt  
*detaillierte Beschreibung siehe S. 6*

### 5250050 **Lektüreübung (englisch)**

1 SWS	2 LP					
UE	Mo	12-14	14tgl./2 (1)	UL 6, 2004A	MA-Studierende	
UE	Mo	14-16	14tgl./2 (2)	UL 6, 2004A	MA-Studierende	
UE	Mi	10-12	14tgl./2 (3)	DOR 24, 1.501	MA-Studierende	
UE	Do	10-12	14tgl./2 (4)	UL 6, 2004A	MA-Studierende	
UE	Do	16-18	14tgl./2 (5)	UL 6, 2004A	MA-Studierende	

1) findet vom 15.04.2019 bis 08.07.2019 statt  
2) findet vom 15.04.2019 bis 08.07.2019 statt  
3) findet vom 17.04.2019 bis 10.07.2019 statt  
4) findet vom 18.04.2019 bis 11.07.2019 statt  
5) findet vom 18.04.2019 bis 11.07.2019 statt

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

Texts that are not in the *Norton Anthology of American Literature* will be available on moodle. 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.

### 5250086 **Language Awareness: Grammar in Context (englisch)**

2 SWS	2 LP					
UE	Mo	14-16	wöch. (1)	DOR 65, 325	K. Heukroth	
UE	Fr	08-10	wöch. (2)	DOR 65, 325	K. Heukroth	

1) findet vom 08.04.2019 bis 08.07.2019 statt  
2) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 10*

- 5250087 Language Awareness: Academic Vocabulary in Use (englisch)**  
 2 SWS 2 LP  
 UE Di 08-10 wöch. (1) UL 6, 3001 K. Heukroth  
 UE Fr 10-12 wöch. (2) DOR 65, 325 K. Heukroth  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
 2) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250088 Language Awareness: Introduction to Academic Writing (englisch)**  
 2 SWS 2 LP  
 UE Do 16-18 wöch. (1) DOR 65, 325 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250089 Language Awareness: The Language of Cultural Studies (englisch)**  
 2 SWS 2 LP  
 UE Do 14-16 wöch. (1) DOR 65, 325 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250090 Language Awareness: The Language of Literary Studies (englisch)**  
 2 SWS 2 LP  
 UE Do 12-14 wöch. (1) UL 6, 3001 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250091 Language Awareness: Learning Language with Literature (englisch)**  
 2 SWS 2 LP  
 UE Di 14-16 wöch. (1) DOR 65, 325 E. Kelly  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250092 Language Awareness: Notes in Academic Contexts (englisch)**  
 2 SWS 2 LP  
 UE Do 10-12 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*

## Modul 4: Culture and Context

### Sprachpraxiskurse:

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

- 5250051 Culture and Context: Topics in American History (englisch)**  
 2 SWS 3 LP  
 SE Fr 10-12 wöch. (1) DOR 24, 1.601 D. Löbbermann  
 SE Mi 14-16 wöch. (2) DOR 24, 1.501 E. Kindinger  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
 2) findet vom 10.04.2019 bis 10.07.2019 statt

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.

### 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).

- 5250093 Oral Skills: Australian history and identity (englisch)**  
2 SWS 2 LP  
UE Fr 14-16 wöch. (1) I 110, 347 C. Suntinger  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250094 Oral Skills: Britain in Brief (englisch)**  
2 SWS 2 LP  
UE Mi 14-16 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250095 Oral Skills: Current Trends and Developments in Great Britain (englisch)**  
2 SWS 2 LP  
UE Mi 16-18 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250096 Oral Skills: Debating and Public Speaking (englisch)**  
2 SWS 2 LP  
UE Di 16-18 wöch. (1) DOR 65, 325 E. Kelly  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250097 Oral Skills: Voices of Great Britain, Ireland and the US (englisch)**  
2 SWS 2 LP  
UE Mi 10-12 wöch. (1) DOR 24, 1.601 E. Kelly  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250098 Oral Skills: Exploring Culture and Society in the USA (englisch)**  
2 SWS 2 LP  
UE Di 14-16 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250099 Oral Skills: Considering People and Politics in the USA (englisch)**  
2 SWS 2 LP  
UE Fr 12-14 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250100 Oral Skills: Literary Literacy in Academic Discussions (englisch)**  
2 SWS 2 LP  
UE Di 12-14 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250101 Oral Skills: Presentation Practice (englisch)**  
2 SWS 2 LP  
UE Do 14-16 wöch. (1) I 110, 353 A. Fausser  
1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250102 Oral Skills: Part of the Panel (englisch)**  
2 SWS 2 LP  
UE Di 10-12 wöch. (1) DOR 24, 3.005 E. Kelly  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

## Modul 5: Language



**Sprachpraxiskurse:**

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

**5250017 Introduction to Language (englisch)**

2 SWS	4 LP					
SE	Di	14-16	wöch. (1)	DOR 24, 1.501	G. Smith	
SE	Mi	12-14	wöch. (2)	UL 6, 2097	G. Smith	

1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt

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.

**5250103 Written Academic Discourse: Academic Essays (englisch)**

2 SWS	2 LP					
UE	Di	16-18	wöch. (1)	DOR 24, 1.601	E. Gibbels	
UE	Mi	14-16	wöch. (2)	UL 6, 3001	E. Gibbels	

1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

**5250104 Written Academic Discourse: Essay Writing (englisch)**

2 SWS	2 LP					
UE	Di	12-14	wöch. (1)	DOR 24, 3.005	E. Kelly	

1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

**5250105 Written Academic Discourse: Writing Academic Essays (englisch)**

2 SWS	2 LP					
UE	Fr	10-12	wöch. (1)	I 110, 353	A. Fausser	

1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*

**5250106 Written Academic Discourse: Writing and Revising the Essay (englisch)**

2 SWS	2 LP					
UE	Mi	12-14	wöch. (1)	DOR 65, 325	A. Fausser	

1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

**5250107 Written Academic Discourse: Academic Writing for American Studies (englisch)**

2 SWS	2 LP					
UE	Do	12-14	wöch. (1)	I 110, 353	A. Fausser	

1) findet vom 11.04.2019 bis 11.07.2019 statt

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 31 March 2019 using this link <https://moodle.hu-berlin.de/course/view.php?id=73748>

Exchange students only: Please register by 3 April 2019 (4pm) via email to [faussera@hu-berlin.de](mailto:faussera@hu-berlin.de)

**Modul 6: Paradigms of American Literature and Culture****Sprachpraxiskurse:**

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

### 5250084 Writing the Term Paper (englisch)

2 SWS 2 LP  
UE Mo 10-12 wöch. (1) DOR 24, 1.502 S. Ehlert  
1) findet vom 08.04.2019 bis 08.07.2019 statt

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 31 March 2019 using this link. <https://moodle.hu-berlin.de/course/view.php?id=73748>

### 5250108 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS 2 LP  
UE Mo 16-18 wöch. (1) DOR 65, 325 K. Heukroth  
Di 10-12 wöch. (2) DOR 24, 3.020 K. Heukroth  
1) findet vom 08.04.2019 bis 08.07.2019 statt  
2) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

### 5250109 Contrastive Language Analysis: Academic Prose in Contrast (englisch)

2 SWS 2 LP  
UE Di 14-16 wöch. (1) UL 6, 3001 E. Gibbels  
UE Mi 16-18 wöch. (2) DOR 24, 3.020 E. Gibbels  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

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

### 5250052 Literary Representations: Nathaniel Hawthorne (englisch)

2 SWS 4 LP  
SE Mo 14-16 wöch. (1) DOR 24, 1.502 A. Boss  
1) findet vom 15.04.2019 bis 08.07.2019 statt

Nathaniel Hawthorne is one of the most eminent authors of the American Renaissance and to this day maintains a commanding presence in the American cultural imagination. This seminar provides a forum for the discussion of Hawthorne's prose texts, in which participants will have a chance to focus on his best-known romances and tales, such as *The Scarlet Letter*, "The Minister's Black Veil," and "The Birth Mark," but also on his less well-known earlier writings. Through close readings, we will familiarize ourselves with the topics, themes, and motifs characteristic of his work and historicize these features in the social, cultural, and political contexts of the Antebellum. Furthermore, we will analyze Hawthorne's impact on literary Romanticism and on the formation of the discipline of American Studies. Information regarding course requirements and materials will be provided in the first session.

### 5250053 Literary Representations: Postmodern American Fiction (englisch)

2 SWS 4 LP  
SE Di 10-12 wöch. (1) DOR 24, 1.501 M. Klepper  
1) findet vom 09.04.2019 bis 09.07.2019 statt

This is a seminar for book lovers. For our fourteen weeks we have quite a lot of texts to read, but some are short and dense (Pynchon), some are fast reads (Brautigan), some are beautiful (Rhys) or grim (Butler), some dreamy and smooth (Erdrich) and some exciting and surprising (Yamashita). We will attempt to re-assess postmodernism in literature. We will get to know various approaches to postmodernism, definitions, explanations. And we will read the novels/novellas against these suggestions, look at the styles, strategies, topics, concerns. We will see if there is a development within postmodernism, if postmodernism is passé, or if we can relate to the material. We will also discuss what a (literary) period could be and from which vantage point we judge literary eras.

**The Moodle Key will be announced during the first meeting.**

Reading:

Please start reading these texts before the semester starts!

- Jean Rhys, *Wide Sargasso Sea* (1966)
- Thomas Pynchon, *The Crying of Lot 49* (1966)
- Richard Brautigan, *Dreaming of Babylon* (1977)
- Octavia Butler, *Kindred* (1979)
- Louise Erdrich, *Tracks* (1988)
- Karen Yamashita, *Tropic of Orange* (1997)

Requirements:

Students will have to introduce one postmodern text of their choice in class (**spezielle Arbeitsleistung**). **MAP**: Modules 7 and 10 – term paper (10 pages), Module 8 – MAP in Sprachpraxis.

**Registration through Agnes.**

**5250054 Culture and Media: The Settler Colonial Imaginary in US American Law and Culture (englisch)**  
 2 SWS 4 LP  
 SE Do 16-18 wöch. (1) DOR 24, 1.501 J. Verlinden  
 1) findet vom 11.04.2019 bis 11.07.2019 statt

The term postcolonial has been a subject of debate since it first entered our critical vocabulary. One of the main challenges to the temporal marker “post,” is that for indigenous peoples living under a settler colonial regime, colonialism is far from over. Recent years have seen a vast increase of scholarly interest in the particular structures and problems of settler colonial societies. In this seminar, we will look at some of the legal narratives that undergird settler colonialism and its expansion across the American continent, and how those narratives and the ideologies that sustain them continue to shape the US’s own perception of itself and its place in the world. By looking at legal cases as well as other cultural texts such as films, TV shows, genre fiction, and media accounts, we will try to discern the specific contours of the US American settler colonial imaginary from the legal justifications of early settlers to the colonial anxieties of 21st-century sci-fi and dystopian fiction. Special attention will be paid to the processes of differentiation that are part and parcel of the settler colonial logic, which include labor exploitation, differential racialization, and the consolidation of heteronormative gender binaries.

**5250055 Culture and Media: The Politics of Education and Educational Cultures in the US and Canada (englisch)**  
 2 SWS 4 LP  
 SE Di 12-14 wöch. (1) DOR 24, 1.501 R. Isensee  
 1) findet vom 09.04.2019 bis 09.07.2019 statt

Questioning the widely held assumption that the Canadian and American education systems are more less congruent, the course takes a comparative approach to explore the similarities and dissimilarities in the political and cultural framing and practice of (higher) education in Canada and the United States. In a first step we will look at the specific political and cultural foundations that impacted the formation of national educational systems in both countries. A second step will address educational concepts (federalism, equal access, diversity, multiculturalism, “branding” and commercialization) and institutional models (public and private, curricula development) in an effort to pinpoint key discrepancies between the two systems in terms of the educational structures and practices. In a final step selected case studies will serve to discuss how the politics of education in Canada and the US speak to the current challenges of globalization pertaining to knowledge production and dissemination and what directions they suggest for maintaining their respective educational cultures viable in the 21st century.

Course requirements include active class preparation and participation, one in-class presentation and, as the Module Exam (MAP), a final paper of 12 pages.

Please register for the course via AGNES.

## Modul 8: Research, Practice and Writing

### Sprachpraxiskurse:

**Regular students: Please register by 31 March 2019 using this link** <https://moodle.hu-berlin.de/course/view.php?id=73748>

**5250052 Literary Representations: Nathaniel Hawthorne (englisch)**  
 2 SWS 4 LP  
 SE Mo 14-16 wöch. (1) DOR 24, 1.502 A. Boss  
 1) findet vom 15.04.2019 bis 08.07.2019 statt  
*detaillierte Beschreibung siehe S. 26*

**5250053 Literary Representations: Postmodern American Fiction (englisch)**  
 2 SWS 4 LP  
 SE Di 10-12 wöch. (1) DOR 24, 1.501 M. Klepper  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 26*

**5250054 Culture and Media: The Settler Colonial Imaginary in US American Law and Culture (englisch)**  
 2 SWS 4 LP  
 SE Do 16-18 wöch. (1) DOR 24, 1.501 J. Verlinden  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 27*

**5250055 Culture and Media: The Politics of Education and Educational Cultures in the US and Canada (englisch)**

2 SWS 4 LP  
SE Di 12-14 wöch. (1) DOR 24, 1.501 R. Isensee  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 27*

**5250056 Research Practice (englisch)**

2 SWS 3 LP  
UE Di 16-18 wöch. (1) DOR 24, 1.608 M. Klepper  
1) findet vom 09.04.2019 bis 09.07.2019 statt

This Research/Writing Seminar helps to prepare and supports your research and your work on the final thesis. We will cover topics such as: how to find an appropriate topic, how to come up with a first set of ideas, how to imagine an outline for your thesis, how to write a first draft, how to manage and organize your time. We will discuss the structure, possible thesis, main questions of imaginary and (your) real projects. We will talk about questions such as: how do you write an introduction, how should the conclusion look, how do you organize the main body of the thesis. We will also reflect on language and formal questions such as: how do I document my sources, which style do I take, how do I find literature in the first place etc. Methodology and theoretical grounding (or rather contextualization) of your work will be another topic.

**The Moodle Key will be announced during the first meeting.**

Course Requirements:

Every student is required to post (at least) one question about research or writing in the seminar. You will also have to turn in a real or imaginary thesis statement/argumentation for a thesis. In one of the later meetings, you will also have to present your work in progress.

**Registration through Agnes.**

**5250057 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 10.04.2019 bis 05.06.2019 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 frontrunners 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 10 to June 5, 2019.

**Registration for the course takes place via personal application** (including a brief motivational statement of 10 lines) **until April 1, 2019.**

**Modul 10: Vertiefung/Schwerpunktbildung**

**5250052 Literary Representations: Nathaniel Hawthorne (englisch)**

2 SWS 4 LP  
SE Mo 14-16 wöch. (1) DOR 24, 1.502 A. Boss  
1) findet vom 15.04.2019 bis 08.07.2019 statt  
*detaillierte Beschreibung siehe S. 26*

**5250053 Literary Representations: Postmodern American Fiction (englisch)**  
 2 SWS 4 LP  
 SE Di 10-12 wöch. (1) DOR 24, 1.501 M. Klepper  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 26*

**5250054 Culture and Media: The Settler Colonial Imaginary in US American Law and Culture (englisch)**  
 2 SWS 4 LP  
 SE Do 16-18 wöch. (1) DOR 24, 1.501 J. Verlinden  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 27*

**5250055 Culture and Media: The Politics of Education and Educational Cultures in the US and Canada (englisch)**  
 2 SWS 4 LP  
 SE Di 12-14 wöch. (1) DOR 24, 1.501 R. Isensee  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 27*

## Modul 11: Praxisorientierung

**5250082 Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)**  
 2 SWS 3 LP  
 PL Mi 14-16 wöch. (1) DOR 24, 1.302 M. Davies  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 17*

**5250083 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)**  
 2 SWS 3 LP  
 PL Fr 10-12 wöch. (1) DOR 24, 1.302 M. Davies  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 17*

**5250085 Consecutive Interpreting (englisch)**  
 2 SWS 3 LP  
 PL Mo 10-12 wöch. (1) UL 6, 3001 A. Johannsen  
 1) findet vom 08.04.2019 bis 08.07.2019 statt  
*detaillierte Beschreibung siehe S. 18*

## Modul 13: Introduction to American Studies

**5250049 American Literary History II: 1918 to the Present (englisch)**  
 1 SWS 2 LP  
 VL Mo 16-17 wöch. (1) UL 6, 2002 E. Boesenberg  
 1) findet vom 08.04.2019 bis 08.07.2019 statt

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 9th 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).

## Masterstudiengang Amerikanistik (ab StO 2014)

## Modul 3: Intercultural Relations

### 5250079a Academic Writing (englisch)

2 SWS	3 LP					
UE	Do	10-12	wöch. (1)	UL 6, 3075	E. Fawcett	
UE	Fr	10-12	wöch. (2)	UL 6, 2004A	E. Fawcett	
1) findet vom 11.04.2019 bis 11.07.2019 statt						
2) findet vom 12.04.2019 bis 12.07.2019 statt						

This course concentrates on the individual building blocks of academic texts and on honing the skills required for writing them. By producing and reviewing their own written work and through analyzing examples, 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 5<sup>th</sup> April

### 5250080 Current Events in the US (englisch)

2 SWS	3 LP				
UE	Do	12-14	wöch. (1)	DOR 24, 1.502	S. Ehlert
1) findet vom 11.04.2019 bis 11.07.2019 statt					

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.

### 5250081 Non-Fiction Writing (englisch)

2 SWS	3 LP				
UE	Mo	12-14	wöch. (1)	DOR 24, 1.502	S. Ehlert
UE	Do	10-12	wöch. (2)	DOR 24, 1.502	S. Ehlert
1) findet vom 08.04.2019 bis 08.07.2019 statt					
2) findet vom 11.04.2019 bis 11.07.2019 statt					

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 18 per course section.

## Modul 4: American Identities

### 5250059a Baldwin/James ("Ausgewählte Themen") (englisch)

2 SWS	4 LP				
SE	Fr	12-14	wöch. (1)	DOR 24, 1.501	M. Klepper, M. Klepper
1) findet vom 12.04.2019 bis 12.07.2019 statt					
<i>detaillierte Beschreibung siehe S. 17</i>					

### 5250060 Intersectional Approaches to Critical Race Theory (englisch)

2 SWS	4 LP				
SE	Di	14-16	wöch. (1)	DOR 24, 1.601	E. Boesenberg
1) findet vom 09.04.2019 bis 09.07.2019 statt					

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 5: Diversity in American Literature and Culture

### 5250062 Images of the Other in Early American Literature (englisch)

2 SWS	4 LP				
SE	Do	10-12	wöch. (1)	DOR 24, 1.601	R. Isensee
1) findet vom 11.04.2019 bis 11.07.2019 statt					

The course explores selected narratives in early literature of America/the United States in an effort to identify constitutive elements of conceptualizing the national *Self* against the cultural *Other*. We will examine how the literature from the period reflects and perpetuates (hegemonic) images of America that are grounded in notions such as "civilization", religiosity, and individualism.

Based on a wide selection of texts the class discussion will investigate and compare the forms and functions of various genres (historical, religious, autobio-graphical and "literary" texts as well journal entries and historical records) and thus address key narrative strategies of "Othering".

Course requirements include active class preparation and participation, one in-class presentation and, as the module exam (MAP), a final paper of 15 pages.

Please register for the course via AGNES.

### 5250063 Refugee Writing (englisch)

2 SWS 4 LP  
SE Mi 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
1) findet vom 10.04.2019 bis 10.07.2019 statt

Migration is currently one of the most controversial political issues in countries such as the US, Canada, and Germany. As many people flee their homelands due to war, persecution, or devastating living conditions more generally, powerful groups in North America as well as Europe are attempting to defend their privileges by fortifying borders and eviscerating the right to asylum. Yet refugees are not merely victims. The process of migration itself testifies to their agency, but many recent arrivals also share their experiences with a larger audience through autobiographical as well as fictional texts. In doing so, they have to grapple with established literary discourses as well as entrenched notions of who constitutes a "worthy" newcomer. While contributing significantly to the vitality and vibrancy of literary production in the countries to which they have moved, their texts are not necessarily uncritical of the political, social, and cultural structures the encounter in their new environments, addressing racism in particular.

In the course, we will primarily discuss texts published in the US and Canada, such as Sharon Bala's *The Boat People* and Kao Kalia Yang's *The Latehomecomer*, but link them to refugees' cultural production in Berlin as well.

Credit for the course requires regular attendance, contributions to class discussions, and participation in organizing 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.

### 5250064 Multicultural Canadian Literature (englisch)

2 SWS 4 LP  
SE Di 16-18 wöch. (1) DOR 24, 1.501 E. Boesenberg  
1) findet vom 09.04.2019 bis 09.07.2019 statt

Canada has been a "contact zone" (Pratt), a space where different cultures interact, from its inception. As a settler colony, it continues to be characterized by First Nations' fight for sovereignty, around which Native literature revolves, as well as literary productions of other groups that reflect their own immigration histories, aspirations and, in many cases, experiences of marginalization. It is the dialogue of these voices emerging from many different cultural locations that generates the vibrancy and dynamism of Canadian literature.

In our engagement with texts by writers such as Thomas King, Dionne Brand, Margaret Atwood, Drew Hayden Taylor, Guillermo Verdecchia, and others, we will focus on the formative role of settler colonialism, 'race,' and transnationalism in Canadian literature, as well as their intersections with gender and sexuality.

Credit for the course requires regular attendance, contributions to class discussions, and participation in organizing 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

### 5250065 American Film History and Theory (englisch)

2 SWS 2 LP  
UE Mo 16-18 wöch. (1) DOR 24, 1.501 M. Klepper  
1) findet vom 08.04.2019 bis 08.07.2019 statt

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.

**Dieser Kurs beginnt in der ersten Woche (8.4.)**

**The Moodle Key will be announced during the first meeting.**

Readings:

- Texts (classical theory & interpretations) will be uploaded onto the Moodle platform.
- Apart from the theoretical texts we will be working with Richard Barsam, *Looking at Movies*, 4<sup>th</sup> edition. New York: Norton, 2013. Short excerpts from the book will also be uploaded onto Moodle.

- Thomas Elsaesser, Malte Hagener, *Film Theory. An Introduction Through the Senses*. London: Routledge, 2010 is a great invitation to film theory. Short Excerpts will also be uploaded on Moodle.

#### Film Viewing:

Films are available at the Mediathek of the Fakultät. In some cases, we will discuss a way to watch the movies together within a legal frame. Please reserve some time for this after the seminar (18-21).

#### Course Requirements:

There will be no presentations in this class. In-class requirements are 3 responses (Movie, Techniques, Culture, Discussion) to individual class meetings. 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!

### 5250066 Imagining the American South in Film and Television (englisch)

2 SWS	4 LP				
SE	Di	12-14	wöch. (1)	DOR 24, 1.601	E. Kindinger
1) findet vom 09.04.2019 bis 09.07.2019 statt					

In order to grasp the vastness and diversity of the United States, the country is commonly divided into different regions, the most popular ones being the so-called West and South. These, and other American regions are crucial geographical, social and cultural entities that often, but not only, stand in contrast to national ideas and ideals. In her book *Reconstructing Dixie* (2003), author Tara McPherson argues that the American South is "a story we tell and are told." This course is dedicated to the audiovisual stories that are told about "the" South, a region that – because of its complex history regarding race, gender, and class (to put it mildly) – has been imagined as peculiar and 'Other.' We will watch a variety of films and television series that try to grasp the region's complexity (or maybe try to avoid it), including classics like *Gone with the Wind*, but also more contemporary texts like *Justified*. Please note that some material will feature explicit representations violence.

Texts will be made available per moodle.

### 5250079a Academic Writing (englisch)

2 SWS	3 LP				
UE	Do	10-12	wöch. (1)	UL 6, 3075	E. Fawcett
UE	Fr	10-12	wöch. (2)	UL 6, 2004A	E. Fawcett
1) findet vom 11.04.2019 bis 11.07.2019 statt					
2) findet vom 12.04.2019 bis 12.07.2019 statt					
<i>detaillierte Beschreibung siehe S. 30</i>					

### 5250080 Current Events in the US (englisch)

2 SWS	3 LP				
UE	Do	12-14	wöch. (1)	DOR 24, 1.502	S. Ehlert
1) findet vom 11.04.2019 bis 11.07.2019 statt					
<i>detaillierte Beschreibung siehe S. 30</i>					

### 5250081 Non-Fiction Writing (englisch)

2 SWS	3 LP				
UE	Mo	12-14	wöch. (1)	DOR 24, 1.502	S. Ehlert
UE	Do	10-12	wöch. (2)	DOR 24, 1.502	S. Ehlert
1) findet vom 08.04.2019 bis 08.07.2019 statt					
2) findet vom 11.04.2019 bis 11.07.2019 statt					
<i>detaillierte Beschreibung siehe S. 30</i>					

## Modul 8: Research and Writing Skills

### 5250079a Academic Writing (englisch)

2 SWS	3 LP				
UE	Do	10-12	wöch. (1)	UL 6, 3075	E. Fawcett
UE	Fr	10-12	wöch. (2)	UL 6, 2004A	E. Fawcett
1) findet vom 11.04.2019 bis 11.07.2019 statt					
2) findet vom 12.04.2019 bis 12.07.2019 statt					
<i>detaillierte Beschreibung siehe S. 30</i>					

### 5250080 Current Events in the US (englisch)

2 SWS	3 LP				
UE	Do	12-14	wöch. (1)	DOR 24, 1.502	S. Ehlert
1) findet vom 11.04.2019 bis 11.07.2019 statt					



detaillierte Beschreibung siehe S. 30

**5250081 Non-Fiction Writing (englisch)**

2 SWS 3 LP  
UE Mo 12-14 wöch. (1) DOR 24, 1.502 S. Ehlert  
UE Do 10-12 wöch. (2) DOR 24, 1.502 S. Ehlert  
1) findet vom 08.04.2019 bis 08.07.2019 statt  
2) findet vom 11.04.2019 bis 11.07.2019 statt  
detaillierte Beschreibung siehe S. 30

**Modul 9: Individual Focus I**

**5250059a Baldwin/James ("Ausgewählte Themen") (englisch)**

2 SWS 4 LP  
SE Fr 12-14 wöch. (1) DOR 24, 1.501 M. Klepper,  
M. Klepper  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
detaillierte Beschreibung siehe S. 17

**5250060 Intersectional Approaches to Critical Race Theory (englisch)**

2 SWS 4 LP  
SE Di 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
detaillierte Beschreibung siehe S. 30

**5250062 Images of the Other in Early American Literature (englisch)**

2 SWS 4 LP  
SE Do 10-12 wöch. (1) DOR 24, 1.601 R. Isensee  
1) findet vom 11.04.2019 bis 11.07.2019 statt  
detaillierte Beschreibung siehe S. 31

**5250063 Refugee Writing (englisch)**

2 SWS 4 LP  
SE Mi 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
detaillierte Beschreibung siehe S. 31

**5250064 Multicultural Canadian Literature (englisch)**

2 SWS 4 LP  
SE Di 16-18 wöch. (1) DOR 24, 1.501 E. Boesenberg  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
detaillierte Beschreibung siehe S. 31

**5250066 Imagining the American South in Film and Television (englisch)**

2 SWS 4 LP  
SE Di 12-14 wöch. (1) DOR 24, 1.601 E. Kindinger  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
detaillierte Beschreibung siehe S. 32

**Modul 10: Individual Focus II**

**5250059a Baldwin/James ("Ausgewählte Themen") (englisch)**

2 SWS 4 LP  
SE Fr 12-14 wöch. (1) DOR 24, 1.501 M. Klepper,  
M. Klepper  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
detaillierte Beschreibung siehe S. 17

**5250060 Intersectional Approaches to Critical Race Theory (englisch)**

2 SWS 4 LP  
SE Di 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
detaillierte Beschreibung siehe S. 30

- 5250062 Images of the Other in Early American Literature (englisch)**  
 2 SWS 4 LP  
 SE Do 10-12 wöch. (1) DOR 24, 1.601 R. Isensee  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 31*
- 5250063 Refugee Writing (englisch)**  
 2 SWS 4 LP  
 SE Mi 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 31*
- 5250064 Multicultural Canadian Literature (englisch)**  
 2 SWS 4 LP  
 SE Di 16-18 wöch. (1) DOR 24, 1.501 E. Boesenberg  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 31*
- 5250066 Imagining the American South in Film and Television (englisch)**  
 2 SWS 4 LP  
 SE Di 12-14 wöch. (1) DOR 24, 1.601 E. Kindinger  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 32*

## Modul 11: American Studies: Identities

### 5250059ÜWBaldwin/James ("Ausgewählte Themen") (englisch)

2 SWS 4 LP  
 SE Fr 12-14 wöch. (1) DOR 24, 1.501 M. Klepper,  
 M. Klepper  
 1) findet vom 12.04.2019 bis 12.07.2019 statt

James Baldwin and Henry James seem to be almost opposites, at first glance. Baldwin: marginalized, queer, and African American; James: privileged, the 'Master', white and genteel. Nevertheless, by reading James through Baldwin and Baldwin through James, surprising similarities, a queer master and a not so marginal Baldwin will evolve.

James and Baldwin are considered two of the most influential literary writers for the development of transnational Anglophone literature in the nineteenth and twentieth century respectively. Their work also has been central for the generation of contemporary intersections of theory, critique, and political activism today.

In this seminar, we read two central texts of each oeuvre and link our critical close readings to questions of perspective, composition and style; the representation of race, class, gender and sexuality, as well as the central roles played by reputation and shame in these works; the role of intercultural dialogue and the international theme; and finally, issues such as organized activism, political and cultural polarization inside the texts, around the texts, and occasioned by the texts. Our main theoretical orientations will be the theory of Narratology, Gender Theory, Critical Race Theory and Queer of Color Theory.

This seminar has two parts: From 12 to 2 PM we will discuss the authors and the texts and their theoretical and cultural ramifications (all students). From 2 to 4 PM (BA English, Module 14 students) we will discuss methodological questions, read additional texts, discuss open questions and talk about possible topics for BA theses.

**The Moodle Key will be announced during the first meeting.**

Reading:

- Henry James: *Daisy Miller* (novella), *The Bostonians* (novel)
- James Baldwin: "Going to Meet the Man" (short story), *Giovanni's Room* (novel)

Please make sure to obtain copies of these works, and to have read them by the beginning of the semester. Please note that "Going to Meet the Man" is a story about a lynching and contains content that is hard to take. *Giovanni's Room* is a text with some feisty language, at times transphobic. Throughout the semester, we will assign additional critical and close readings, which will help us in our discussions.

Requirements:

"**Spezielle Arbeitsleistungen**" (within the seminar): Master students will give short presentations (15 minutes) in groups of 2 to 3. Bachelor students will write summaries about the additional discussion- and reading-meetings and/or a personal response paper (ca. 3 pages) about one of the primary texts.

For the **entire module (MAP)** BA students have to write a term paper (15 pages) in Module 14, for Module 8 the exam takes place in the other courses of the module. Master students have to write a term paper (Module 4, 12 pages) or a book review (Module 9/10, 5 pages). Gender Studies students please ask.

### 5250060ÜWBIntersectional Approaches to Critical Race Theory (englisch)

2 SWS 4 LP  
 SE Di 14-16 wöch. (1) DOR 24, 1.601 E. Boesenberg  
 1) findet vom 09.04.2019 bis 09.07.2019 statt

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 12: American Studies: Diversity

### 5250062ÜWRImages of the Other in Early American Literature (englisch)

2 SWS	4 LP				
SE	Do	10-12	wöch. (1)	DOR 24, 1.601	R. Isensee
1) findet vom 11.04.2019 bis 11.07.2019 statt					

The course explores selected narratives in early literature of America/the United States in an effort to identify constitutive elements of conceptualizing the national *Self* against the cultural *Other*. We will examine how the literature from the period reflects and perpetuates (hegemonic) images of America that are grounded in notions such as "civilization", religiosity, and individualism.

Based on a wide selection of texts the class discussion will investigate and compare the forms and functions of various genres (historical, religious, autobio-graphical and "literary" texts as well journal entries and historical records) and thus address key narrative strategies of "Othering".

Course requirements include active class preparation and participation, one in-class presentation and, as the module exam (MAP), a final paper of 15 pages.

Please register for the course via AGNES.

### 5250063ÜWRRefugee Writing (englisch)

2 SWS	4 LP				
SE	Mi	14-16	wöch. (1)	DOR 24, 1.601	E. Boesenberg
1) findet vom 10.04.2019 bis 10.07.2019 statt					

Migration is currently one of the most controversial political issues in countries such as the US, Canada, and Germany. As many people flee their homelands due to war, persecution, or devastating living conditions more generally, powerful groups in North America as well as Europe are attempting to defend their privileges by fortifying borders and eviscerating the right to asylum. Yet refugees are not merely victims. The process of migration itself testifies to their agency, but many recent arrivals also share their experiences with a larger audience through autobiographical as well as fictional texts. In doing so, they have to grapple with established literary discourses as well as entrenched notions of who constitutes a "worthy" newcomer. While contributing significantly to the vitality and vibrancy of literary production in the countries to which they have moved, their texts are not necessarily uncritical of the political, social, and cultural structures the encounter in their new environments, addressing racism in particular.

In the course, we will primarily discuss texts published in the US and Canada, such as Sharon Bala's *The Boat People* and Kao Kalia Yang's *The Latecomer*, but link them to refugees' cultural production in Berlin as well.

Credit for the course requires regular attendance, contributions to class discussions, and participation in organizing 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.

### 5250064ÜWRMulticultural Canadian Literature (englisch)

2 SWS	4 LP				
SE	Di	16-18	wöch. (1)	DOR 24, 1.501	E. Boesenberg
1) findet vom 09.04.2019 bis 09.07.2019 statt					

Canada has been a "contact zone" (Pratt), a space where different cultures interact, from its inception. As a settler colony, it continues to be characterized by First Nations' fight for sovereignty, around which Native literature revolves, as well as literary productions of other groups that reflect their own immigration histories, aspirations and, in many cases, experiences of marginalization. It is the dialogue of these voices emerging from many different cultural locations that generates the vibrancy and dynamism of Canadian literature.

In our engagement with texts by writers such as Thomas King, Dionne Brand, Margaret Atwood, Drew Hayden Taylor, Guillermo Verdecchia, and others, we will focus on the formative role of settler colonialism, 'race,' and transnationalism in Canadian literature, as well as their intersections with gender and sexuality.

Credit for the course requires regular attendance, contributions to class discussions, and participation in organizing 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.

## 5250065ÜWR American Film History and Theory (englisch)

2 SWS                      2 LP  
UE                              Mo                              16-18                      wöch. (1)                      DOR 24, 1.501                      M. Klepper  
1.) findet vom 08.04.2019 bis 08.07.2019 statt

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.

**Dieser Kurs beginnt in der ersten Woche (8.4.)**

## 5250066ÜWR Imagining the American South in Film and Television (englisch)

2 SWS                      4 LP  
SE                              Di                              12-14                      wöch. (1)                      DOR 24, 1.601                      E. Kindinger  
1.) findet vom 09.04.2019 bis 09.07.2019 statt

In order to grasp the vastness and diversity of the United States, the country is commonly divided into different regions, the most popular ones being the so-called West and South. These, and other American regions are crucial geographical, social and cultural entities that often, but not only, stand in contrast to national ideas and ideals. In her book *Reconstructing Dixie* (2003), author Tara McPherson argues that the American South is "a story we tell and are told." This course is dedicated to the audiovisual stories that are told about "the" South, a region that – because of its complex history regarding race, gender, and class (to put it mildly) – has been imagined as peculiar and 'Other.' We will watch a variety of films and television series that try to grasp the region's complexity (or maybe try to avoid it), including classics like *Gone with the Wind*, but also more contemporary texts like *Justified*. Please note that some material will feature explicit representations violence.

## Masterstudiengang Englische Literaturen (ab StO 2014)

### Modul 1a: Academic Skills

#### 5250077 Essay Composition (englisch)

2 SWS                      2 LP  
UE                              Mi                              10-12                      wöch. (1)                      DOR 24, 1.302                      M. Davies  
1.) findet vom 10.04.2019 bis 10.07.2019 statt

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, 4<sup>th</sup> April 2019 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

#### 5250079 Academic Writing (englisch)

2 SWS                      2 LP  
UE                              Do                              10-12                      wöch. (1)                      UL 6, 3075                      E. Fawcett  
UE                              Fr                              10-12                      wöch. (2)                      UL 6, 2004A                      E. Fawcett  
1.) findet vom 11.04.2019 bis 11.07.2019 statt  
2.) findet vom 12.04.2019 bis 12.07.2019 statt

This course concentrates on the individual building blocks of academic texts and on honing the skills required for writing them. By producing and reviewing their own written work and through analyzing examples, 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 5<sup>th</sup> April

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

#### 5250076 Snapshots of the UK (englisch)

2 SWS                      2 LP  
UE                              Mi                              12-14                      wöch. (1)                      DOR 24, 1.502                      E. Fawcett  
1.) findet vom 10.04.2019 bis 10.07.2019 statt

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 5<sup>th</sup> April

### 5250078 Intercultural Competence (englisch)

2 SWS 2 LP  
UE Di 14-16 wöch. (1) DOR 24, 1.302 M. Davies  
1) findet vom 09.04.2019 bis 09.07.2019 statt

In this course, students will have an opportunity to reflect upon linguistic and cultural issues that shape professional communication between individuals from different cultural backgrounds and societies, with particular focus being placed on Anglo-German communication. In addition to sensitising students to possible conceptual, linguistic and discursive differences that may influence the professional communication styles of speakers from different linguistic groups, the course will enable students to develop and practise the oral and written skills they need to communicate effectively in English in a whole range of situations requiring professional cross-cultural exchange. Students will have the opportunity to plan, organize and conduct simulated meetings and negotiations in English, to engage in cross-cultural mediation, and to participate in oral and written project-work linked to intercultural management.

#### Maximal 15 Teilnehmer.

Registration by email: [michael.davies@rz.hu-berlin.de](mailto:michael.davies@rz.hu-berlin.de) by Thursday, 4<sup>th</sup> April 2019 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

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

### 5250033 Shakespeare's Histories (englisch)

3 SWS 8 LP  
SE Mi 14-16 wöch. (1) UL 6, 2004A V. Lobsien  
Mi 16-18 14tgl. (2) UL 6, 2004A V. Lobsien  
1) findet vom 10.04.2019 bis 10.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 10.04.2019 bis 10.07.2019 statt ; Lektürekurs (1 SWS)

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

### 5250035 Reading in the Eighteenth Century (englisch)

3 SWS 8 LP  
SE Fr 10-12 wöch. (1) DOR 24, 1.502 H. Schwalm  
Fr 12-14 14tgl. (2) UL 6, 3017 H. Schwalm  
1) findet vom 12.04.2019 bis 12.07.2019 statt ; Seminar (2 SWS; 4 LP)  
2) findet vom 12.04.2019 bis 12.07.2019 statt ; Lektürekurs (1 SWS; 4 LP)

In this seminar, we shall be exploring reading in the eighteenth century, notoriously a period of expanding middle-class culture along with new readers and a proliferating print market. We shall be looking at readers and reading in literature – studying, for instance, Richardson's successful sentimental fiction – as well as the contemporary poetics of reading (displaying a remarkable affinity to today's affect studies and cognitive reception theory). Moving into the materiality and contexts of reading, we shall also address modes and technologies of reading – practices of social reading, for instance, note taking, print technologies and the book market as well as questions of access.

Please have read Samuel Richardson's *Clarissa* (Riverside abridged version possible) by the beginning of term. To a large extent, the course material will be available on Moodle.

Introductory Reading:

Alberto Manguel, *A History of Reading* (1996).

### 5250036 The Irish Literary Movement (englisch)

3 SWS 8 LP  
SE Mo 08-10 wöch. (1) UL 6, 2004A S. Lieske  
Mo 10-12 14tgl. (2) UL 6, 2004A S. Lieske  
1) findet vom 08.04.2019 bis 08.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 08.04.2019 bis 08.07.2019 statt ; Lektürekurs (1 SWS)

The Irish Literary or Celtic Renaissance Movement of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries revived the Gaelic cultural heritage in order to recreate the cultural identity of Ireland after centuries of English political and cultural domination. Thus, this movement also had an immense political impact on the struggle for Irish 'Home Rule'. We will explore the contribution and limits of this movement (both in aesthetic and political terms) to the modernization of literature in the early 20<sup>th</sup> century – on a European scale.

Participants are requested to register before the beginning of the summer term: [stephan.lieske@rz.hu-berlin.de](mailto:stephan.lieske@rz.hu-berlin.de).

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

### 5250033 Shakespeare's Histories (englisch)

3 SWS 8 LP  
SE Mi 14-16 wöch. (1) UL 6, 2004A V. Lobsien  
Mi 16-18 14tgl. (2) UL 6, 2004A V. Lobsien  
1) findet vom 10.04.2019 bis 10.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 10.04.2019 bis 10.07.2019 statt ; Lektürekurs (1 SWS)  
*detaillierte Beschreibung siehe S. 37*

### 5250035 Reading in the Eighteenth Century (englisch)

3 SWS 8 LP  
SE Fr 10-12 wöch. (1) DOR 24, 1.502 H. Schwalm  
Fr 12-14 14tgl. (2) UL 6, 3017 H. Schwalm  
1) findet vom 12.04.2019 bis 12.07.2019 statt ; Seminar (2 SWS; 4 LP)  
2) findet vom 12.04.2019 bis 12.07.2019 statt ; Lektürekurs (1 SWS; 4 LP)  
*detaillierte Beschreibung siehe S. 37*

### 5250036 The Irish Literary Movement (englisch)

3 SWS 8 LP  
SE Mo 08-10 wöch. (1) UL 6, 2004A S. Lieske  
Mo 10-12 14tgl. (2) UL 6, 2004A S. Lieske  
1) findet vom 08.04.2019 bis 08.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 08.04.2019 bis 08.07.2019 statt ; Lektürekurs (1 SWS)  
*detaillierte Beschreibung siehe S. 37*

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

### 5250035 Reading in the Eighteenth Century (englisch)

3 SWS 8 LP  
SE Fr 10-12 wöch. (1) DOR 24, 1.502 H. Schwalm  
Fr 12-14 14tgl. (2) UL 6, 3017 H. Schwalm  
1) findet vom 12.04.2019 bis 12.07.2019 statt ; Seminar (2 SWS; 4 LP)  
2) findet vom 12.04.2019 bis 12.07.2019 statt ; Lektürekurs (1 SWS; 4 LP)  
*detaillierte Beschreibung siehe S. 37*

### 5250037 Women Writing Same-Sex Desire: Discourses of Gender and Sexuality (englisch)

3 SWS 8 LP  
SE Fr 14-16 wöch. (1) DOR 24, 1.601 E. Kilian  
Fr 16-18 14tgl./2 (2) DOR 24, 1.601 E. Kilian  
1) findet vom 12.04.2019 bis 13.07.2019 statt ; Seminar (2 SWS; 4 LP)  
2) findet vom 19.04.2019 bis 13.07.2019 statt ; Lektürekurs (1 SWS; 4 LP)

This course is dedicated to representations of same-sex desire in texts written by women. It is based on selected material from the beginning of the 20<sup>th</sup> century to the present. Among other things, it will focus on the historical contextualization of these texts and on their relationship to the discourses on gender and sexuality of their time. This will not only help us to historicize central concepts like 'lesbian', but it will also enable us to see how these texts respond to and are affected by ongoing developments in theory (e.g. identity politics, issues of intersectionality, the queering of genders and sexualities etc.). Another strand of inquiry concerns the retrospective reading of earlier lesbian texts through the lens of queer theory and the tenuous relationship between lesbian feminism and queer studies. We will try to fathom the productivities but also normativities of both critical positions. The Lektürekurs will be twinned with a similar seminar held at the University of Warsaw (Dr. Krystyna Mazur's course 'Writing Non-Normative Genders and Desires'), and there will be two compact phases with students from Warsaw (which will also include more material from the U.S.), one to be held in Berlin and one in Warsaw. Details about this arrangement will follow shortly. Please check AGNES regularly for updates!

Please get hold of and read the following texts:  
Radclyffe Hall, *The Well of Loneliness* (1928)  
Virginia Woolf, *Orlando* (1928)  
Maureen Duffy, *The Microcosm* (1966)  
Jeanette Winterson, *Oranges Are Not the Only Fruit* (1985)  
Sarah Waters, *Tipping the Velvet* (1998)  
Jackie Kay, *Trumpet* (1998)  
Shamim Sarif, *I Can't Think Straight* (2008)

Additional material will be announced/ made available at the beginning of the semester.  
Please be prepared for a substantial amount of reading.

## Modul 6: Literary Interactions

### 5250038 Shakespeare's Poems (englisch)

3 SWS	8 LP				
SE	Di	14-16	wöch. (1)	UL 6, 2004A	V. Lobsien
	Di	16-18	14tgl./1 (2)	UL 6, 2004A	V. Lobsien

1) findet vom 09.04.2019 bis 09.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 09.04.2019 bis 09.07.2019 statt ; Lektürekurs (1 SWS)

Shakespeare did not only write plays. In this course, we shall concentrate on his poetry – his sonnets, but above all his longer poems, such as *Venus and Adonis*, *Lucrece*, *The Phoenix and Turtle* („Let the bird of loudest lay“). Work in class will foreground close readings of these texts, but we will also study them with an interest in the various literary interactions that give shape to them both thematically and structurally. Thus, topics will include the poems' place in the European sonnet tradition, their rewriting of classical mythology, transformations of Roman history and ancient philosophy under early modern English auspices, Renaissance negotiations of religious as well as aesthetic issues. Participants must possess the texts in annotated print editions, such as: (a) *The Norton Shakespeare* (one-volume paperback edition of the complete works); or: (b) *The Complete Sonnets and Poems*, ed. by Colin Burrow (Oxford 2002); or, both in the Arden Shakespeare Third Series: (c) *Shakespeare's Sonnets*, ed. by Katherine Duncan-Jones (London 2010), and *Shakespeare's Poems. The Narrative and Other Poems*, ed. by Katherine Duncan-Jones and H. R. Woudhuysen (London 2007).

## Modul 7: Texts and Theories

### 5250039 Modernist Literature (englisch)

3 SWS	8 LP				
SE	Di	10-12	wöch. (1)	UL 6, 3001	C. Wilde
	Di	12-14	14tgl./1 (2)	UL 6, 3001	C. Wilde

1) findet vom 09.04.2019 bis 09.07.2019 statt ; Seminar (2 SWS)  
2) findet vom 09.04.2019 bis 09.07.2019 statt ; Lektürekurs (1 SWS)

James Joyce is, of course, a canonical writer, Hope Mirrlees you will probably never have heard about. Joyce's *Ulysses* (1922) is one of the modernist narrative texts, Mirrlees' "Paris. A Poem" (1919) is just returning to the critical agenda of modernist literary scholars. In this seminar, we will read two very different modernist texts – in terms of genre, length, and canonical status. Nevertheless, the two literary texts can be linked in a number of ways: they are both about life in European cities – Paris and Dublin – in the early decades of the 20<sup>th</sup> century; they both connect contemporaneous cultures and literary traditions; they both experiment with literary techniques and are interested in new ways of presenting reality and the workings of human consciousness on the page.

We will read the poetic text "Paris" and the narrative text *Ulysses* with a very close look at the literary – poetic and narrative – techniques that they employ, as well as at the two texts' presentation of human consciousness and urban life in the early 20<sup>th</sup>-century.

Please get your own copy of James Joyce's *Ulysses* (and start reading it before the semester starts!). The Penguin Classics or Oxford World's Classics edition are good options.

There is a modern edition of Hope Mirrlees' "Paris" in her *Collected Poems*, edited by Sandeep Parmar, Manchester: Carcanet Press, 2011.

I will provide a copy of the poem as well as additional critical texts at the beginning of the semester on moodle.

## Modul 8: Research Colloquium

### 5250040 Research Colloquium I (deutsch-englisch)

2 SWS	4 LP				
CO	Mi	10-12	wöch. (1)	UL 6, 2004A	E. Kilian

1) findet vom 10.04.2019 bis 10.07.2019 statt

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.

## Masterstudiengang für das Lehramt (ab StO 2015)

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

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

### 5250018 Compounds: compositionality and idiomaticity (englisch)

2 SWS	3 LP				
SE	Di	10-12	wöch. (1)	UL 6, 2014B	A. Alexiadou

1) findet vom 09.04.2019 bis 09.07.2019 statt

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.

### 5250019 Language and Cognition (englisch)

2 SWS 3 LP  
SE Mo 14-16 wöch. (1) DOR 24, 1.501 G. Smith  
1) findet vom 15.04.2019 bis 08.07.2019 statt

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.

### 5250041 Postwar Literature and Culture (englisch)

2 SWS 4 LP  
SE Do 14-16 wöch. (1) DOR 24, 1.501 H. Schwalm  
1) findet vom 11.04.2019 bis 11.07.2019 statt

Key facets pertaining to our commonplace knowledge (and school teaching) of modern Britain – above all, the image of the UK as a welfare state and as a postethnic, postcolonial society – evolved in the postwar era. This seminar is designed to cover a broad range of literary and cultural phenomena spanning the late 1940s to the early 1960s from Orwell's essayistic writings, the expansion of the education system and the angry young men, the socialist drama of the late 1950s, The Movement in poetry and working-class fiction to postcolonial migration („Windrush“) and its afterlives in recent politics and fiction.

Reading:

- Kingsley Amis, *Lucky Jim* (Penguin Essentials – please obtain your own copy)
- John Osborne, *Look Back in Anger* (Faber Modern Classics – please obtain your own copy)
- Sam Selvon, *The Lonely Londoners* (Penguin Modern Classics– please obtain your own copy)

Further primary reading to be announced. Shorter course material will be available on Moodle.

### 5250067 The Difference Within: Representations of Cultural Diversity in the U.S.A. (englisch)

2 SWS 3 LP  
SE Do 12-14 wöch. (1) DOR 24, 1.601 R. Isensee  
1) findet vom 11.04.2019 bis 11.07.2019 statt

Based on a close look at significant moments in American cultural history as well as theories of cultural difference the course will discuss constitutive aspects of defining cultural diversity in the United States past and present. Drawing on a wide selection of print and visual texts from various periods we will analyse representations of "the difference within" (in terms of the American East and West, North and South, urban and rural America as well as in terms of race and class) in an effort to identify versions of American culture as they are manifested in literary and visual narratives. This analytical work will be accompanied by a strong practical dimension that aims at producing concrete teaching projects for grades 7 to 13. Therefore, the course will collaborate with the Fachbereich English of an Integrated Secondary School in Berlin offering ample opportunities for discussing and implementing teaching projects resulting from the course in the EFL classroom.

Course requirements include active class preparation and participation, one in-class presentation and, as the module exam (MAP), a final oral exam.

Please register for the course via AGNES.

## Modul 3/4: Sprachpraxis

### I. Fremdsprache im Unterricht

#### 5250072 Pedagogic Grammar (englisch)

2 SWS 2 LP  
UE Di 10-12 wöch. (1) DOR 24, 1.302 M. Davies  
UE Fr 12-14 wöch. (2) DOR 24, 1.302 M. Davies  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
2) findet vom 12.04.2019 bis 12.07.2019 statt

In this course, students will take a critical look at conventional methods of assessment in foreign language education and consider how measuring 'grammatical' competence needs to allow for **learner-related** factors. Students will investigate the various causes and types of errors (including grammatical and pragmatic errors) made in the spoken and written output of pupils learning English at German schools. Here, participants will analyse and mark different types of output in a variety of spoken and written testing



situations, paying careful attention to how performance 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, how to mark **fairly** and **accurately**, and how to structure feedback strategies to enable pupils to **learn** from errors.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2019

### 5250074 Grammar in the Classroom (englisch)

2 SWS	2 LP					
UE	Do	08-10	wöch. (1)	DOR 24, 1.502	S. Ehlert	
UE	Fr	08-10	wöch. (2)	DOR 24, 1.502	S. Ehlert	
1) findet vom 11.04.2019 bis 11.07.2019 statt						
2) findet vom 12.04.2019 bis 12.07.2019 statt						

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.

## II. Produktion und Analyse fremdsprachiger Texte

### 5250069 Written Expression: US Topics (englisch)

2 SWS	2 LP					
UE	Fr	10-12	wöch. (1)	UL 6, 3001	S. Ehlert	
1) findet vom 12.04.2019 bis 12.07.2019 statt						

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.

### 5250070 Written Expression: UK Topics (englisch)

2 SWS	2 LP					
UE	Di	08-10	wöch. (1)	DOR 24, 1.502	E. Fawcett	
UE	Mi	10-12	wöch. (2)	DOR 24, 1.502	E. Fawcett	
1) findet vom 09.04.2019 bis 09.07.2019 statt						
2) findet vom 10.04.2019 bis 10.07.2019 statt						

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 4<sup>th</sup> April using the MA Education Sprachpraxis registration form available on the departmental website.

### 5250117 Written Expression: UK Topics (englisch)

2 SWS	2 LP					
UE	Mi	12-14	wöch. (1)	DOR 24, 1.302	M. Davies	
1) findet vom 10.04.2019 bis 10.07.2019 statt						

In this course, students will have an opportunity to practise and improve their own written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. In addition to producing written responses of their own to the texts discussed and improving their ability to write in English, participants will also consider the question of how to develop written and textual competence for different age-groups and for different levels of ability in the English classroom.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2019

## III. Texte und Medien

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

2 SWS	2 LP					
UE	Di	10-12	wöch. (1)	DOR 24, 1.502	E. Fawcett	
UE	Mi	08-10	wöch. (2)	DOR 24, 1.502	E. Fawcett	
1) findet vom 09.04.2019 bis 09.07.2019 statt						
2) findet vom 10.04.2019 bis 10.07.2019 statt						

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 thematic focus is on discussion of key concepts and approaches and on their relevance for the teaching of English as a foreign language.

MA Education students only. Interested students should register by Thursday 4<sup>th</sup> 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. (1)	DOR 24, 1.501	E. Fawcett	
1) findet vom 12.04.2019 bis 12.07.2019 statt						

Via student-led presentations and discussions, participants will experiment with using literature in the English classroom. Extensive discussion of the ideas presented provides an opportunity for students to practise and improve their spoken and written English.

MA Education students only. Interested students should register by Thursday 4<sup>th</sup> April using the MA Education Sprachpraxis registration form available on the departmental website.

### 5250073 Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch. (1)	DOR 24, 1.302	M. Davies	
1) findet vom 09.04.2019 bis 09.07.2019 statt						

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/classroom discourse when developing materials and communicating in English in the classroom.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 04.04.2019

### 5250075 Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	08-10	wöch. (1)	DOR 24, 1.502	S. Ehlert	
1) findet vom 08.04.2019 bis 08.07.2019 statt						

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.

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

### 5250044 Vorbereitung auf das Praxissemester (deutsch-englisch)

2 SWS	2 LP					
SE	Do	10-12	wöch. (1)	HV 5, 0122-23	F. Klimczak	
SE	Do	12-14	wöch. (2)	HV 5, 0122-23	F. Klimczak	
SE	Di	14-16	wöch. (3)	HV 5, 0122-23	A. Mihan	
SE	Mi	16-18	wöch. (4)	HV 5, 0122-23	A. Hirschfelder	
1) findet vom 11.04.2019 bis 11.07.2019 statt						
2) findet vom 11.04.2019 bis 11.07.2019 statt						
3) findet vom 09.04.2019 bis 09.07.2019 statt						
4) findet vom 10.04.2019 bis 10.07.2019 statt						

In diesem Seminar analysieren und diskutieren Sie Prinzipien des modernen Fremdsprachenunterrichts mit dem Ziel, sich Planungs- und Handlungsmöglichkeiten für Ihre eigene Lehrtätigkeit im Fach Englisch zu erarbeiten. Innerhalb des Themenfeldes „Gesellschaft und Öffentliches Leben“ (RLP S. 35) werden Sie sich im Laufe des Semesters mit Reihenplanung, kompetenzorientierter Unterrichtsplanung, Binnendifferenzierung und Scaffolding beschäftigen. In Arbeitsgruppen bzw. Tandems werden Sie Unterricht planen, erproben und reflektieren. Dabei setzen Sie sich mit typischen Herausforderungen des Unterrichtshandelns (z.B. Impulsgebung, Interaktionen, Feedback etc.) auseinander.

Außerdem bereiten Sie im Seminar Ihr Hospitationsvorhaben mit fremdsprachendidaktischer Fragestellung vor, das den thematischen und ggf. empirischen Ausgangspunkt für Ihre Seminararbeit in diesem Modul bilden soll.

Zur Einstimmung auf das Seminar machen Sie sich bitte mit dem Rahmenlehrplan Moderne Fremdsprachen vertraut, besonders mit Teil C: [https://bildungsserver.berlin-brandenburg.de/fileadmin/bbb/unterricht/rahmenlehrplaene/Rahmenlehrplanprojekt/amtliche\\_Fassung/Teil\\_C\\_Mod\\_Fremdsprachen\\_2015\\_11\\_16\\_web.pdf](https://bildungsserver.berlin-brandenburg.de/fileadmin/bbb/unterricht/rahmenlehrplaene/Rahmenlehrplanprojekt/amtliche_Fassung/Teil_C_Mod_Fremdsprachen_2015_11_16_web.pdf).

## Modul 6: Aufbaumodul Fachdidaktik

### 5250045 Inklusion und Heterogenität im Englischunterricht

2 SWS	2 LP					
SE	Di	10-12	wöch. (1)	HV 5, 0122-23	S. Breidbach	
SE	Do	08-10	wöch. (2)	HV 5, 0122-23	F. Klimczak	
SE	Fr	10-12	wöch. (3)	HV 5, 0122-23	A. Mihan	

1) findet vom 09.04.2019 bis 09.07.2019 statt ; Schwerpunkt: dramapädagogische Methoden  
 2) findet vom 11.04.2019 bis 11.07.2019 statt  
 3) findet vom 12.04.2019 bis 12.07.2019 statt

Es folgen die Kursbeschreibungen für drei Seminare, aus denen Sie bitte eines auswählen:

#### Gruppe 1-Breidbach: „Inklusion und Heterogenität im Englischunterricht“

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.

#### Gruppe 2-Klimczak &

#### Gruppe 3-Mihan: „Inklusion und Heterogenität im Englischunterricht“

Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention durch die Bundesrepublik im Jahr 2009 sind die Schlagwörter Inklusion und Heterogenität im Kontext von Schule und Lehrkräftebildung in aller Munde. Die fremdsprachendidaktische Forschung beginnt jedoch erst, sich intensiv mit diesem Thema auseinanderzusetzen; bisher wurde noch wenig konzeptuelle Forschung 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 Heterogenität und Inklusion? Und wie müsste ein Englischunterricht aussehen, der allen Schüler\*innen Lern- und Entwicklungsangebote zu machen vermag, die ihren Bedarfen, Fähigkeiten und Erfahrungen entsprechen und der Hürden abbaut, die Schüler\*innen die gesellschaftliche, kulturelle und politische Teilhabe erschweren oder verunmöglichen? Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer Theoriebildung und eines weiten Inklusionsbegriffes, der möglichst viele Dimensionen von Diversität in den Blick nimmt, beschäftigen wir uns mit fremdsprachendidaktischen Konzepten und ihrem Potenzial für inklusiven Englischunterricht. Aus der normativen Perspektive eines nicht-ausschließenden Fremdsprachenunterrichts analysieren wir curriculare Vorgaben sowie Verordnungen und setzen uns mit aktuellen Lehrwerken auseinander. Eingebettet in das Seminar und in Ergänzung dazu findet die 3. Ringvorlesung „Inklusion und Heterogenität im Fremdsprachenunterricht“ statt. Seminarteilnehmende besuchen mindestens eine der drei Vorlesungen im SoSe und verfassen einen Kommentar dazu.

### 5250046 Problemfelder des Fremdsprachenlehrens und -lernens (deutsch-englisch)

2 SWS	2 LP					
SE	Mo	08-10	wöch. (1)	HV 5, 0122-23	W. ZydatiB	
SE	Mo	10-16	Einzel (2)	HV 5, 0122-23	S. Breidbach	
	Di	10-16	Einzel (3)	HV 5, 0122-23	S. Breidbach	
	Mi	10-16	Einzel (4)	HV 5, 0122-23	S. Breidbach	
	Do	10-16	Einzel (5)	HV 5, 0122-23	S. Breidbach	
	Sa	10-14	Einzel (6)	HV 5, 0122-23	S. Breidbach	
SE	Mo	08-10	wöch. (7)	DOR 24, 1.501	F. Klimczak	
SE	Mi	10-12	wöch. (8)	HV 5, 0122-23	F. Klimczak	
SE	Mi	08-10	wöch. (9)	HV 5, 0122-23	F. Klimczak	

1) findet vom 08.04.2019 bis 08.07.2019 statt ; Thema: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" Unterrichtssprache: Englisch  
 2) findet am 01.04.2019 statt ; Alle fünf Termine müssen wahrgenommen werden. Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch Ein Vorbereitungstreffen findet am 27.03.2019 von 12.15 bis 13.00 Uhr im Raum 0122-23 (HVP 5-7) statt.  
 3) findet am 02.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch  
 4) findet am 03.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch  
 5) findet am 04.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch  
 6) findet am 04.05.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch  
 7) findet vom 15.04.2019 bis 08.07.2019 statt ; Thema: "Binnendifferenzierung im Fremdsprachenunterricht" Unterrichtssprache: Deutsch  
 8) findet vom 10.04.2019 bis 10.07.2019 statt ; Thema: "Lehrwerke im kommunikationsorientierten Fremdsprachenunterricht" Unterrichtssprache: Deutsch  
 9) findet vom 10.04.2019 bis 10.07.2019 statt ; Thema: "Leistungsbewertung in kommunikativen Fremdsprachenunterricht" Unterrichtssprache: Deutsch

Es folgen die Kursbeschreibungen für fünf Seminare, aus denen Sie bitte eines auswählen:

#### Gruppe 1-ZydatiB: "EFL's new challenge: Promoting, scaffolding and assessing generic language use"

Both the European Union and the city-state of Berlin have made the implementation of academic language (= „*Bildungssprache*“) a major goal of their educational systems; not least because classrooms have become more and more heterogeneous (culturally and linguistically: by now almost 39%; including learners with L1 German). The Council of Europe has established a task force of experts to introduce the notion of „school language“ in the curricula of its member states; and the Berlin government has decided to replace the „*DaZ-Modul*“ in conjunction with elements of „*Bildungssprache*“ (which in English normally translates as „academic language use / literacy“, „language of schooling“ or „CALP / Cognitive-Academic Language Proficiency“).

The idea behind this strategy is that subject-matter content gets mediated via language at all levels and in all areas of the curriculum (= verbal thought); which is to say that we need a language-based approach to content learning (= „*Durchgängige Sprachbildung*“). Halliday’s „Systemic Functional Linguistics“ (= SFL) offers such a theory oriented towards educational linguistics, and Vygotsky’s „Sociocultural Theory“ contributes additional valuable insights taken from the psychology of learning and developmental psychology. A central feature of this theory is Vygotsky’s construct of a „Zone of Proximal Development“, for which Jerome Bruner at Harvard University coined the term „scaffolding“ (= „*Lerngerüste*“ in German); also known as „support“, „assisted performance“ or „challenge zone“ (Gibbons) in other versions of the theory. This is to say that there is no curricular learning without language learning (Halliday 1993); i.e. subject-matter teaching (regardless of the curricular do-main) has to be ‘language-sensitive’ (Leisen’s term). The basic theoretical term in Halliday’s SFL is the notion of ‘variability’, for which he uses the metaphor of „register“. The basic unit of communicative language use in a context of situation is – in a functional linguistic approach – the genre (a discursive construct). Thus learners need not only lexical scaffolding but also grammatical and generic scaffolding: including a fair amount of language awareness, esp. with regard to the schematic structure of texts (= *Textbauplan*) or the so-called ‘academic discourse functions’ being related to the cognitive operations which have to be expressed in the various curricular domains). The notion of scaffolding has been extended further (beyond linguistic scaffolding) into input and output scaffolding as well as visual and social scaffolding (notably when it comes to generic writing). There is also a distinction between ‘designed-in’ (= macro) and ‘contingent scaffolding’ (= micro scaffolding: cf. Gibbons & Hammond 2001, 2005).

Note that (esp. as learners get older and progress in the school system to the lower and upper secondary level or into vocational training) the language of schooling tends not to be identical with colloquial language used among peers in the school yard or in the street (i.e. everyday language). It develops, in other words; a phenomenon that Halliday calls „logogenesis“ (= the unfolding of the text itself). On top of this, in most German classrooms the academic language use does not get (yet) comprehensively promoted – however, the written genres are relevant to the grades given by the subject-matter teacher (what we call in Germany the three *Anforderungsbereiche* = generic macro-functions in Anglophone contexts). This is why the Anglophone educational linguistics has developed the so-called „genre approach to writing“ (Cope & Kalantzis 1993; i.e. learners get instructed in producing the particular genres of each and every curricular domain (also known as the „Teaching / Learning Cycle“: Feez 2002, Hallet 2016). Apart from scaffolding then this calls for a different mode of assessing learners’ generic language use: i.e. formative v. summative assessment may be an answer (Marzano 2010, Llinares et al. 2012). All this calls for a farewell to the concept of a „cultural-linguistic capital“ (Bourdieu 1974) conveyed to the learner by the family (i.e. the social background). The concepts of *Bildungssprache* & *Durchgängige Sprachbildung* are thus an attempt to promote academic language by way of deliberate instruction in each subject – a requirement which can be considered essential in a knowledge society (under the heading of general education = *Allgemeine Bildung*, W. v. Humboldt being a famous protagonist of this idea: „*Anverwandlung der Welt über Sprache*“).

You are expected to adopt a functional view of language; i.e. shun the model of language as a formal or structural rule (particularly the generative and innatist positions). You are invited to see language as a resource for meaning-making; that is, for construing meaning by way of selecting language exponents from the various linguistic sub-systems (= double articulation according to Hockett) producing coherent and cohesive discursive structures paying due attention to the conventions of the genre and the expectations of the audience (= what is also called deeper learning). Language is, of course, a symbolic-semiotic system, which makes its use difficult for school learners.

Recommended (pre-)reading:

- Michael Halliday (1985 / 1994): *Introduction to Functional Grammar*. London: Edward Arnold.
- Thomas & Meriel Bloor (2013): *The Functional Analysis of English*. London & New York: Routledge [3rd Edition].
- Mary Schleppegrell (2004/2010): *The Language of Schooling: A Functional Linguistic Perspective*. Routledge.
- Lev Vygotsky (1962): *Language and Thought*. Harvard Univ. Press.
- Lev Vygotsky (1978): *Mind in Society*. Harvard Univ. Press.
- Wolfgang Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Klett-Kallmeyer.
- ders.: *Lernen fördern: Englisch*; W. Hallet / U. Krämer (Hg.): *Kompetenzaufgaben im Englischunterricht*. Seelze: Klatt-Kallmeyer.
- *Der Fremdsprachliche Unterricht: Englisch* 46, Heft 114 (2012): [Themenheft „Generisches Lernen“]
- Halliday (1993): „Towards a language-based theory of learning“, in: *Linguistics and Education* 5, 93-116.
- Pauline Gibbons (2002): *Scaffolding Language. Scaffolding Learning*. Portsmouth, NH: Heinemann.
- (2009): *English Learners’ Academic Literacy and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform, and use English in class. If you decide to get the MAP in this course, you should know that I only accept a written assignment: my assumption being that „*Bildungssprache* / academic literacy“ is mainly a phenomenon of the written language (Halliday: „a second-order abstraction“), to be taken seriously in the new structure of teacher education – preferably by mid-August 2019. Please, register with „*Agnes*,“ and in the office, UdL 6, room 3011, *Frau Schlösser*. First session: April 08, 2019.

Once you have handed in your term paper (in the mail-box in room 2007, next to the copying machine), write me an e-mail that it is available there. Do NOT send the assignment by e-mail, please. Later deadlines will have to be negotiated with me in the course of the seminar.

### Gruppe 2-Breibach: „playingCLIL“

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 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 the use of drama techniques in CLIL at both the conceptual and practical level. Participants will be 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 clearer understanding of the relevant pedagogical and methodological issues.

Participants will also be requested for their course-credits to present a teaching idea (including a set of games, scaffolding and study materials) to the entire group, who will act as the substitute group of pupils.

The course may be selected for the module exam (MAP). In this case, a term-paper will have to be submitted before August 30th, 2019.

The course will be open to all Master of Education students irrespective of the combination of their subjects. The course language will be English.

A reading list will be provided in the relevant Moodle course.

**Please note:** This is a one-week block course (Monday, April 1<sup>st</sup> – Thursday, April 4<sup>th</sup> AND Saturday, May 4<sup>th</sup>).

#### **Gruppe 3-Klimczak: „Binnendifferenzierung im Fremdsprachenunterricht“**

Angesichts der wachsenden Heterogenität der Schülerschaft 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 Hürden kritisch 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.

#### **Gruppe 4-Klimczak: „Lehrwerke im kommunikationsorientierten Fremdsprachenunterricht“**

Was haben aktuelle Englischlehrbücher eigentlich zu bieten? Wie kann man mit ihnen im kommunikativen Fremdsprachenunterricht arbeiten? Werden sie den Anforderungen nach Individualisierung und auch zunehmender Digitalisierung überhaupt gerecht? Diesen und anderen Fragen stellt sich dieses Blockseminar, das unterrichtspraktische Überlegungen mit relevanten fachdidaktischen Ansätzen verknüpft. Im Mittelpunkt der Untersuchung stehen Lehrbücher für die Sekundarstufe I. Die Lehrbücher werden einer kriteriengeleiteten Analyse unterzogen. Außerdem werden gemeinsam Ideen entwickelt und erprobt, wie man mit dem Lehrbuch kommunikativen Fremdsprachenunterricht gestalten kann.

#### **Gruppe 5-Klimczak: „Leistungsbewertung im kommunikativen Fremdsprachenunterricht“**

Leistungsbewertung im Unterricht ist immer ein Vabanquespiel zwischen Sachnorm sowie sozialer und individueller Bezugsnorm. Leistungsbewertung wehrt sich stets gegen den Vorwurf der Subjektivität und Ungerechtigkeit und strebt nach Vergleichbarkeit, Transparenz und Fairness. Aber wie stellt man das als Lehrende/r im kommunikativen Fremdsprachenunterricht an? Wie wird man den unterschiedlichen Lernenden bei der Beurteilung ihrer Leistungen gerecht? Welche Umsetzungsmöglichkeiten gibt es, dem Streben nach differenzierenden und individualisierenden Lernarrangements im Englischunterricht auch bei der Bewertung von mündlichen und schriftlichen Schüler\_innenleistungen Rechnung zu tragen? Diese und andere Fragen werden im Blockseminar vor der Grundlage der fachdidaktischen Theoriebildung mit Blick auf die Unterrichtspraxis diskutiert.

## **Modul 7: Transfermodul Fachdidaktik**

<b>5250047</b>	<b>Perspektiven Fremdsprachendidaktischer Forschung (deutsch-englisch)</b>					
2 SWS	2 LP					
SE	Mo	10-12	wöch. (1)	HV 5, 0122-23	W. ZydatiB	
SE	Do	12-14	wöch. (2)	HV 5, 0323-26	S. Breidbach	
SE	Fr	12-14	wöch. (3)	HV 5, 0122-23	A. Mihan	
SE	Di	12-14	wöch. (4)	HV 5, 0122-23	M. Derince	
SE	Mo	14-16	wöch. (5)	HV 5, 0122-23	W. ZydatiB	
1) findet vom 08.04.2019 bis 08.07.2019 statt ; Thema: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als CLIL)" Unterrichtssprache: Englisch						
2) findet vom 11.04.2019 bis 11.07.2019 statt ; Thema: "Explainity Clips - Erklärvideos im Fremdsprachenunterricht" Unterrichtssprache: Deutsch/Englisch						
3) findet vom 12.04.2019 bis 12.07.2019 statt ; Thema: "Issues of Race & Racism in the EFL Classroom" Unterrichtssprache: Englisch/Deutsch						
4) findet vom 09.04.2019 bis 09.07.2019 statt ; Thema: "Rereading ELT from the Perspective of Critical Applied Linguistics" Unterrichtssprache: Englisch						
5) findet vom 15.04.2019 bis 08.07.2019 statt ; Thema: "Children's, Teenage and Young Adult's Literature Across the EFL Curriculum" Unterrichtssprache: Englisch						

**Es folgen die Kursbeschreibungen für fünf Seminare, aus denen Sie bitte auswählen:**

#### **Gruppe 1-ZydatiB: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als CLIL)"**

Increasingly, new curricular knowledge, competences and study skills are acquired in a foreign language to equip school learners for the tertiary level and professional / vocational contexts where a demanding academic proficiency is required in a second / foreign language. Note that this is related to the 'pragmatic educational theory' started by Dewey, supported – among others – by PISA: school learning is meant to prepare students for the life after school, incl. the communicative participation in society. Thus educational systems in Europe have begun to implement curricular concepts centred around content and language integrated learning (short, CLIL), eg.:

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

In the course of this seminar the major aims, structural patterns and theoretical aspects of the different approaches will be presented and discussed. Students will be encouraged to develop their own curricular unit related to some identified topic from a specific bilingual subject (especially geography, history, civic education / politics, biology), or for a bilingual module (eg. in PE, IT, maths, music, business / home studies or philosophy / ethics) or for a cross-curricular project (involving several languages or several curricular areas). Special emphasis will have to be put on making the match between subject requirements and (limited) foreign language proficiency (ie. task-based / generic learning, use of discontinuous texts, study skills, scaffolding & a 'language-sensitive' attitude towards content teaching in general: ie. Leisen's term).

Recommended pre-reading:

- Manfred Wildhage / Edgar Otten (Hrsg.) (2003): *Praxis des bilingualen Unterrichts*. Cornelsen / Scriptor.
- Peeter Mehisto / David Marsh & J.M. Frigols (2008): *Uncovering CLIL*. Oxford: Macmillan.
- Do Coyle / Philip Hood & David Marsh (2010): *CLIL*. Cambridge Univ. Press (= CUP).
- Ana Llinares / Tom Morton & Rachel Whittaker (2012): *The Roles of Language in CLIL*. CUP.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in (if you decide to do it in this course) a written assignment, preferably by mid-August 2019. Please register with *Agnes* / Sekretariat Frau Schlösser, UdL 6, room 3011. First session: April 08, 2019. – Once you have handed in your term paper (in the mail-box in room 2007, next to the copying machine), write me an e-mail that it is available there. Do NOT send the assignment by e-mail, please. Later deadlines will have to be negotiated with me in the course of the seminar.

### **Gruppe 2-Breibach: „Explainty Clips –Erklärvideos im Fremdsprachenunterricht“**

Erklärvideos zum Fremdsprachenlernen finden sich in beliebiger Zahl (oft frei im Internet zugänglich) und für (fast) jede Zielgruppe. In diesem Seminar analysieren wir Erklärvideos zunächst aus linguistischer, lerntheoretischer und erzähl- sowie medientheoretischer Sicht.

Anschließend werden in Kleingruppen eigene Erklärvideos erstellt, handhabbare Forschungskonzepte zur Arbeit mit Erklärvideos entwickelt und diese in Mini-Forschungsprojekten erprobt. Mögliche Forschungsthemen sind die didaktische Verwendung von Erklärvideos im Unterricht, Rezeption von Erklärvideos durch Lernende oder didaktische Kompetenzen von Lehrer\*innen für den Einsatz von Erklärvideos.

Die Teilnahme an diesem Seminar erfordert engagierte Mitarbeit, insbesondere in Gruppen. Vor- bzw. nachbereitende Lektüre der Seminarliteratur wird erwartet, ebenso die Erstellung eines Forschungsdesigns und dessen Durchführung als Seminarprojekt.

Die Form der Modulabschlussprüfung wird in der ersten Sitzung bekannt gegeben.

### **Gruppe 3-Mihan: "Issues of Race & Racism in the EFL Classroom"**

How do the categories of race and racial difference concern us and you as (future) teachers of English as a Foreign Language (EFL)? How are we individually positioned in a racialized society, and how does this position us with regard to our students? How can we communicate about race issues in a non-violent, non-discriminatory and self-reflective way? Are EFL theory and research in Germany concerned with issues of race and racisms, and if they are, what are their contributions to the field as well as to the teaching of EFL?

We 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/Kritische Weißheitsstudien) and approaches to teaching EFL as antiracist, emancipatory education (Critical race literacy, Rassismuskritische Bildungsarbeit, *Inter-/Trans-/Kulturelles Lernen*). You will be introduced to and apply research methodology that is innovative in the German speaking context such as (community) autoethnography, co-constructive writing (*Schreibkonferenz*) and working with a process portfolio to reflect on and theorize your 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.

Options for the *Modulabschlussprüfung* will be presented during the first session.

### **Gruppe 4-Derince: "Rereading ELT from the Perspective of Critical Applied Linguistics"**

What is the role and place of such issues as ethnicity, race, gender, class, power, identity, and social change in the curricula of English language education departments? How can we approach and handle these issues in English Language Teaching (ELT)? What is the status of English locally and globally and how is it reflected on the language education theory and practice? How can teaching methods in ELT be challenged from more critical perspectives? What can ELT theory learn from the larger discussions of the social sciences? This seminar attempts to reexamine and reread the backbone courses of ELT from Critical Applied Linguistics Framework (CALx) perspective in order to scrutinize these questions and more.

CALx deals with the relationships between language and society by raising critical questions related to the role of language in access to resources; seeking social justice; scrutinizing oppressive power relations; understanding disparities, and giving voice to resistance (Canagarajah, 2008; Crookes, 2013; Pennycook, 2001). In other words, CALx aims at making language teaching theory more socially and politically accountable by problematizing "normative assumptions of applied linguistics" (Pennycook, 2001, p. 9). In this sense, this seminar aims at creating opportunities for prospective English language teachers to give ear to Brazilian educator and philosopher Paulo Freire's revolutionary work, which suggests to read not only the word but the world.

Participants will be expected to cover extensive reading material in preparation for weekly classes and to accept responsibility for occasional in-class presentations and for prompting and leading discussions.

There will be an oral exam as a *Modulabschlussprüfung* if required.

A reading list will be provided.

References

- Canagarajah, A. S. (2008). The politics of English language teaching. In S. May & N. Hornberger (Eds.), *Encyclopedia of language and education: Language policy and political issues in education* (Vol. 1, pp. 213-227). New York: Springer.
- Crookes, G. (2013). *Critical ELT in action: Foundations, promises, praxis*. New York: Routledge.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. New Jersey: Lawrence Erlbaum Associates Inc.

### **Gruppe 5-ZydatiB: "Children's, Teenage and Young Adults' Literature Across the EFL Curriculum"**

A university TEFL-course on „*Kinder- und Jugendliteratur*“ – why, there are textbooks galore?!? Well, the narrative mode of thinking is (according to Jerome Bruner, one of the most prolific and influential scholars in psychology, language acquisition and educational theory) the primary mode of cognition, by which the human mind processes language – (or discourse-) bound social experience and interaction. Verbal thought is a species-specific endowment no other 'animal' has got. Telling stories to children (and vice versa, listening to tales and other fictional genres as a child) entails pre-forms of literacy, by which both first language acquisition of pre-school kids and primary school learners' mastery of literate techniques are given a significant boost. 'Good' first language learners tend to be successful second or foreign language learners. Thus it stands to reason that EFL teachers should exploit the

huge potential of children's, teenage and young adult learners' literature written in English (each year about 5,000 new works get published in English alone and new genres develop: eg. Graphic or multimodal novels) – suitable both for regular primary schools and for the junior or senior secondary school level as well as in bilingual / immersion and/or CLIL classes. After all, these texts do not only appeal to the child's or adolescent's general interests in life, but they attract their imagination, their sense of verbal humour and creativity too. They also enhance intercultural learning. And not to forget: Usually they are carefully com-posed; that is, in linguistic and visual terms they are scripted (and drawn) in a way which holds the children's attention ('noticing' being a pre-requisite for learning) and promotes the acquisition of the language at all its systemic levels. Fictional texts of this kind offer the EFL classroom a valuable blend of interesting authentic material and of carefully graded linguistic-discursive input (esp. a rich vocabulary and contextualized syntax plus natural, idiomatic language use). There is a vast generic range of fictional texts: think of humour and comic relief, ads and commercials, satire and crime – plus, of course, the works of „the Bard“ himself (ie. William Shakespeare, who was ever so fond of puns: a third of the language he used he invented himself).

Recommended pre-reading:

- Andrew Wright (1995): *Storytelling with Children*. Oxford Univ. Press.
- Ders. (1997): *Creating Stories with Children*. Oxford Univ. Press.
- Morgan / Mario Rinvolutri (1983): *Once upon a Time: Using Stories in the Language Classroom*. Cambridge Univ. Press.
- Bland / Chr. Lütge (Hg.) (2013): *Children's Literature in Second Language Education*. Bloomsbury.
- Heide Niemann (2002): *Mit Bilderbüchern Englisch lernen*. Seelze: Klett-Kallmeyer.
- Tierney / P. Dobson (1995): *Are you sitting comfortably? Telling Stories to Young Language Learners*. London: CILT [Young Pathfinder 3].
- „Telling Stories“ = Themenheft *Der Fremdsprachliche Unterricht: Englisch* 47 (2013), Heft 121/122.
- Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Seelze: Klett-Kallmeyer.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in a written assignment by, preferably, mid-August 2019 (if you decide to write it in this area). Please, register with „Agnes,“ and with *Frau Schlösser, Sekretariat Fachdidaktik Englisch, UdL 6, Raum 3011*. – Once you have handed in your term paper (in the mail-box in room 2007, next to the copying machine), write me an e-mail that it is available there. Do NOT send the assignment by e-mail, please. Later deadlines will have to be negotiated with me in the course of the seminar.

## 5250048 Masterkolloquium

2 SWS	2 LP				
CO	Do	14-16	wöch. (1)	HV 5, 0122-23	S. Breidbach
CO	Mo	12-14	wöch. (2)	HV 5, 0122-23	W. ZydatiB
1) findet vom 11.04.2019 bis 11.07.2019 statt					
2) findet vom 08.04.2019 bis 08.07.2019 statt					

**Es folgen die Kursbeschreibungen für zwei Colloquien, aus denen Sie bitte eines auswählen:**

### Gruppe 1-Breidbach

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. Zudem werden Grundlagen fremdsprachendidaktischer Forschung (Forschungsfelder und Methoden, Darstellung von Forschungsergebnissen) erarbeitet.

Die Arbeitsanforderungen an Studierende sind neben der regelmäßigen Teilnahme die kontinuierliche Weiterentwicklung eines eigenen Forschungsprojekts sowie die Aufarbeitung und Vorstellung von forschungsbezogener Literatur.

### Gruppe 2-ZydatiB

Das Kolloquium bezieht sich auf die Klärung und Erarbeitung möglicher Themenstellungen für die Masterarbeit 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.

Erste Sitzung: 08. April 2019, wobei an diesem Tag ein *dies academicus* um 13 Uhr beginnt. Wenn Sie da hinwollen / müssen, dann ist spätestens um 12.45 Uhr Schluss – ansonsten machen wir weiter. Ggf. Folien auf Moodle hochladen.

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.

Once you have handed in your M Ed-thesis (with *Frau Langhoff in Dorotheenstr. 65*), write me an e-mail that it is available in room 2007 (= UdL 6). The *Prüfungsbüro* does not give me any notice in this respect.

## Modul 9: Sprache, Literatur, Kultur und fremdsprachliche Bildung (ÜWP)

### 5250019ÜWRlanguage and Cognition (englisch)

2 SWS	3 LP				
SE	Mo	14-16	wöch. (1)	DOR 24, 1.501	G. Smith
1) findet vom 15.04.2019 bis 08.07.2019 statt					

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.

### 5250041ÜWRPostwar Literature and Culture (englisch)

2 SWS	3 LP				
SE	Do	14-16	wöch. (1)	DOR 24, 1.501	H. Schwalm
1) findet vom 11.04.2019 bis 11.07.2019 statt					

Key facets pertaining to our commonplace knowledge (and school teaching) of modern Britain – above all, the image of the UK as a welfare state and as a postethnic, postcolonial society – evolved in the postwar era. This seminar is designed to cover a broad range of literary and cultural phenomena spanning the late 1940s to the early 1960s from Orwell's essayistic writings, the expansion of the education system and the angry young men, the socialist drama of the late 1950s, The Movement in poetry and working-class fiction to postcolonial migration („Windrush“) and its afterlives in recent politics and fiction.

Reading:

- Kingsley Amis, *Lucky Jim* (Penguin Essentials – please obtain your own copy)
- John Osborne, *Look Back in Anger* (Faber Modern Classics – please obtain your own copy)
- Sam Selvon, *The Lonely Londoners* (Penguin Modern Classics– please obtain your own copy)

Further primary reading to be announced. Shorter course material will be available on Moodle.

## 5250046ÜW**Problemfelder des Fremdsprachenlehrens und -lernens (deutsch-englisch)**

2 SWS	3 LP					
SE	Mo	08-10	wöch. (1)	HV 5, 0122-23	W. Zydatiř	
SE	Mo	10-16	Einzel (2)	HV 5, 0122-23	S. Breidbach	
	Di	10-16	Einzel (3)	HV 5, 0122-23	S. Breidbach	
	Mi	10-16	Einzel (4)	HV 5, 0122-23	S. Breidbach	
	Do	10-16	Einzel (5)	HV 5, 0122-23	S. Breidbach	
	Sa	10-14	Einzel (6)	HV 5, 0122-23	S. Breidbach	
SE	Mo	08-10	wöch. (7)	DOR 24, 1.501	F. Klimczak	
1) findet vom 08.04.2019 bis 08.07.2019 statt ; Thema: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" Unterrichtssprache: Englisch						
2) findet am 01.04.2019 statt ; Alle fünf Termine müssen wahrgenommen werden. Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch Ein Vorbereitungstreffen findet am 27.03.2019 von 12.15 bis 13.00 Uhr im Raum 0122-23 (HVP 5-7) statt.						
3) findet am 02.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch						
4) findet am 03.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch						
5) findet am 04.04.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch						
6) findet am 04.05.2019 statt ; Thema: "playingCLIL" Unterrichtssprache:deutsch-englisch						
7) findet vom 15.04.2019 bis 08.07.2019 statt ; Thema: "Binnendifferenzierung im Fremdsprachenunterricht" Unterrichtssprache: Deutsch						

**Es folgen die Kursbeschreibungen für drei Seminare, aus denen Sie bitte eines auswählen:**

### **Gruppe 1-Zydatiř: "EFL's new challenge: Promoting, scaffolding and assessing generic language use"**

Both the European Union and the city-state of Berlin have made the implementation of academic language (= „Bildungssprache“) a major goal of their educational systems; not least because classrooms have become more and more heterogeneous (culturally and linguistically: by now almost 39%; including learners with L1 German). The Council of Europe has established a task force of experts to introduce the notion of „school language“ in the curricula of its member states; and the Berlin government has decided to replace the „DaZ-Modul“ in conjunction with elements of „Bildungssprache“ (which in English normally translates as „academic language use / literacy“, „language of schooling“ or „CALP / Cognitive-Academic Language Proficiency“).

The idea behind this strategy is that subject-matter content gets mediated via language at all levels and in all areas of the curriculum (= verbal thought); which is to say that we need a language-based approach to content learning (= „Durchgängige Sprachbildung“). Halliday's „Systemic Functional Linguistics“ (= SFL) offers such a theory oriented towards educational linguistics, and Vygotsky's „Sociocultural Theory“ contributes additional valuable insights taken from the psychology of learning and developmental psychology. A central feature of this theory is Vygotsky's construct of a „Zone of Proximal Development“, for which Jerome Bruner at Harvard University coined the term „scaffolding“ (= „Lerngerüste“ in German); also known as „support“, „assisted performance“ or „challenge zone“ (Gibbons) in other versions of the theory. This is to say that there is no curricular learning without language learning (Halliday 1993); ie. subject-matter teaching (regardless of the curricular do-main) has to be 'language-sensitive' (Leisen's term). The basic theoretical term in Halliday's SFL is the notion of 'variability', for which he uses the metaphor of „register“. The basic unit of communicative language use in a context of situation is – in a functional linguistic approach – the genre (a discursive construct). Thus learners need not only lexical scaffolding but also grammatical and generic scaffolding: including a fair amount of language awareness, esp. with regard to the schematic structure of texts (= *Textbauplan*) or the so-called 'academic discourse functions' being related to the cognitive operations which have to be expressed in the various curricular domains). The notion of scaffolding has been extended further (beyond linguistic scaffolding) into input and output scaffolding as well as visual and social scaffolding (notably when it comes to generic writing). There is also a distinction between 'designed-in' (= macro) and 'contingent scaffolding' (= micro scaffolding: cf. Gibbons & Hammond 2001, 2005).

Note that (esp. as learners get older and progress in the school system to the lower and upper secondary level or into vocational training) the language of schooling tends not to be identical with colloquial language used among peers in the school yard or in the street (ie. everyday language). It develops, in other words; a phenomenon that Halliday calls „logogenesis“ (= the unfolding of the text itself). On top of this, in most German classrooms the academic language use does not get (yet) comprehensively promoted – however, the written genres are relevant to the grades given by the subject-matter teacher (what we call in Germany the three *Anforderungsbereiche* = generic macro-functions in Anglophone contexts). This is why the Anglophone educational linguistics has developed the so-called „genre approach to writing“ (Cope & Kalantzis 1993; ie. learners get instructed in producing the particular genres of each and every curricular domain (also known as the „Teaching / Learning Cycle“: Feez 2002, Hallet 2016). Apart from scaffolding then this calls for a different mode of assessing learners' generic language use: ie. formative v. summative assessment may be an answer (Marzano 2010, Llinares et al. 2012). All this calls for a farewell to the concept of a „cultural-linguistic capital“ (Bourdieu 1974) conveyed to the learner by the family (ie. the social background). The concepts of *Bildungssprache* & *Durchgängige Sprachbildung* are thus an attempt to promote academic language by way of deliberate instruction in each subject – a requirement which can be considered essential in a knowledge society (under the heading of general education = *Allgemeine Bildung*, W. v. Humboldt being a famous protagonist of this idea: „*Anverwandlung der Welt über Sprache*“).

You are expected to adopt a functional view of language; ie. shun the model of language as a formal or structural rule (particularly the generative and innatist positions). You are invited to see language as a resource for meaning-making; that is, for construing meaning by way of selecting language exponents from the various linguistic sub-systems (= double articulation according to



Hockett) producing coherent and cohesive discursive structures paying due attention to the conventions of the genre and the expectations of the audience (= what is also called deeper learning). Language is, of course, a symbolic-semiotic system, which makes its use difficult for school learners.

Recommended (pre-)reading:

- Michael Halliday (1985 / 1994): *Introduction to Functional Grammar*. London: Edward Arnold.
- Thomas & Meriel Bloor (2013): *The Functional Analysis of English*. London & New York: Routledge [3rd Edition].
- Mary Schleppegrell (2004/2010): *The Language of Schooling: A Functional Linguistic Perspective*. Routledge.
- Lev Vygotsky (1962): *Language and Thought*. Harvard Univ. Press.
- Lev Vygotsky (1978): *Mind in Society*. Harvard Univ. Press.
- Wolfgang Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Klett-Kallmeyer.
- ders.: *Lernen fördern*: Englisch; W. Hallet / U. Krämer (Hg.): *Kompetenzaufgaben im Englischunterricht*. Seelze: Klatt-Kallmeyer.
- *Der Fremdsprachliche Unterricht: Englisch* 46, Heft 114 (2012): [Themenheft „Generisches Lernen“]
- Halliday (1993): „Towards a language-based theory of learning“, in: *Linguistics and Education* 5, 93-116.
- Pauline Gibbons (2002): *Scaffolding Language. Scaffolding Learning*. Portsmouth, NH: Heinemann.
- (2009): *English Learners' Academic Literacy and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform, and use English in class. If you decide to get the MAP in this course, you should know that I only accept a written assignment: my assumption being that „Bildungssprache / academic literacy“ is mainly a phenomenon of the written language (Halliday: „a second-order abstraction“), to be taken seriously in the new structure of teacher education – preferably by mid-August 2019. Please, register with „Agnes,“ and in the office, UdL 6, room 3011, *Frau Schlösser*. First session: April 08, 2019.

Once you have handed in your term paper (in the mail-box in room 2007, next to the copying machine), write me an e-mail that it is available there. Do NOT send the assignment by e-mail, please. Later deadlines will have to be negotiated with me in the course of the seminar.

### Gruppe 2-Breidbach: „playingCLIL“

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 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 the use of drama techniques in CLIL at both the conceptual and practical level. Participants will be 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 clearer understanding of the relevant pedagogical and methodological issues.

Participants will also be requested for their course-credits to present a teaching idea (including a set of games, scaffolding and study materials) to the entire group, who will act as the substitute group of pupils.

The course may be selected for the module exam (MAP). In this case, a term-paper will have to be submitted before August 30th, 2019.

The course will be open to all Master of Education students irrespective of the combination of their subjects. The course language will be English.

A reading list will be provided in the relevant Moodle course.

**Please note:** This is a one-week block course (Monday, April 1<sup>st</sup> – Thursday, April 4<sup>th</sup> AND Saturday, May 4<sup>th</sup>).

### Gruppe 3-Klimczak: „Binnendifferenzierung im Fremdsprachenunterricht“

Angesichts der wachsenden Heterogenität der Schülerschaft 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 Hürden kritisch 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.

## 5250067ÜWF The Difference Within: Representations of Cultural Diversity in the U.S.A.

(englisch)

2 SWS

3 LP

SE

Do

12-14

wöch. (1)

DOR 24, 1.601

R. Isensee

1) findet vom 11.04.2019 bis 11.07.2019 statt

Based on a close look at significant moments in American cultural history as well as theories of cultural difference the course will discuss constitutive aspects of defining cultural diversity in the United States past and present. Drawing on a wide selection of print and visual texts from various periods we will analyse representations of „the difference within“ (in terms of the American East and West, North and South, urban and rural America as well as in terms of race and class) in an effort to identify versions of American culture as they are manifested in literary and visual narratives. This analytical work will be accompanied by a strong practical dimension that aims at producing concrete teaching projects for grades 7 to 13. Therefore, the course will collaborate with the Fachbereich English of an Integrated Secondary School in Berlin offering ample opportunities for discussing and implementing teaching projects resulting from the course in the EFL classroom.

Course requirements include active class preparation and participation, one in-class presentation and, as the module exam (MAP), a final oral exam.

Please register for the course via AGNES.

## 5250070ÜWRW **Written Expression: UK Topics (englisch)**

2 SWS                      3 LP  
UE                          Di                          08-10                      wöch. (1)                      DOR 24, 1.502                      E. Fawcett  
1) findet vom 09.04.2019 bis 09.07.2019 statt

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 4<sup>th</sup> April using the MA Education Sprachpraxis registration form available on the departmental website.

## **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:

### **5250076      Snapshots of the UK (englisch)**

2 SWS                      2 LP  
UE                          Mi                          12-14                      wöch. (1)                      DOR 24, 1.502                      E. Fawcett  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 36*

### **5250078      Intercultural Competence (englisch)**

2 SWS                      2 LP  
UE                          Di                          14-16                      wöch. (1)                      DOR 24, 1.302                      M. Davies  
1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 37*

### **5250079a     Academic Writing (englisch)**

2 SWS                      3 LP  
UE                          Do                          10-12                      wöch. (1)                      UL 6, 3075                      E. Fawcett  
UE                          Fr                          10-12                      wöch. (2)                      UL 6, 2004A                      E. Fawcett  
1) findet vom 11.04.2019 bis 11.07.2019 statt  
2) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 30*

### **5250080      Current Events in the US (englisch)**

2 SWS                      3 LP  
UE                          Do                          12-14                      wöch. (1)                      DOR 24, 1.502                      S. Ehlert  
1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 30*

### **5250082      Professional Translation Skills II (Fachsprache: Economic and Technical Translation) (englisch)**

2 SWS                      3 LP  
PL                          Mi                          14-16                      wöch. (1)                      DOR 24, 1.302                      M. Davies  
1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 17*

### **5250083      Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)**

2 SWS                      3 LP  
PL                          Fr                          10-12                      wöch. (1)                      DOR 24, 1.302                      M. Davies  
1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 17*

### **5250085      Consecutive Interpreting (englisch)**

2 SWS                      3 LP  
PL                          Mo                          10-12                      wöch. (1)                      UL 6, 3001                      A. Johannsen  
1) findet vom 08.04.2019 bis 08.07.2019 statt  
*detaillierte Beschreibung siehe S. 18*

- 5250086 Language Awareness: Grammar in Context (englisch)**  
 2 SWS 2 LP  
 UE Mo 14-16 wöch. (1) DOR 65, 325 K. Heukroth  
 UE Fr 08-10 wöch. (2) DOR 65, 325 K. Heukroth  
 1) findet vom 08.04.2019 bis 08.07.2019 statt  
 2) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 10*
- 5250087 Language Awareness: Academic Vocabulary in Use (englisch)**  
 2 SWS 2 LP  
 UE Di 08-10 wöch. (1) UL 6, 3001 K. Heukroth  
 UE Fr 10-12 wöch. (2) DOR 65, 325 K. Heukroth  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
 2) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250088 Language Awareness: Introduction to Academic Writing (englisch)**  
 2 SWS 2 LP  
 UE Do 16-18 wöch. (1) DOR 65, 325 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250089 Language Awareness: The Language of Cultural Studies (englisch)**  
 2 SWS 2 LP  
 UE Do 14-16 wöch. (1) DOR 65, 325 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250090 Language Awareness: The Language of Literary Studies (englisch)**  
 2 SWS 2 LP  
 UE Do 12-14 wöch. (1) UL 6, 3001 E. Gibbels  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250091 Language Awareness: Learning Language with Literature (englisch)**  
 2 SWS 2 LP  
 UE Di 14-16 wöch. (1) DOR 65, 325 E. Kelly  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 11*
- 5250092 Language Awareness: Notes in Academic Contexts (englisch)**  
 2 SWS 2 LP  
 UE Do 10-12 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250093 Oral Skills: Australian history and identity (englisch)**  
 2 SWS 2 LP  
 UE Fr 14-16 wöch. (1) I 110, 347 C. Suntinger  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250094 Oral Skills: Britain in Brief (englisch)**  
 2 SWS 2 LP  
 UE Mi 14-16 wöch. (1) DOR 65, 325 E. Kelly  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250095 Oral Skills: Current Trends and Developments in Great Britain (englisch)**  
 2 SWS 2 LP  
 UE Mi 16-18 wöch. (1) DOR 65, 325 E. Kelly  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*

- 5250096 Oral Skills: Debating and Public Speaking (englisch)**  
 2 SWS 2 LP  
 UE Di 16-18 wöch. (1) DOR 65, 325 E. Kelly  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 12*
- 5250097 Oral Skills: Voices of Great Britain, Ireland and the US (englisch)**  
 2 SWS 2 LP  
 UE Mi 10-12 wöch. (1) DOR 24, 1.601 E. Kelly  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250098 Oral Skills: Exploring Culture and Society in the USA (englisch)**  
 2 SWS 2 LP  
 UE Di 14-16 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250099 Oral Skills: Considering People and Politics in the USA (englisch)**  
 2 SWS 2 LP  
 UE Fr 12-14 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250100 Oral Skills: Literary Literacy in Academic Discussions (englisch)**  
 2 SWS 2 LP  
 UE Di 12-14 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250101 Oral Skills: Presentation Practice (englisch)**  
 2 SWS 2 LP  
 UE Do 14-16 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 11.04.2019 bis 11.07.2019 statt  
*detaillierte Beschreibung siehe S. 13*
- 5250102 Oral Skills: Part of the Panel (englisch)**  
 2 SWS 2 LP  
 UE Di 10-12 wöch. (1) DOR 24, 3.005 E. Kelly  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*
- 5250103 Written Academic Discourse: Academic Essays (englisch)**  
 2 SWS 2 LP  
 UE Di 16-18 wöch. (1) DOR 24, 1.601 E. Gibbels  
 UE Mi 14-16 wöch. (2) UL 6, 3001 E. Gibbels  
 1) findet vom 09.04.2019 bis 09.07.2019 statt  
 2) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*
- 5250105 Written Academic Discourse: Writing Academic Essays (englisch)**  
 2 SWS 2 LP  
 UE Fr 10-12 wöch. (1) I 110, 353 A. Fausser  
 1) findet vom 12.04.2019 bis 12.07.2019 statt  
*detaillierte Beschreibung siehe S. 14*
- 5250106 Written Academic Discourse: Writing and Revising the Essay (englisch)**  
 2 SWS 2 LP  
 UE Mi 12-14 wöch. (1) DOR 65, 325 A. Fausser  
 1) findet vom 10.04.2019 bis 10.07.2019 statt  
*detaillierte Beschreibung siehe S. 15*

## Personenverzeichnis

<b>Person</b>	<b>Seite</b>
Ahdout, Odelia, odelia.ahdout@hu-berlin.de ( Morphology )	9
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de ( English Historical Linguistics and Dialectology )	7
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de ( Compounds: compositionality and idiomaticity )	40
Araya, Rebeca, arayaacr@cms.hu-berlin.de ( Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories )	4
Araya, Rebeca, arayaacr@cms.hu-berlin.de ( The Americas in British Literature )	5
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( American Literary History II: 1918 to the Present )	6
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Lektüreseminar ("Ausgewählte Epochen") )	6
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Lektüreübung )	22
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( American Literary History II: 1918 to the Present )	29
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Intersectional Approaches to Critical Race Theory )	30
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Refugee Writing )	31
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Multicultural Canadian Literature )	31
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Intersectional Approaches to Critical Race Theory )	35
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Refugee Writing )	35
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de ( Multicultural Canadian Literature )	35
Boss, Alexandra, aleksandra.boss@hu-berlin.de ( Literary Representations: Nathaniel Hawthorne )	26
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Grundkurs Einführung in die Fachdidaktik Englisch )	21
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Inklusion und Heterogenität im Englischunterricht )	43
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	43
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Perspektiven Fremdsprachendidaktischer Forschung )	45
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Masterkolloquium )	47
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	48
Brown, Jessica ( History and Varieties of English )	8
Das, Debopam, debopam.das@hu-berlin.de ( Pragmatics )	9
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Professional Translation Skills II (Fachsprache: Economic and Technical Translation) )	17
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) )	17
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Essay Composition )	36
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Intercultural Competence )	37
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Pedagogic Grammar )	40
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Written Expression: UK Topics )	41
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de ( Culture and Language Learning )	42

<b>Person</b>	<b>Seite</b>
Derince, Mine ( Perspektiven Fremdsprachendidaktischer Forschung )	45
Duah, Reginald, reginald.akuoko.duah@hu-berlin.de ( Phonetics & Phonology )	9
Egg, Markus, Tel. 2093-2295, markus.egg@rz.hu-berlin.de ( Introduction to Linguistics )	4
Egg, Markus, Tel. 2093-2295, markus.egg@rz.hu-berlin.de ( Old English )	8
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Writing the Term Paper )	26
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Current Events in the US )	30
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Non-Fiction Writing )	30
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Grammar in the Classroom )	41
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Written Expression: US Topics )	41
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com ( Classroom Discourse )	42
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Language Awareness: Notes in Academic Contexts )	12
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Oral Skills: Exploring Culture and Society in the USA )	13
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Oral Skills: Considering People and Politics in the USA )	13
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Oral Skills: Literary Literacy in Academic Discussions )	13
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Oral Skills: Presentation Practice )	13
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Written Academic Discourse: Writing Academic Essays )	14
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Written Academic Discourse: Writing and Revising the Essay )	15
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com ( Written Academic Discourse: Academic Writing for American Studies )	25
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Academic Writing )	30
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Academic Writing )	36
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Snapshots of the UK )	36
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Written Expression: UK Topics )	41
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Inclusion in the English Classroom )	42
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Working with Literature )	42
Fawcett, Emma, emma.fawcett@hu-berlin.de ( Written Expression: UK Topics )	50
Fritzsche, Robert, robert.fritzsche@hu-berlin.de ( Varieties of English )	8
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Language Awareness: Introduction to Academic Writing )	11
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Language Awareness: The Language of Cultural Studies )	11
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Language Awareness: The Language of Literary Studies )	11
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Written Academic Discourse: Academic Essays )	14
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... ( Contrastive Language Analysis: Academic Prose in Contrast )	15
Heukroth, Kornelia, Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... ( Language Awareness: Grammar in Context )	10






<b>Person</b>	<b>Seite</b>
<b>Heukroth, Kornelia</b> , Tel. 2093-2441, kornelia.heukroth@rz.hu-berlin... ( Language Awareness: Academic Vocabulary in Use )	11
<b>Heukroth, Kornelia</b> , Tel. 2093-2441, kornelia.heukroth@rz.hu-berlin... ( Contrastive Language Analysis: Learning from Differences )	15
<b>Hirschfelder, A.</b> ( Vorbereitung auf das Praxissemester )	42
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Lektüreseminar ("Ausgewählte Epochen") )	6
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Culture and Media: The Politics of Education and Educational Cultures in the US and Canada )	27
<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 )	28
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Images of the Other in Early American Literature )	31
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( Images of the Other in Early American Literature )	35
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( The Difference Within: Representations of Cultural Diversity in the U.S.A. )	40
<b>Isensee, Reinhard</b> , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de ( The Difference Within: Representations of Cultural Diversity in the U.S.A. )	49
<b>Johannsen, Anna-Katharina</b> ( Consecutive Interpreting )	18
<b>Karawani, Hadil</b> ( Semantics )	9
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Language Awareness: Learning Language with Literature )	11
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Oral Skills: Britain in Brief )	12
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Oral Skills: Current Trends and Developments in Great Britain )	12
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Oral Skills: Debating and Public Speaking )	12
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Oral Skills: Voices of Great Britain, Ireland and the US )	13
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Oral Skills: Part of the Panel )	14
<b>Kelly, Eimear</b> , Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de ( Written Academic Discourse: Essay Writing )	14
<b>Kilian, Eveline</b> , Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de ( Victorian Culture and the City (Part I) )	16
<b>Kilian, Eveline</b> , Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de ( Victorian Culture and the City (Part I and Part II) )	20
<b>Kilian, Eveline</b> , Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de ( Women Writing Same-Sex Desire: Discourses of Gender and Sexuality )	38
<b>Kilian, Eveline</b> , Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de ( Research Colloquium I )	39
<b>Kindinger, Evangelia</b> ( Culture and Context: Topics in American History )	23
<b>Kindinger, Evangelia</b> ( Imagining the American South in Film and Television )	32
<b>Kindinger, Evangelia</b> ( Imagining the American South in Film and Television )	36
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Baldwin/James ("Ausgewählte Themen") )	17
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Research Practice )	19
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Baldwin/James ("Ausgewählte Themen" und "Erweiterte Lektüre") )	21
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Literary Representations: Postmodern American Fiction )	26
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Research Practice )	28
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( American Film History and Theory )	31


<b>Person</b>	<b>Seite</b>
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( Baldwin/James ("Ausgewählte Themen" ) )	34
<b>Klepper, Martin</b> , Tel. 2093-2312, martin.klepper@staff.hu-berlin.de ( American Film History and Theory )	36
<b>Klimczak, Franziska</b> , Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de ( Ausgewählte Kapitel des Fremdsprachenunterrichts )	22
<b>Klimczak, Franziska</b> , Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de ( Vorbereitung auf das Praxissemester )	42
<b>Klimczak, Franziska</b> , Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de ( Inklusion und Heterogenität im Englischunterricht )	43
<b>Klimczak, Franziska</b> , Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	43
<b>Klimczak, Franziska</b> , Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	48
<b>Kordoni, Evangelia</b> , evangelia.kordoni@anglistik.hu-berlin.de ( Research Methods )	19
<b>Lewis, David</b> ( Looking Backwards: The English Language through the Ages )	8
<b>Lieske, Stephan</b> , Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de ( Oscar Wilde )	5
<b>Lieske, Stephan</b> , Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de ( Pre-Raphaelite Sensualities (Part I) )	16
<b>Lieske, Stephan</b> , Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de ( Pre-Raphaelite Sensualities (Part I and Part II) )	20
<b>Lieske, Stephan</b> , Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de ( The Irish Literary Movement )	37
<b>Liu, Mingya</b> , mingya.liu@hu-berlin.de ( English Historical Linguistics and Dialectology )	7
<b>Liu, Mingya</b> , mingya.liu@hu-berlin.de ( Word Learning )	16
<b>Löbbermann, Dorothea</b> , Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de ( Lektüreseminar ("Ausgewählte Epochen" ) )	6
<b>Löbbermann, Dorothea</b> , Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de ( Culture and Context: Topics in American History )	23
<b>Lobsien, Verena</b> , Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de ( Shakespeare's Histories )	37
<b>Lobsien, Verena</b> , Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de ( Shakespeare's Poems )	39
<b>McIntyre, Andrew</b> , Tel. 2093-2311, andrew.mcintyre@hu-berlin.de ( English Historical Linguistics and Dialectology )	7
<b>McIntyre, Andrew</b> , Tel. 2093-2311, andrew.mcintyre@hu-berlin.de ( English Syntax )	9
<b>McIntyre, Andrew</b> , Tel. 2093-2311, andrew.mcintyre@hu-berlin.de ( Argument Structure )	15
<b>Mihan, Anne</b> , Tel. 2093-2767, mihanann@cms.hu-berlin.de ( Vorbereitung auf das Praxissemester )	42
<b>Mihan, Anne</b> , Tel. 2093-2767, mihanann@cms.hu-berlin.de ( Inklusion und Heterogenität im Englischunterricht )	43
<b>Mihan, Anne</b> , Tel. 2093-2767, mihanann@cms.hu-berlin.de ( Perspektiven Fremdsprachendidaktischer Forschung )	45
<b>Otto, Andre</b> , jana.sodtke@rz.hu-berlin.de ( Psychogeographical London )	5
<b>Otto, Andre</b> , jana.sodtke@rz.hu-berlin.de ( Elizabethan Theatre of Violence (Part I) )	16
<b>Otto, Andre</b> , jana.sodtke@rz.hu-berlin.de ( Elizabethan Theatre of Violence (Part I and Part II) )	20
<b>Pasternak, Robert</b> ( Semantics )	10
<b>Potjans, Anne</b> , Anne.Potjans@cms.hu-berlin.de ( American Culture Theory )	4
<b>Röder, Katrin</b> , roederkx@staff.hu-berlin.de ( Performing the East in Early Modern Drama )	7
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<b>Person</b>	<b>Seite</b>
Schäfer, Florian, florian.schaefer.2@hu-berlin.de ( Grammaticalization )	8
Schäfer, Florian, florian.schaefer.2@hu-berlin.de ( English Syntax )	10
Schäfer, Florian, florian.schaefer.2@hu-berlin.de ( OV/VO Word Order in Germanic Languages )	15
Schillings, ( Baldwin/James ("Ausgewählte Themen" ) )	17
Schillings, ( Baldwin/James ("Ausgewählte Themen" und "Erweiterte Lektüre" ) )	21
Schillings, ( Baldwin/James ("Ausgewählte Themen" ) )	34
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de ( Reading Poetry )	6
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de ( The Rise of the Novel. Eighteenth-Century Fiction and Its Contexts )	6
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de ( Reading in the Eighteenth Century )	37
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de ( Postwar Literature and Culture )	40
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de ( Postwar Literature and Culture )	48
Smith, George, Tel. 2093-2229, george.smith@staff.hu-berlin.de ( Introduction to Language )	25
Smith, George, Tel. 2093-2229, george.smith@staff.hu-berlin.de ( Language and Cognition )	40
Smith, George, Tel. 2093-2229, george.smith@staff.hu-berlin.de ( Language and Cognition )	47
Sommer, Livia, livia.sommer@hu-berlin.de ( Morphology )	10
Suntinger, Clare, clarewsanders@googlemail.com ( Oral Skills: Australian history and identity )	12
Tordasi, Kathrin, kathrin.tordasi@hu-berlin.de ( The Haunted House in English Fiction )	5
Tu, Jiann-Chyng, tujiannk@hu-berlin.de ( Lektüreseminar ("Ausgewählte Epochen" ) )	6
Verlinden, Jasper, verlindj@hu-berlin.de ( Introduction to British Cultural Studies and Cultural History. Key Concepts and Theories )	4
Verlinden, Jasper, verlindj@hu-berlin.de ( Culture and Media: The Settler Colonial Imaginary in US American Law and Culture )	27
Wilde, Cornelia, Tel. 2093-2067, cornelia.wilde@staff.hu-berlin.de ( Early Modern Poetry )	4
Wilde, Cornelia, Tel. 2093-2067, cornelia.wilde@staff.hu-berlin.de ( Research Methodology )	19
Wilde, Cornelia, Tel. 2093-2067, cornelia.wilde@staff.hu-berlin.de ( Modernist Literature )	39
Yilmaz, Gülsen, guelsen.yilmaz@hu-berlin.de ( Contact Linguistics )	8
Zydati, Wolfgang, WBKZydatiss@t-online.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	43
Zydati, Wolfgang, WBKZydatiss@t-online.de ( Perspektiven Fremdsprachendidaktischer Forschung )	45
Zydati, Wolfgang, WBKZydatiss@t-online.de ( Masterkolloquium )	47
Zydati, Wolfgang, WBKZydatiss@t-online.de ( Problemfelder des Fremdsprachenlehrens und -lernens )	48

## Gebäudeverzeichnis

-  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
PL	Praxisorientierte Lehrveranstaltung
RV	Ringvorlesung
SE	Seminar
UE	Übung
VL	Vorlesung