

Wintersemester 2016/17

Vorlesungszeit: 17.10.2016 - 18.02.2017

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Institut für Anglistik und Amerikanistik

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

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

Bachelorstudiengang Englisch (BA Englisch)

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

Studienordnung 2008

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

Modul 2: Introduction to Literary Studies

5250094 Einführung in die Literaturwissenschaft (englisch)

2 SWS	2 LP					
VL	Fr	14-16	Einzel (1)	HE 1, 1.06	H. Schwalm	
	Fr	12-14	wöch.	HE 1, 1.06	H. Schwalm	

1) findet am 16.12.2016 statt ; Nachholtermin, Einzeltermin,

Die Vorlesung will Studierende der englischen Literatur mit zentralen Problemen, Konzepten und Begriffen des Fachs bekannt machen und einige Möglichkeiten aufzeigen, diese zu artikulieren und über sie nachzudenken. Am Anfang werden die Grundlagen der Zeichentheorie stehen; darauf aufbauend wird es darum gehen, was Literatur möglicherweise von anderen Weisen der Sprachverwendung unterscheidet, was Literatur ausmacht. Dazu gehören Überlegungen zu Sprachfunktionen und zur poetischen Funktion im Besonderen ebenso wie zur Fiktionalität. Im Anschluss daran werden einzelne poetische Verfahrensweisen — wie z.B. Metapher, Reim oder Parallelismus —, charakteristische Züge erzählender Texte — Perspektive/*point of view*, Erzählsituation etc. — sowie strukturelle Besonderheiten des Dramas — z.B. die Kommunikationssituation — beschrieben und an Beispielen (aus der englischen Literatur) erläutert. Schließlich sollen auch Methoden und Techniken des wissenschaftlichen Arbeitens zumindest einführend erklärt werden.

Zu Semesterbeginn wird ein Reader mit ausgewählten Texten zur Verfügung stehen. Wichtiges zur Erzähltheorie ist außerdem zusammengefasst in: Shlomith Rimmon-Kenan, *Narrative Fiction: Contemporary Poetics*, London: Methuen, 1989. Dieses Buch wird zur Anschaffung empfohlen.

5250095 Einführung in die Literaturwissenschaft: Textanalyse (englisch)

2 SWS						
SE	Di	12-14	wöch.	DOR 24, 1.501	S. Lieske	
SE	Mi	12-14	wöch.	DOR 24, 1.501	H. Schwalm	
SE	Do	12-14	wöch.	DOR 24, 1.501	J. Schoen	
SE	Fr	10-12	wöch.	DOR 24, 1.501	R. Araya	

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

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

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

5250100a Textanalyse (englisch)

2 SWS						
SE	Di	16-18	wöch.	UL 6, 1072	M. Neüff	
SE	Do	12-14	wöch.	DOR 24, 1.601	J. Roering	
SE	Mo	14-16	wöch.	DOR 24, 1.501	A. Boss	

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

Zugleich wird es auch um Methoden und Techniken des wissenschaftlichen Arbeitens gehen. („Wie halte ich ein Referat?“, Recherchestrategien, Umgang mit wissenschaftlichen Hilfsmitteln usw.). Die amerikanistischen Seminare finden auf Englisch statt! Die Teilnehmerzahl ist auf 10 beschränkt.

Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Anglist*nnen ohne AGNES-Zugang und "Härtefälle" melden sich bitte per email bei Rebeca Araya an: arayaacr@cms.hu-berlin.de

Reading:

Materialien werden in den einzelnen Gruppen zur Verfügung gestellt bzw. zugänglich gemacht. Zur Orientierung und Begleitung eignen sich besonders:

Requirements:

Die Modulprüfung (90 min) beinhaltet Fragen der Vorlesung (Einführung in die Literaturwissenschaft) und aus diesem Seminar. Die Anforderungen im Seminar werden Ihnen jeweils von dem/der Kursleiter/in erläutert.

Modul 3: Introduction to English and American Cultural Studies

5250096 British Cultural History (englisch)

2 SWS						
VL	Di	10-12	wöch.	UL 6, 2002		S. Lieske

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

5250097 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS						
SE	Do	10-12	wöch.	DOR 24, 1.501		E. Kilian
SE	Do	16-18	wöch.	DOR 24, 1.501		K. Tordasi

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

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

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

5250105a Cultural Theory (englisch)

2 SWS						
SE	Do	10-12	wöch.	UL 6, 3075		C. Vogt-William

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

The requirements for the class are regular attendance, participation and a presentation. For the MAP you will have to answer a few essay questions pertaining to the material addressed this class.

Recommended Reading:

- Aleida Assmann. *Introduction to Cultural Studies*. Berlin: Erich Schmidt Verlag, 2012.
- Simon During. *Cultural Studies: A Critical Introduction*. London and NY: Routledge, 2005.

5250110 American Cultural History (englisch)

2 SWS	2 LP					
VL	Mo	16-18	wöch.	UL 6, 2091/92		M. Klepper

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

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

Reading and Preparation:

- Brinkley, Alan. *The Unfinished Nation. A Concise History of the American People*. New York: McGraw-Hill, 72013.
- The powerpoint presentations used in the lecture will be available for viewing and downloading on the e-learning platform Moodle (link in Agnes) before each lecture. The key is "Obama" (without quotation marks). You will also find the syllabus and a bibliography in Moodle.

5250111a American Cultural Theory (englisch)

2 SWS						
SE	Di	10-12	wöch. (1)	DOR 24, 1.601		M. Klepper

1) 30 Personen Amerikanistik 10 Personen Englisch

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

Reading:

Ein Reader zum Kurs mit allen Texten ist ab 1. Oktober bei Sprintout, S-Bahnbogen 190 (Ecke Georgen/Universitätsstraße) erhältlich.

A good first encounter with the topic are the texts by Matthias Oppermann and Martin Klepper in *Approaches to American Cultural Studies*. Ed. Antje Dallmann, Eva Boesenberg and Martin Klepper (Milton Park: Routledge, 2016) — also on moodle.

Requirements:

The requirement for the class is presence, participation and a short presentation. For the MAP you will have to answer an essay question pertaining to this class.

The course registration is via Agnes.

Modul 4: History and Varieties of English

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

Modul 5: Survey of English Literatures

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

5250098 Shifts in Literary History Between Late Victorianism and Modernism (englisch)

2 SWS

SE

Mi

08-10

wöch.

DOR 24, 1.501

B. Schnabel

Dieses Seminar stellt AutorInnen aus dem späten 19. und frühen 20. Jahrhundert vor und beschäftigt sich mit deren sozialer, künstlerischer und feministischer Wirkungsabsicht. Es werden Texte von Thomas Hardy, George Bernard Shaw und Virginia Woolf analysiert. Hardys Story *An Imaginative Woman*, Shaws Komödie *Pygmalion* sowie Wolfs Short Story *Mrs Dalloway in Bond Street* werden Gegenstand unserer Seminardiskussion sein. Der Kurs findet in englischer Sprache statt. Die Texte werden in einem Reader zur Verfügung gestellt.

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

5250099 Caryl Churchill's London Plays (englisch)

2 SWS

SE

Fr

08-10

wöch.

DOR 24, 1.501

B. Schnabel

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

Dieses Seminar stellt eine der produktivsten und erfolgreichsten Dramatikerinnen Großbritanniens aus der zweiten Hälfte des 20. Jahrhunderts vor. Wir beschäftigen uns mit zwei Welterfolgen Caryl Churchills, *Top Girls* und *Serious Money*. Die Autorin steht für spannendes, historisches und aktuell-politisches Theater, das sich durch Farcenelemente, Parodie, Satire und feministischen Scharfsinn auszeichnet. Texte werden zum Teil in einem Reader zur Verfügung gestellt. Der Kurs findet in englischer Sprache statt.

5250115 "A Fever and a Burden": Four Centuries of Women in Love (englisch)

2 SWS

SE

Di

14-16

wöch.

DOR 24, 1.501

D. Steglich

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

Congratulations. You're in love. How do you feel?

Your response will most likely depend on your answers to the following questions: Is the feeling mutual? Are both of you single? Do you want the same things in life? Is the person you're in love with socially acceptable – are you compatible in terms of age, class, religion, finances, sexual orientation, ... gender? Do your family and friends agree with your choice? Will there be repercussions if you act on your feelings?

In this class we will read four novels – all written by female authors, all focused on female protagonists and their struggles with love (be it romantic or other). Each one of these novels will function as a representative for one century; our discussion will therefore feature a political and social contextualization, which will in turn help us to figure out whether the chosen novel is a true representation of its time, whether it raises issues that were previously considered taboo or maybe even blatantly ignores others. Thus we will be reading our way through the 18th, 19th, 20th and 21st century, learning about changes in British society, writing and – of course – gender roles.

The four novels we will be reading (mostly) in full (which must therefore be acquired by the students; and will be discussed in the order presented here) are:

- Frances Burney: *Evelina*
- Jane Austen: *Emma*
- Daphne du Maurier: *Rebecca*
- tbd (most likely Ali Smith: *Girl meets Boy*)

Any additional material or secondary sources will be provided on moodle.

5250116 Modernist Poetry: The Faber Book of Modern Verse (englisch)

2 SWS
SE Di 18-20 wöch. (1) DOR 24, 1.601 M. Riedel
1) Bitte beachten: das Seminar beginnt sine tempore. Bitte auch beachten: Seminar beginnt erst ab der zweiten Woche der Vorlesungszeit, also erst mit dem 25.10.

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

Since its first publication in 1936, *The Faber Book of Modern Verse* has been regarded by many as the definitive anthology of modernist poetry from the English speaking world. It was not only seen as determining the literary status quo of its time but also seems to have had a significant impact on the poetic development of many young writers from later generations, samples of whose works were included in subsequent editions. However, the image of modernist poetry presented in the anthology appears to be as multifaceted and at times noncohesive as the era in which it was written itself. The volume ranges from the political and social poetry of authors like Auden and Eliot to the surrealism of David Gascoyne, from the relaxed style of Louis MacNeice to the rhythmic innovation of Edith Sitwell, and from the war poetry of Isaac Rosenberg to the plain and calm language of Edwin Muir, to name but a few.

In narrowing down the field by focussing primarily on British authors, this seminar wants to search for common threads in the works of the authors assembled in *The Faber Book of Modern Verse* while acknowledging and assessing the differences and oppositions between them.

A reader and a moodle course will be provided at the beginning of the term.

Modul 6: Levels of Linguistic Analysis

Für Modul 6 gilt, dass für die Teilnahme an dem Seminar, in dem die Modulabschlussprüfung (MAP) abgelegt wird, 3 Studienpunkte (SP) vergeben werden. Dabei ist die MAP nicht eingerechnet. Für die Teilnahme am anderen Seminar werden 2 SP vergeben.

5250010 Pragmatics (englisch)

2 SWS
SE Mo 14-16 wöch. UL 6, 3001 N. Scherf

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

5250015 Introduction to Morphology (englisch)

2 SWS
SE Mi 10-12 wöch. I 110, 347 N. Hirsch

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

5250049 Introduction to Semantics (englisch)

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

We will look at models that represent meaning, including a short introduction to formal semantics. This seminar requires basic knowledge of linguistics acquired in Module 1.

The participants will complete weekly assignments, provided through the Moodle course.

Literature: Saeed, John (2003): *Semantics. (Introducing Linguistics)*. Blackwell Publishers.

5250050 Introduction to Formal Semantics (englisch)

2 SWS
SE Fr 14-16 wöch. DOR 24, 1.601 F. Martin

5250071 English Phonetics and Phonology (englisch)

2 SWS
SE Mo 16-18 wöch. DOR 24, 1.501 B. Kamali

The course teaches notions in phonetics and phonology with an empirical focus on major varieties of English. The aspects of acoustic and articulatory phonetics and phonological analysis covered are intended to give the students a deeper understanding of linguistic principles as well as skills in spoken English and speech analysis.

5250150 Introduction to Syntax (englisch)

2 SWS
SE Do 16-18 wöch. UL 6, 1072 N.

The seminar provides an introduction to the systematic study of syntax, the system by which sentences are structured in human language. We will employ the generative approach to the scientific study of language, using linguistic data to develop a theoretical model of basic syntactic competence. Our model will combine various parts of the grammar (the lexicon, phrase structure, movement, case, etc.) into a unified system, with emphasis on the question of which elements are universal across languages and which might vary crosslinguistically. Students will be trained to use empirical data from different languages in order to construct arguments for or against certain analyses of syntactic and semantic phenomena, across a range of languages.

Modul 7: American Literary History

5250056 Lektürekurse (englisch)

2 SWS
LK Mi 18-20 14tgl./1 DOR 24, 1.501 D. Stonecipher
LK Mi 18-20 14tgl./2 DOR 24, 1.501 D. Stonecipher
LK Do 14-16 14tgl./1 UL 6, 3001 A. Potjans
LK Do 14-16 14tgl./2 UL 6, 3001 A. Potjans
LK Mo 10-12 14tgl./1 DOR 24, 1.501 D. Rose
LK Mo 10-12 14tgl./2 DOR 24, 1.501 D. Rose

This course is offered in conjunction with the lecture on American Literary History from the 17th century until World War I. Together with your tutor, you will analyze selected texts from different literary periods or movements, situating the works in their historical contexts and discuss salient themes as well as narrative technique.

The course is based on the Norton Anthology of American Literature, Shorter Edition (7th or 8th edition). Additional texts will be provided electronically.

Credit is based on regular attendance, participation in class discussions, and an oral presentation or a similar task.

5250088 Oral Skills: Academic Note-Taking and Discussion (englisch)

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

The course introduces and practices fundamental oral academic skills: taking efficient notes in lectures, participating in seminar discussions and making effective contributions. The course will also introduce and practice typical conversation moves in seminars and academic discussion settings. Several smaller assignments. Credits based on attendance and course work (including one successful note-taking in class).

Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 13 October 2016 (4 pm) via email to (elisabeth.gibbels@rz.hu-berlin.de)

5250112 American Literary History (englisch)

1 SWS 1 LP
VL Mo 15-16 wöch. UL 6, 2091/92 M. Klepper

The lecture offers an overview of US American literary history from the 17th century to World War I. In the BA American Studies, it is complemented by a tutorial taught by students from the Master program in American Studies; in the BA English, by a Lektüreseminar. In the tutorial or Lektüreseminar, selected texts from different literary periods or movements are discussed in greater depth to give students a more thorough and nuanced understanding of North American literature and its development until the early 20th century.

You do not need to sign up for the lecture itself -- but please sign up in Agnes for the tutorial or the Lektüreseminar.

If you have problems signing up for the tutorial/Lektürekurs please write to:

anastasija87@hotmail.com and inform us which Studiengang you are (Englisch/Amerikanistik) and what your problem is.

The text basis for the lecture will be the Norton Anthology of American Literature (Shorter 8th Edition).

There will be a moodle site for this class: keyword: "Manifest Destiny".

Modul 9: English Language in Social and Cultural Context

5250016 Synthetic Compounds (englisch)

2 SWS
SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
1) findet ab 28.10.2016 statt

Since its first coinage, the term "synthetic compound" has encompassed different phenomena. But the core problem it was originally meant to address was the question of how to draw the boundary between derivation and composition. Do synthetic compounds call this delineation into question? That is, are combinations like *power holder* and *long-haired* to be considered derivations from

a phrasal base (cf. [[power+hold] + er] and [[long+hair] + ed]) or should they be analyzed as compounds with a derived second element (cf. [[power] + [hold+er]] and [[long] + [haired]])? This topic will be examined within a principled theory of grammar that demonstrates the applicability of central syntactic notions like "head", "complement" and "modifier" to lexical structure as well. Achtung: Dieses Seminar beginnt in der 2. Semesterwoche (am 28. Oktober).

5250073 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)
 2 SWS
 SE Do 10-12 wöch. UL 6, 3001 S. Repp

In this seminar we shall look at languages that are spoken as a first or second language by many pupils at German schools - Russian and Turkish - and compare them to English. This comparison will be concerned with all levels of linguistic analysis. For instance, in the phonology we find that both Russian and Turkish have much smaller vowel inventories than English but they still have vowels that English does not have. They also have something called hard vs. soft consonants (like a hard and soft /l/), this distinction in the case of Russian being an important characteristic of the consonant system. Morphologically, the three languages are very different with Turkish being an agglutinative language, and Russian/German being inflecting. So Turkish seems to have very complex words. For instance the verb "ayrılmamistim" with the stem "ayrıl" (to part/separate) has 5 affixes that express: ability+negation+perfective+past+1Sing. Syntactically, there is the basic difference that English and Russian are SVO languages whereas Turkish is SOV. There are also interesting, and maybe puzzling, facts in the realm of syntax. For instance, in Turkish, embedded clauses can have case. And Russian, even though it does not have articles, can mark definiteness.

We shall look at the similarities and differences between these three languages both from a descriptive and from a theoretical point of view. So we will be asking what and why. This will give us some basic understanding of the languages spoken around us and it will sharpen our understanding of the linguistic system shaped by universal grammar and exploited in the grammars of individual languages.

In order to obtain course credits you have to attend the class regularly and hand in homework assignments on a regular basis. The homework will mainly consist in applying knowledge that you have acquired in class to new data. Occasionally, we shall read a research paper for which there will be questions to be answered in written form.

5250074 Language Comprehension: Understanding English words, sentences and discourse (englisch)
 2 SWS
 SE Do 14-16 wöch. DOR 24, 1.501 S. Repp

In this course we shall explore how readers and listeners understand language. Starting from the 'small' elements (phonemes, letters) we shall look at words, phrases, sentences and discourse. For instance, we shall find out how we recognize that a group of lines and curves makes up a certain letter (even if it is upside-down), whether it really doesn't matter in what order the letters in a word are as long as the first and the last letter are at the right place. We shall look at lexical retrieval and ask, for instance, if both meanings of a homonym (e.g. 'bug' - 'insect'/'problem') are activated when we read or hear it. We shall look at syntactic ambiguities as in 'The student told the professor that everyone hated a lie', and find out why one reading is preferred over the other, or why it is difficult to process sentences like 'The horse raced past the barn fell.' We will investigate the role of prosody in processing and find out how different kinds of tunes influence the way we look at pictures. And we will find out how discourse coherence is achieved (or disturbed). Next to such questions about content we shall also be concerned with questions of methodology: How do we find out about these processes? What empirical methods do researchers apply to find out about the intricate relations between competence and performance? We shall hear about questionnaires for acceptability ratings, response time methods like lexical decision tasks, self-paced readings, the monitoring of eye-movements, as well as brain research methods. In order to obtain course credits you have to attend the class regularly and hand in homework assignments on a regular basis. The homework will mainly consist in reading parts of psycholinguistic textbooks as well as research papers, and answering short questions about the texts that we read, in written form.

5250148 Language Acquisition (englisch)
 2 SWS
 SE Mo 10-12 wöch. UL 9, E25 K. Yatsushiro

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

Modul 10: Linguistics as a Cognitive Science

5250016 Synthetic Compounds (englisch)
 2 SWS
 SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
 1) findet ab 28.10.2016 statt
 detaillierte Beschreibung siehe S. 10

5250073 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)
 2 SWS
 SE Do 10-12 wöch. UL 6, 3001 S. Repp
 detaillierte Beschreibung siehe S. 11

5250074 Language Comprehension: Understanding English words, sentences and discourse (englisch)
 2 SWS
 SE Do 14-16 wöch. DOR 24, 1.501 S. Repp
detaillierte Beschreibung siehe S. 11

5250148 Language Acquisition (englisch)
 2 SWS
 SE Mo 10-12 wöch. UL 9, E25 K. Yatsushiro
detaillierte Beschreibung siehe S. 11

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

5250117 Mary Wollstonecraft's Non-Fiction and Early Nineteenth Century Female Novel Writing (englisch)
 2 SWS
 SE Do 08-10 wöch. DOR 24, 1.501 B. Schnabel

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
 Das Seminar stellt die legendäre Streitschrift *A Vindication of the Rights of Woman* von Mary Wollstonecraft in den Mittelpunkt der Diskussion. Dieser Text sollte sowohl zeitgenössische als auch zukünftige Generationen von Schriftstellerinnen beeinflussen. Der Kurs verfolgt inwiefern sich Wollstonecrafts Ideen in den Schriften zeitgenössischer Romanautorinnen wiederfinden. Dazu lesen wir *Emma* von Jane Austen und Charlotte Brontës *Jane Eyre*. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt. Die Veranstaltung findet in englischer Sprache statt.

5250118 British Nature Writing in the 20th and 21st Centuries (Part 1) (englisch)
 2 SWS
 SE Mi 10-12 wöch. DOR 24, 1.502 A. Lubkowitz

Since Romanticism "love of nature" has been a decisive element of British culture and the national self-image – be it in the Victorian obsession with natural history, the back-to-the-land movement in the late nineteenth and early twentieth century or the English nostalgia for the countryside in pre- and interwar literature. Towards the turn of the millennium, however, nature has become an increasingly contested term – on the one hand considered no longer to be "natural" at all but a social and cultural construct and on the other hand haunted by apocalyptic visions of an environment under constant threat of destruction.

This seminar investigates how nature writing engages with these changes, moving away from the worship of picturesque scenery towards literary encounters with the ecological crisis envisioned as a "dark ecology" (Timothy Morton). We will read landmarks of British nature writing such as Edward Thomas' *The South Country* (1906), J.A. Baker's *The Peregrine* (1967) and Kathleen Jamie's *Sightlines* (2012) with a brief excursion to such texts at the margin of the genre as V.S. Naipaul's *The Enigma of Arrival* (1987) and W.G. Sebald's *The Rings of Saturn* (1995) which challenge the genre itself, e.g. by crossing the line between fiction and non-fiction and raising questions about "home" and "sense of place" in the age of globalisation. The aim is to investigate both poetics and politics of nature writing, not only focussing on the theoretical framework provided by ecocriticism but also on the advancement of close reading and critical research skills.

Please acquire and if possible read Edward Thomas' *The South Country* (1906) and J.A. Baker's *The Peregrine* (1967). Other texts and theoretical material will be available on Moodle.

5250119 British Nature Writing in the 20th and 21st Centuries (Part 2) (englisch)
 2 SWS
 SE Mi 12-14 wöch. DOR 24, 1.502 A. Lubkowitz

The seminar provides additional input on the historical, cultural and theoretical context of "British Nature Writing Part I" (e.g. on the relation of the countryside idyll and concepts of British- or Englishness). It will further trace how the idea of nature has changed and been challenged in various disciplines such as philosophy and anthropology throughout the twentieth century. A focus on ecocritical theory will help to explore how this background translates into ethical and aesthetic considerations concerning the question of how the non-human can be portrayed in literature. This class will provide the opportunity to critically engage with theory and secondary texts and gain further expertise in academic research and academic writing. Reading material will be made available on Moodle at the beginning of the semester.

Modul 12: Paradigms of American Literature and Culture

5250060 Detecting New York City (englisch)
 2 SWS
 SE Mi 18-20 wöch. DOR 24, 1.502 S. Bidlingmaier

New York City has captured the imagination of authors for centuries. Part of the fascination and mystery of New York is its state of constant change and fluidity, and that it is a city characterized by opposites—beautiful and monstrous, creative and destructive, anonymous and social, development and decay, hope and despair. As Fitzgerald's protagonist Nick Carraway's describes it, New York encapsulates the "wild promise of all the *mystery* and the *beauty* in the world". The nature of these contradictions and ambiguities produces a cityscape that, in the words of Georg Simmel, "stimulates the individual to the highest degree of nervous energy".

This course examines the ways in which the city and the "nervous energy" is imagined and navigated in travel writing, urban mysteries and detective novels from the Victorian Era such as George G. Foster's *New York by Gaslight* (1850) to the F. Scott Fitzgerald's Jazz Age *The Great Gatsby* (1925) to Jonathan Safran Foer's "Post 9/11" *Extremely Loud and Incredibly Close* (2005). We will read literature as a form of map-making—a means of making-sense of the interrelationship between the subject and the cityscape within the complex intersections of race, class, gender and sexuality.

5250062 Dazed and Confused - The Independent Film Movement of the 1980s and 1990s (englisch)

2 SWS 4 LP
SE Do 16-18 wöch. DOR 24, 1.601 I. Ben Mna

Course Content:

Have you ever tried to make sense of David Lynch-movies? What do films like *Clerks*, *She's Gotta Have It* and *Stranger than Paradise* have in common - apart from being shot in black and white?

The indie film movement that arose in the 1980s has had a lasting impact on the structure, content and narrative fabric of US movie and TV productions that still continues today.

In this class we will explore the seminal works of directors like Jim Jarmusch, Richard Kern, David Lynch, Richard Linklater, Steven Soderbergh, Spike Lee, Gus Van Sant, etc. Through discussions and group work we will analyze the social and political commentary provided by a sample of movies - and their relationship to mainstream (i.e. "Hollywood") cinema. Thereby, we can enhance our understanding of films as contested cultural terrains from the conservative realignment of the US during the Reagan-Bush years onward.

Literatur:

Recommended literature:

Ortner, Sherry B. (2013): *Not Hollywood: Independent Film at the Twilight of the American Dream*. Duke University Press Books
Prince, Stephen (2000): *A New Pot of Gold: Hollywood Under The Electronic Rainbow, 1980-1989. Volume 10*, 2000, University of California Press, pp. 272-286

Tzioumakis, Yannis (2006): *American Independent Cinema: An Introduction*. Edinburgh University Press.

5250102 Herman Melville (englisch)

2 SWS 4 LP
SE Di 14-16 wöch. UL 6, 1072 A. Boss

Herman Melville is one of the most significant writers of the American Antebellum and a defining figure for the literature of the American Renaissance. Reading, among other texts, excerpts from his most noted prose such as *Moby Dick*, *Israel Potter*, and the *Piazza Tales*, we will also venture into Melville's earliest novels. Furthermore, we will familiarize ourselves with notable critiques of Melville's works by authors such as Toni Morrison, F. O. Matthiessen, and Lewis Mumford. Course participants will improve their understanding of the cultural and literary influences that shaped Melville's writing, gain insights into his impact on American literature and on American Studies as a discipline, and augment their knowledge of the period of the American Antebellum in general. Information regarding course requirements and materials will be provided in the first session.

Modul 13: Writing Skills

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

Modul 15: Fachdidaktik Englisch

5250026 Grundkurs: "Einführung in die Fachdidaktik Englisch II"

2 SWS
GK Mi 12-14 wöch. UL 6, 1072 S. Breidbach

Gruppe I und II laufen parallel

Eine Anmeldung über AGNES ist erforderlich. Bitte schreiben Sie sich auch in den begleitenden Moodle-Kurs ein.

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

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

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

Als Grundlagenliteratur sind die folgenden Bücher anzuschaffen

1. Bach, Gerhard / Timm, Johannes-Peter (Hrsg.) (2013): *Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. **5. Auflage** Tübingen: A. Francke: UTB.
2. Decke-Cornill, Helene / Küster, Lutz (2010): *Eine Einführung*. Tübingen: Narr.
3. Larsen-Freeman, Diane / Anderson, Marti (2011): *Techniques and Principles in Language Teaching*. Oxford: OUP.

Weitere Literaturangaben finden Sie im begleitenden Moodle-Kurs.

5250029 Grundkurs: "Einführung in die Fachdidaktik Englisch I"

2 SWS

GK

Mi

10-12

wöch.

UL 6, 1072

S. Breidbach

Gruppe I und II laufen parallel

Eine Anmeldung über AGNES ist erforderlich. Bitte schreiben Sie sich auch in den begleitenden Moodle-Kurs ein.

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

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

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

Als Grundlagenliteratur sind die folgenden Bücher anzuschaffen

1. Bach, Gerhard / Timm, Johannes-Peter (Hrsg.) (2013): *Grundlagen und Methoden einer handlungsorientierten Unterrichtspraxis*. **5. Auflage** Tübingen: A. Francke: UTB.
2. Decke-Cornill, Helene / Küster, Lutz (2010): *Eine Einführung*. Tübingen: Narr.
3. Larsen-Freeman, Diane / Anderson, Marti (2011): *Techniques and Principles in Language Teaching*. Oxford: OUP.

Weitere Literaturangaben finden Sie im begleitenden Moodle-Kurs.

5250045 Ausgewählte Kapitel des Fremdsprachenunterrichts II

2 SWS

SE

Fr

10-12

wöch.

HV 5, 0122-23

F. Klimczak

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden 4 Begleitseminare angeboten. Die Anmeldung für das Begleitseminar erfolgt über Agnes.

5250047 Ausgewählte Kapitel des Fremdsprachenunterrichts I

2 SWS

SE

Fr

08-10

wöch.

HV 5, 0122-23

F. Klimczak

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden 4 Begleitseminare angeboten. Die Anmeldung für das Begleitseminar erfolgt über Agnes.

5250048 Ausgewählte Kapitel des Fremdsprachenunterrichts III

2 SWS

SE

Di

14-16

wöch.

UL 6, 3001

U. Leusch

Modul 16: Berufsfeldbezogene Studien

5250089 Praxiskolloquium (deutsch-englisch)

1 SWS

CO

Di

16-18

wöch.

UL 6, 3001

E. Gibbels

Pflichtveranstaltung im Studiengang BA Englisch. Zu belegen nach Absolvierung des Praktikums und dem Großteil der BZQ-Kurse. Mit Anmeldung: Moodle unter *Praxiskolloquium BA Englisch*, passwortfrei). Hinweis: Das Kolloquium wird möglicherweise geblockt; bitte unbedingt zur ersten Sitzung kommen, damit die Termine abgestimmt werden können.

5250091 **FINDET NICHT STATT! - Introduction to Interpreting (englisch)**

8 SWS	3 LP					
B	Fällt aus!	08-12	wöch. (1)	DOR 65, 459	E. Affandi	
	Mi					
	Fällt aus!	08-12	wöch. (2)	DOR 65, 459	E. Affandi	
	Do					

1) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.

2) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.

Introductory course to explore interpreting as a viable career option; to provide an introduction to the main modes of interpreting, the interpreter's roles and responsibilities; to equip students with the basic generic skills and procedural knowledge relevant to consecutive interpreting (memory training, notetaking, public speaking); to practice (basic) Consecutive and Simultaneous Interpreting English-German/German-English.

We'll be meeting for a compact 5-week course with 4 SWS each on 2 successive days.

Registration required by 14 October 2016 via email to:

eva.affandi@rz.hu-berlin.de

5250143 **Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)**

2 SWS	3 LP					
UE	Fr	12-14	wöch.	DOR 24, 1.302	M. Davies	

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

Registration per email by Thursday, 13th October 2016: michael.davies@rz.hu-berlin.de

5250144 **Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)**

2 SWS	3 LP					
UE	Mi	14-16	wöch.	DOR 24, 1.302	M. Davies	

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

Registration per email by Thursday, 13th October 2016: michael.davies@rz.hu-berlin.de

Studienordnung 2014

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

Modul 1: Introduction to Linguistics

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

5250019 Introduction to Linguistics (englisch)

4 SWS

GK	Mo	16-18	wöch.	DOR 24, 1.601	G. Smith
	Mi	14-16	wöch.	DOR 24, 1.601	G. Smith
GK	Di	16-18	wöch.	UL 6, 2014B	A. McIntyre
	Mi	12-14	wöch.	UL 6, 2014A	A. McIntyre
GK	Mi	14-16	wöch.	UL 6, 2014A	A. McIntyre
	Mi	16-18	wöch.	UL 6, 2014A	A. McIntyre
GK	Di	08-10	wöch.	UL 6, 2014A	M. Egg
	Do	08-10	wöch.	UL 6, 2014B	M. Egg
GK	Do	12-14	wöch.	UL 6, 2094	L. Peter
	Fr	10-12	wöch.	UL 6, 2094	L. Peter
GK	Mo	10-12	wöch.	DOR 24, 1.601	F. Schäfer
	Fr	14-16	wöch.	DOR 24, 1.501	F. Schäfer

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 2: Introduction to Literature

5250094 Einführung in die Literaturwissenschaft (englisch)

2 SWS

VL	Fr	14-16	Einzel (1)	HE 1, 1.06	H. Schwalm
	Fr	12-14	wöch.	HE 1, 1.06	H. Schwalm

1) findet am 16.12.2016 statt ; Nachholtermin, Einzeltermin,
detaillierte Beschreibung siehe S. 6

5250095 Einführung in die Literaturwissenschaft: Textanalyse (englisch)

2 SWS

SE	Di	12-14	wöch.	DOR 24, 1.501	S. Lieske
SE	Mi	12-14	wöch.	DOR 24, 1.501	H. Schwalm
SE	Do	12-14	wöch.	DOR 24, 1.501	J. Schoen
SE	Fr	10-12	wöch.	DOR 24, 1.501	R. Araya

detaillierte Beschreibung siehe S. 6

5250100a Textanalyse (englisch)

2 SWS

SE	Di	16-18	wöch.	UL 6, 1072	M. Neüff
SE	Do	12-14	wöch.	DOR 24, 1.601	J. Roering
SE	Mo	14-16	wöch.	DOR 24, 1.501	A. Boss

detaillierte Beschreibung siehe S. 6

Modul 3: Introduction to Culture

5250096 British Cultural History (englisch)

2 SWS

VL	Di	10-12	wöch.	UL 6, 2002	S. Lieske
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detaillierte Beschreibung siehe S. 7

5250097 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS

SE	Do	10-12	wöch.	DOR 24, 1.501	E. Kilian
SE	Do	16-18	wöch.	DOR 24, 1.501	K. Tordasi

detaillierte Beschreibung siehe S. 7

5250105a Cultural Theory (englisch)
 2 SWS
 SE Do 10-12 wöch. UL 6, 3075 C. Vogt-William
detaillierte Beschreibung siehe S. 7

5250110 American Cultural History (englisch)
 2 SWS 2 LP
 VL Mo 16-18 wöch. UL 6, 2091/92 M. Klepper
detaillierte Beschreibung siehe S. 7

5250111a American Cultural Theory (englisch)
 2 SWS
 SE Di 10-12 wöch. (1) DOR 24, 1.601 M. Klepper
 1) 30 Personen Amerikanistik 10 Personen Englisch
detaillierte Beschreibung siehe S. 7

Modul 4: Literary History

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

5250056 Lektürekurse (englisch)
 2 SWS
 LK Mi 18-20 14tgl./1 DOR 24, 1.501 D. Stonecipher
 LK Mi 18-20 14tgl./2 DOR 24, 1.501 D. Stonecipher
 LK Do 14-16 14tgl./1 UL 6, 3001 A. Potjans
 LK Do 14-16 14tgl./2 UL 6, 3001 A. Potjans
 LK Mo 10-12 14tgl./1 DOR 24, 1.501 D. Rose
 LK Mo 10-12 14tgl./2 DOR 24, 1.501 D. Rose
detaillierte Beschreibung siehe S. 10

5250098 Shifts in Literary History Between Late Victorianism and Modernism (englisch)
 2 SWS
 SE Mi 08-10 wöch. DOR 24, 1.501 B. Schnabel
detaillierte Beschreibung siehe S. 8

5250099 Caryl Churchill's London Plays (englisch)
 2 SWS
 SE Fr 08-10 wöch. DOR 24, 1.501 B. Schnabel
detaillierte Beschreibung siehe S. 8

5250112 American Literary History (englisch)
 1 SWS 1 LP
 VL Mo 15-16 wöch. UL 6, 2091/92 M. Klepper
detaillierte Beschreibung siehe S. 10

5250115 "A Fever and a Burden": Four Centuries of Women in Love (englisch)
 2 SWS
 SE Di 14-16 wöch. DOR 24, 1.501 D. Steglich
detaillierte Beschreibung siehe S. 8

5250116 Modernist Poetry: The Faber Book of Modern Verse (englisch)
 2 SWS
 SE Di 18-20 wöch. (1) DOR 24, 1.601 M. Riedel
 1) Bitte beachten: das Seminar beginnt sine tempore. Bitte auch beachten: Seminar beginnt erst ab der zweiten Woche der Vorlesungszeit, also erst mit dem 25.10.
detaillierte Beschreibung siehe S. 9

Modul 5: Linguistics: History and Variation of English

5250001	English Historical Linguistics and Dialectology (englisch)	2 SWS					
	SE	Di	12-14	wöch.	UL 6, 2014A	A. McIntyre	
	SE	Di	14-16	wöch.	UL 6, 2014B	A. McIntyre	
5250021	Old English (englisch)	2 SWS					
	UE	Di	10-12	wöch.	UL 6, 1072	M. Egg	
5250024	English Historical Syntax (englisch)	2 SWS					
	UE	Di	12-14	wöch.	UL 6, 2004A	A. Alexiadou	

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

Modul 6: Linguistics: Grammar

5250010	Pragmatics (englisch)	2 SWS					
	SE	Mo	14-16	wöch.	UL 6, 3001	N. Scherf	
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250015	Introduction to Morphology (englisch)	2 SWS					
	SE	Mi	10-12	wöch.	I 110, 347	N. Hirsch	
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250049	Introduction to Semantics (englisch)	2 SWS					
	SE	Di	16-18	wöch.	DOR 24, 1.601	W. Roberts	
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250050	Introduction to Formal Semantics (englisch)	2 SWS					
	SE	Fr	14-16	wöch.	DOR 24, 1.601	F. Martin	
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250071	English Phonetics and Phonology (englisch)	2 SWS					
	SE	Mo	16-18	wöch.	DOR 24, 1.501	B. Kamali	
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250150	Introduction to Syntax (englisch)	2 SWS					
	SE	Do	16-18	wöch.	UL 6, 1072	N.	
	<i>detaillierte Beschreibung siehe S. 10</i>						

Modul 7: Advanced Language Studies

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

5250007	English Play: Terry Pratchett's "Mort" (englisch)	4 SWS	2 LP / 3 LP				
	UE	Mo	12-14	wöch.	UL 6, 3001	S. Ehlert	
		Do	12-14	wöch.	I 110, 349	S. Ehlert	

Join the Institute's English language theater group "Hubbub" in rehearsing and performing Terry Pratchett's "Mort." In this British comedy, Death needs a holiday, and maybe a curry, and decides to take on an apprentice. Unfortunately, he picks Mort, who is not quite up to the job – or is he?

Do not use the Sprachpraxis registration form for this course. Auditions (gender-blind casting) and further details for those interested during the informational meeting on **Friday, October 14 at 10 am** (Inv. 110, Room 349). You must attend the meeting on this day in order to be able to participate. Rehearsals will take place every week on Monday from 12-14 and Thursday from 12-14. You must be able to attend both days in order to take part. Those interested in being members of the crew (props, costumes, sets, etc.) also welcome! Please note: Course credit given only for 2 SWS, although the group meets four hours/week.

5250052 Oral Skills: Contemporary Australian Society (englisch)

2 SWS	2 LP				
UE	Mi	14-16	wöch. (1)	I 110, 347	C. Suntinger
	Sa	10-14	Einzel (2)	I 110, 347	C. Suntinger

1) This class begins in the 3rd week of semester on 02.11.16!!! For this reason, attendance is required on Sat 05.11.16, 10 - 2pm.
2) findet am 05.11.2016 statt

In this class 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. The topics are derived from current affairs in Australian society today and are introduced through the reader. By familiarising yourself with the texts in the reader each week, you will be empowering yourself to take part in the discussions. The cultural knowledge and vocabulary you will need are available in the reader articles.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to

NB: This class begins in the 3rd week of semester on 02.11.16!!! For this reason, attendance is required on Sat 05.11.16, 10 - 2pm.

5250054 Language Awareness: Academic Vocabulary (englisch)

2 SWS	2 LP				
UE	Mo	16-18	wöch.	DOR 65, 325	K. Heukroth

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

Students from the second term onwards: Please register by 30th September 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 13th October 2016 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250055 Language Awareness: Grammar in Context (englisch)

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

Gives students the opportunity to exercise grammatical choice in relation to particular contexts in which language is used; tasks designed to show the links between form, meaning and use will be supplemented by form-focused exercises; focuses on grammatical features like tense / aspect / correlation, passive voice, finite and non-finite clauses.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250065 Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)

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

This course gives students the opportunity to explore current culturally relevant issues and topics. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how cultural questions are being approached. Course participants will determine the foci of the topics covered (e.g. education, health, the arts) and address them in persuasive/argumentative presentations. In addition, participants will individually explore an additional relevant cultural issue. Both activities will provide students with ample material to strengthen their discussion skills, to further develop their presentation and language skills, as well as to expand their knowledge on current culturally relevant topics. Please note that 1) this course does not focus on the political aspects of the issues, and 2) this course is open to students who have already taken the other course with a focus on sociopolitical perspectives.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

5250066 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)

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

This course gives students the opportunity to explore the divisive issues currently being debated in the USA. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how political and socially relevant issues intersect. Course participants will determine the foci of the topics covered (e.g. immigration, women's and LGBTQI+ rights, race/ethnicity) 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 the other course with a focus on cultural perspectives.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

5250067 Oral Skills: Presentation Practice (englisch)

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

This course gives students the opportunity to focus on the skills necessary to deliver an effective presentation in an academic context. A short informative presentation and a long persuasive/argumentative presentation as well as peer evaluation and analyses of professional presentations will provide students the opportunity to practice their skills in terms of topic development, structure and organization, content, and delivery in addition to further developing their language skills.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

5250068 Oral Skills: Academic Discussions (englisch)

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

This course gives students the opportunity to practice their oral skills in academic discussions. The course will focus on the development of academic vocabulary and employing strategies for more effective oral communication in academic discussions. Students will have the opportunity to explore topics relevant to both literary and cultural studies.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

5250077 Language Awareness: Learning Language with Literature (englisch)

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

Short stories by American, British and Irish authors form the basis for this course. Each short story has its own particular linguistic features and can be deconstructed quite easily and effectively for the purpose of practical grammatical analysis and language acquisition. By examining authentic literary texts, students have the opportunity to see how different writers have their own unique way of using language, structure and form to create a particular style and can apply this to their class assignments and essays.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250078 Oral Skills: Britain in Brief (englisch)

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

This course provides students with the skills necessary to deliver an effective presentation and at the same time gives them the opportunity to examine British culture and society. Exploring a wide range of areas including literature, film, history, sports and popular music, students will investigate key movements and issues, take part in critical discussions and prepare a 20-minute presentation on a particular aspect of British culture.

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

Exchange students only: Please register by 13 October 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250079 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)

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

By means of presentations and debates on some of the more contentious issues in the British or Irish media, students are required to provide fellow course participants with an insight into what it means to be a British/Irish citizen today. Emphasis is on developing the skills needed to participate in discussions concerning difficult and controversial issues, to spontaneously formulate convincing arguments and to deliver effective presentations.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250080 Oral Skills: Debating and Public Speaking (englisch)

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

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

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

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

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

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

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250086 Language Awareness: Introduction to Academic Writing (englisch)

2 SWS	2 LP					
UE	Mi	12-14	wöch.	DOR 65, 325		E. Gibbels

The course will introduce you to conventions of composing academic papers in English. We will look into how academic texts are structured, how quotes from other texts are incorporated and how arguments are presented in a logical way. The class will also practice writing definitions, summaries and short response papers. Several shorter and longer written assignments. Credits based on attendance and course work, including completion of assignments.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 13 October 2016 (4 pm) via email to (elisabeth.gibbels@rz.hu-berlin.de)

5250087 Language Awareness: The Language of Cultural Studies (englisch)

2 SWS	2 LP					
UE	Mo	14-16	wöch.	UL 6, 2004A		E. Gibbels

The class will look at various texts from the field of cultural studies and analyze academic and non-academic responses to them. Students will increase their own awareness of the language used in cultural studies, expand their vocabulary and look into the differences between German and English conventions in the field as well as between everyday language use and academic discourse. Several short written assignments and quizzes.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 13 October 2016 (4 pm) via email to (elisabeth.gibbels@rz.hu-berlin.de)

5250088 Oral Skills: Academic Note-Taking and Discussion (englisch)

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

detaillierte Beschreibung siehe S. 10

5250090 Language Awareness: Notes in Academic Contexts (englisch)

2 SWS	2 LP					
UE	Do	10-12	wöch.	I 110, 306	A. Fausser	
UE	Mi	10-12	wöch.	I 110, 353	A. Fausser	

This course gives students guidance and practice in various methods of notetaking. Course participants will develop their individual notetaking methods both for themselves as well as for distribution to others (e.g. 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 as well as conventional abbreviations.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

Modul 8: Vertiefungsmodul

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

5250016 Synthetic Compounds (englisch)

2 SWS						
SE	Fr	10-12	wöch. (1)	UL 6, 2004A	S. Olsen	
1) findet ab 28.10.2016 statt						
<i>detaillierte Beschreibung siehe S. 10</i>						

5250053 Contrastive Language Analysis: Learning from Differences (englisch)

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

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

Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)

5250070 Written Academic Discourse: Writing Academic Essays (englisch)

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

This course gives 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 and revision activities will aid participants in honing their skills in terms of language use and vocabulary development, narrowing a topic, and argumentation. The course will address conventions of academic writing, for example politically productive and gender sensitive language as well as register. Current topics and articles from scholarly journals will provide ample material for students to engage with in further developing their writing skills.

Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 13 October (4pm) via email to faussera@hu-berlin.de

Organisatorisches:

BA Englisch Kernfach: Modul 10

BA Englisch Zweitfach: Modul 8

5250073 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)

2 SWS						
SE	Do	10-12	wöch.	UL 6, 3001	S. Repp	
<i>detaillierte Beschreibung siehe S. 11</i>						

5250074 Language Comprehension: Understanding English words, sentences and discourse (englisch)

2 SWS						
SE	Do	14-16	wöch.	DOR 24, 1.501	S. Repp	
<i>detaillierte Beschreibung siehe S. 11</i>						

5250075	Contrastive Language Analysis: Translation in Academic Contexts (englisch)	2 SWS	2 LP				
		UE	Do	08-10	wöch.	I 110, 353	E. Kelly
		UE	Do	10-12	wöch.	I 110, 353	E. Kelly

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

Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250082	Written Academic Discourse: Essay Writing (englisch)	2 SWS	2 LP				
		UE	Di	12-14	wöch.	DOR 24, 1.601	E. Kelly

This course helps students develop the skills needed to produce well-organized and clearly written papers in the humanities: planning and organizing, outlining and paragraphing, developing a thesis statement, recognizing and formulating concise topic sentences, applying a formal style of writing as well as editing and revising. A minimum of three essays must be submitted during the course.

Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250117	Mary Wollstonecraft's Non-Fiction and Early Nineteenth Century Female Novel Writing (englisch)	2 SWS					
		SE	Do	08-10	wöch.	DOR 24, 1.501	B. Schnabel
	<i>detaillierte Beschreibung siehe S. 12</i>						

5250148	Language Acquisition (englisch)	2 SWS					
		SE	Mo	10-12	wöch.	UL 9, E25	K. Yatsushiro
	<i>detaillierte Beschreibung siehe S. 11</i>						

Modul 9: Praxismodul

5250089	Praxiskolloquium (deutsch-englisch)	1 SWS					
		CO	Di	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 14</i>						

5250091	FINDET NICHT STATT! - Introduction to Interpreting (englisch)	8 SWS	3 LP				
		B	Fällt aus!	08-12	wöch. (1)	DOR 65, 459	E. Affandi
			Mi				
			Fällt aus!	08-12	wöch. (2)	DOR 65, 459	E. Affandi
			Do				
	1) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.						
	2) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.						
	<i>detaillierte Beschreibung siehe S. 15</i>						

5250143	Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)	2 SWS	3 LP				
		UE	Fr	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 15</i>						

5250144	Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)	2 SWS	3 LP				
		UE	Mi	14-16	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 15</i>						

Modul 10: Research Methodology and Research Skills

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

5250053 Contrastive Language Analysis: Learning from Differences (englisch)
2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 1.502 K. Heukroth
UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 22

5250070 Written Academic Discourse: Writing Academic Essays (englisch)
2 SWS 2 LP
UE Fr 08-10 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 22

5250075 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 08-10 wöch. I 110, 353 E. Kelly
UE Do 10-12 wöch. I 110, 353 E. Kelly
detaillierte Beschreibung siehe S. 23

5250082 Written Academic Discourse: Essay Writing (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. DOR 24, 1.601 E. Kelly
detaillierte Beschreibung siehe S. 23

5250083 Written Academic Discourse: Academic Essays (englisch)
2 SWS 2 LP
UE Mi 14-16 wöch. I 110, 343 E. Gibbels
UE Do 16-18 wöch. DOR 65, 325 E. Gibbels

We will analyze authentic academic papers for features typical of writing in the humanities. Students will write their own papers and essays on topics from their academic seminars as well as topics based on reading texts and topics coming from me. Three essays in class and several shorter written assignments. Credits based on attendance and course work (all essays and assignments completed, 1 successful essay in class). There is a Reader for this class (available at Sprintout, Georgenstrasse from Oct 14). Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 13 October 2016 (4 pm) via email to (elisabeth.gibbels@rz.hu-berlin.de)

5250085 Contrastive Language Analysis: Discourse in Contrast (englisch)
2 SWS
UE Mo 10-12 wöch. UL 6, 3001 E. Gibbels

The course looks into differences between German and English writing, especially in producing academic prose. Rewriting and analyzing texts as well as producing translations will help to finely tune register, style and structure awareness in research papers. Students of BA English will take priority if they register in time and are eligible for taking the class.
Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)
(elisabeth.gibbels@rz.hu-berlin.de)

Modul 11: Focus Module Linguistics I (Cognitive Linguistics)

5250016 Synthetic Compounds (englisch)
2 SWS
SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
1.) findet ab 28.10.2016 statt
detaillierte Beschreibung siehe S. 10

5250074 Language Comprehension: Understanding English words, sentences and discourse (englisch)
2 SWS
SE Do 14-16 wöch. DOR 24, 1.501 S. Repp
detaillierte Beschreibung siehe S. 11

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

5250073 Languages in German schools: A contrastive view on Russian, Turkish and English (englisch)
2 SWS
SE Do 10-12 wöch. UL 6, 3001 S. Repp
detaillierte Beschreibung siehe S. 11

5250148 Language Acquisition (englisch)
2 SWS
SE Mo 10-12 wöch. UL 9, E25 K. Yatsushiro
detaillierte Beschreibung siehe S. 11

Modul 13: Focus Module English Literature and Culture

5250118 British Nature Writing in the 20th and 21st Centuries (Part 1) (englisch)
2 SWS
SE Mi 10-12 wöch. DOR 24, 1.502 A. Lubkowitz
detaillierte Beschreibung siehe S. 12

5250119 British Nature Writing in the 20th and 21st Centuries (Part 2) (englisch)
2 SWS
SE Mi 12-14 wöch. DOR 24, 1.502 A. Lubkowitz
detaillierte Beschreibung siehe S. 12

Modul 15: Fachdidaktik Englisch

5250026 Grundkurs: "Einführung in die Fachdidaktik Englisch II"
2 SWS
GK Mi 12-14 wöch. UL 6, 1072 S. Breidbach
detaillierte Beschreibung siehe S. 13

5250029 Grundkurs: "Einführung in die Fachdidaktik Englisch I"
2 SWS
GK Mi 10-12 wöch. UL 6, 1072 S. Breidbach
detaillierte Beschreibung siehe S. 14

5250045 Ausgewählte Kapitel des Fremdsprachenunterrichts II
2 SWS
SE Fr 10-12 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 14

5250047 Ausgewählte Kapitel des Fremdsprachenunterrichts I
2 SWS
SE Fr 08-10 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 14

5250048 Ausgewählte Kapitel des Fremdsprachenunterrichts III
2 SWS
SE Di 14-16 wöch. UL 6, 3001 U. Leusch
detaillierte Beschreibung siehe S. 14

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007

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

Modul 1: American Literary and Cultural History

5250110 American Cultural History (englisch)

2 SWS 2 LP
VL Mo 16-18 wöch. UL 6, 2091/92 M. Klepper
detaillierte Beschreibung siehe S. 7

5250112 American Literary History (englisch)

1 SWS 1 LP
VL Mo 15-16 wöch. UL 6, 2091/92 M. Klepper
detaillierte Beschreibung siehe S. 10

Modul 2: Literary and Cultural Theory

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. UL 6, 3001 S. Ehlert
Do 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 18

5250100 Textanalyse (englisch)

2 SWS 3 LP
SE Di 16-18 wöch. UL 6, 1072 M. Neüff
SE Do 12-14 wöch. DOR 24, 1.601 J. Roering
SE Mo 14-16 wöch. DOR 24, 1.501 A. Boss

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

Zugleich wird es auch um Methoden und Techniken des wissenschaftlichen Arbeitens gehen. („Wie halte ich ein Referat?“, Recherchestrategien, Umgang mit wissenschaftlichen Hilfsmitteln usw.). Die amerikanistischen Seminare finden auf Englisch statt! Die Teilnehmerzahl ist auf 25 beschränkt. **Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Amerikanist*innen ohne AGNES-Zugang und "Härtefälle" melden sich bitte per email an: aleksandra.boss@hu-berlin.de.**

Reading:

Materialien werden in den einzelnen Gruppen zur Verfügung gestellt bzw. zugänglich gemacht. Zur Orientierung und Begleitung eignen sich besonders:

Requirements:

Die Modulprüfung (90 min) beinhaltet Fragen der Vorlesung (Einführung in die Literaturwissenschaft) und aus diesem Seminar. Die Anforderungen im Seminar werden Ihnen jeweils von dem/der Kursleiter/in erläutert.

5250111 American Cultural Theory (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. (1) DOR 24, 1.601 M. Klepper
1) 30 Personen Amerikanistik 10 Personen Englisch

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

Reading:

Ein Reader zum Kurs mit allen Texten ist ab 1. Oktober bei Sprintout, S-Bahnbogen 190 (Ecke Georgen/Universitätsstraße) erhältlich.

A good first encounter with the topic are the texts by Matthias Oppermann and Martin Klepper in *Approaches to American Cultural Studies*. Ed. Antje Dallmann, Eva Boesenberg and Martin Klepper (Milton Park: Routledge, 2016) — also on moodle.

Requirements:

The requirement for the class is presence, participation and a short presentation. For the MAP you will have to answer an essay question pertaining to this class.

The course registration is via Agnes.

Modul 3: American Arts and Media in Context

Modul 4: Literary and Cultural Representations of American Society

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

5250088 Oral Skills: Academic Note-Taking and Discussion (englisch)

2 SWS 2 LP
UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 10

Modul 5: Paradigms of American Literature and Culture

5250060 Detecting New York City (englisch)

2 SWS
SE Mi 18-20 wöch. DOR 24, 1.502 S. Bidlingmaier
detaillierte Beschreibung siehe S. 12

Modul 7: Research and Writing Skills

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

5250008 Writing the Term Paper (englisch)

2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 3001A S. Ehlert

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

Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250063 Media Moments that Shaped America (englisch)

2 SWS 4 LP
SPJ Fr 15-17 wöch. DOR 24, 1.502 M. Kohl

A subtitle of this seminar could also be: "Who is telling the story, and why?"

This seminar will look at moments and events that have shaped the image of U.S. politics, culture and society at home and abroad and analyze the role the media have been playing in the process. "Media" in this context is a broadly defined term.

From the very first presidency of George Washington to the Obama administration, the U.S. Presidents have been depicted in popular media of their times as a reflection of national identity, leadership and American myths. This course will explore examples of the visualization and contextualization of the presidency and analyze artistic, fictional as well as non-fictional approaches to creating iconic images of America's "Number One." How might the first female President challenge these images?

We will engage in consultations with experts and excursions: a visit the Kennedy Museum to study the powerful and seductive imagery of the Kennedy administration, the first couple and their impact on popular culture; a panel discussion discussing 2016 election results; consultations at the U.S. Embassy to discuss how the Public Affairs section represents the U.S. to a foreign audience.

Your presentations will further investigate pivotal moments in American culture that have consciously or unconsciously shaped the United State's image abroad. Think, e.g., of the moon landing which manifested the image of a technologically advanced and adventurous nation going "where no one has gone before" during the Cold War. How did Public Diplomacy make use of this imagery, and how successful was this strategy? Not all images are positive: 9/11; the Vietnam or Iraq war; the Boston bombings, to name just a few.

Requirements:

This project based seminar follows an academic as well as hands-on approach. Knowledge based on academic research generated in the classroom will find a non-university audience. Discussions with experts and excursions will broaden our approach.

Students should have an interest in approaching U.S. history and politics via cultural studies. They should enjoy classroom discussions and presentations as well as writing.

Student tasks:

- Select a media moment and analyze its history, impact and connotations in a presentation (20 minutes).
- Write a blog entry draft about your topic to be discussed and peer-reviewed in the classroom. Successful blog entries will be published in the American Studies Journal Blog (blogasjournal.org). Blog entries can be enhanced by video clips or photos and incorporate other multi-media approaches.

A reader will be provided (details will follow). Please register via the HU Moodle platform.

Please note: This course will start on Friday, October 28 and include 12 sessions (120 minutes each). Student enrollment is limited to 20. Students are encouraged to attend all sessions, participate in the excursions and be somewhat flexible should sessions have to be rescheduled due to the instructor's professional obligations.

FR 15 -17 (s.t.), DOR 1.502

BA AM (2014) Modul 8: Research, Practice, Writing

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5250058 Praxiskolloquium (englisch)

2 SWS

CO

Fr

12-14

wöch. (1)

UL 6, 3001

D. Löbbermann

1) findet ab 21.10.2016 statt ; Termine werden in der ersten Sitzung festgelegt

Mit dem Praxiskolloquium wird das Modul 9 "Berufsfeldbezogene Zusatzqualifikation" abgeschlossen. Die Modulabschlussprüfung besteht aus einer im Rahmen des Praktikums gehaltenen Präsentation zu möglichen Berufs- und Tätigkeitsfeldern, die sich auf die Praktikumserfahrungen der Studierenden stützt. Voraussetzung für die Zulassung zum Praxiskolloquium ist der Nachweis von 29 SP, die durch BZQ-Kurse und durch ein Praktikum erbracht wurden.

5250091 FINDET NICHT STATT! - Introduction to Interpreting (englisch)

8 SWS

3 LP

B

Fällt aus!

08-12

wöch. (1)

DOR 65, 459

E. Affandi

Mi

Fällt aus!

08-12

wöch. (2)

DOR 65, 459

E. Affandi

Do

1) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.

2) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.

detaillierte Beschreibung siehe S. 15

5250143 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS

3 LP

UE

Fr

12-14

wöch.

DOR 24, 1.302

M. Davies

detaillierte Beschreibung siehe S. 15

5250144 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS

3 LP

UE

Mi

14-16

wöch.

DOR 24, 1.302

M. Davies

detaillierte Beschreibung siehe S. 15

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

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

Modul 1: American Literary and Cultural History

5250057 Lektürekurse (englisch)

2 SWS

2 LP

LK

Mi

10-12

14tgl./1

I 110, 343

MA-Studierende

LK

Mi

12-14

14tgl./1

I 110, 343

MA-Studierende

LK

Mo

12-14

14tgl./1

DOR 24, 1.501

MA-Studierende

LK

Mo

12-14

14tgl./2

DOR 24, 1.501

MA-Studierende

ACHTUNG - Beginn: zweite Semesterwoche!

In this course, which is offered in conjunction with the lecture on American Literary History from the 17th century until World War I, BA students in American Studies will be tutored by more advanced students in the Master program or faculty. Together, you will analyze selected texts from different literary periods or movements, situating the works in their historical contexts and discuss salient themes as well as narrative technique.

The course is based on the *Norton Anthology of American Literature, Shorter Edition* (7th or 8th edition). Additional texts will be provided electronically.

Credit is based on regular attendance, participation in class discussions, and an oral presentation or a similar task.

5250064 Orientierungskurs (englisch)

2 SWS	1 LP					
UE		10-18	Block+Sa (1)	UL 6, 2070A	C. John, K. Linke	
UE		10-18	Block+Sa (2)	UL 6, 2070A	C. John, K. Linke	

1) findet vom 04.11.2016 bis 05.11.2016 statt

2) findet vom 25.11.2016 bis 26.11.2016 statt

NOTE: This course is obligatory for first-semester students in the BA Amerikanistik.

The course is organized as a "Blockseminar", i.e. it takes place on two full days. There are two dates you can choose from: either November 04 and 05 (Friday and Saturday), OR November 25 and November 26 (Friday and Saturday). We will meet in room 2070a in the main building from 10:00 to 18:00 on each of the days. Since there is limited availability in each of these two seminars, please register for one of the two weekends by sending an e-mail to: orientierungskurs2016@gmail.com

Diversity is a central feature of US American literature and culture. This course asks how we can engage with this diversity in a non-violent, safe learning environment, given that such diversity is organized through social hierarchies like racism, colonialism, classism, cis- and hetero_sexism, and ableism, and that we are ourselves part of these hierarchies as well? What does all of this have to do with the manner in which knowledge is produced in the university, in American Studies in particular? What role does language play in reproducing and contesting social hierarchies? How do our diverse experiences shape the way we approach and understand the material we engage with? How do the institutions we are a part of such as the university create and uphold social hierarchies and exclusions? These are some of the questions we will discuss in this course.

In preparation for the seminar, we ask you to think about your experiences at the university so far and write down where you see social hierarchies and exclusions at work in this institutional space. Please bring your observations to the first session.

5250110 American Cultural History (englisch)

2 SWS	2 LP				
VL	Mo	16-18	wöch.	UL 6, 2091/92	M. Klepper

detaillierte Beschreibung siehe S. 7

5250112 American Literary History (englisch)

1 SWS	1 LP				
VL	Mo	15-16	wöch.	UL 6, 2091/92	M. Klepper

detaillierte Beschreibung siehe S. 10

Modul 2: American Literary and Cultural Theory**5250007 English Play: Terry Pratchett's "Mort" (englisch)**

4 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	UL 6, 3001	S. Ehlert
	Do	12-14	wöch.	I 110, 349	S. Ehlert

detaillierte Beschreibung siehe S. 18

5250094 Einführung in die Literaturwissenschaft (englisch)

2 SWS	2 LP				
VL	Fr	14-16	Einzel (1)	HE 1, 1.06	H. Schwalm
	Fr	12-14	wöch.	HE 1, 1.06	H. Schwalm

1) findet am 16.12.2016 statt ; Nachholtermin, Einzeltermin,

detaillierte Beschreibung siehe S. 6

5250100 Textanalyse (englisch)

2 SWS	3 LP				
SE	Di	16-18	wöch.	UL 6, 1072	M. Neüff
SE	Do	12-14	wöch.	DOR 24, 1.601	J. Roering
SE	Mo	14-16	wöch.	DOR 24, 1.501	A. Boss

detaillierte Beschreibung siehe S. 26

Modul 3: American Literary and Cultural History II

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

5250054 Language Awareness: Academic Vocabulary (englisch)

2 SWS	2 LP				
UE	Mo	16-18	wöch.	DOR 65, 325	K. Heukroth

detaillierte Beschreibung siehe S. 19

5250055	Language Awareness: Grammar in Context (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	DOR 65, 325	K. Heukroth
		UE	Di	08-10	wöch.	DOR 24, 1.502	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250077	Language Awareness: Learning Language with Literature (englisch)	2 SWS UE	2 LP Di	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250086	Language Awareness: Introduction to Academic Writing (englisch)	2 SWS UE	2 LP Mi	12-14	wöch.	DOR 65, 325	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250087	Language Awareness: The Language of Cultural Studies (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	UL 6, 2004A	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250090	Language Awareness: Notes in Academic Contexts (englisch)	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 306	A. Fausser
		UE	Mi	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 22</i>						

Modul 4: Culture and Context

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

5250052	Oral Skills: Contemporary Australian Society (englisch)	2 SWS UE	2 LP Mi Sa	14-16 10-14	wöch. (1) Einzel (2)	I 110, 347 I 110, 347	C. Suntinger C. Suntinger
	1) This class begins in the 3rd week of semester on 02.11.16!!! For this reason, attendance is required on Sat 05.11.16, 10 - 2pm. 2) findet am 05.11.2016 statt						
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250065	Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)	2 SWS UE	2 LP Di	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250066	Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)	2 SWS UE	2 LP Fr	10-12	wöch.	DOR 65, 325	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250067	Oral Skills: Presentation Practice (englisch)	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250068	Oral Skills: Academic Discussions (englisch)	2 SWS UE	2 LP Di	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						

5250078 Oral Skills: Britain in Brief (englisch)
 2 SWS 2 LP
 UE Mi 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20

5250079 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)
 2 SWS 2 LP
 UE Mi 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20

5250080 Oral Skills: Debating and Public Speaking (englisch)
 2 SWS 2 LP
 UE Di 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 21

5250081 Oral Skills: Voices of Great Britain, Ireland and the United States of America (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 21

5250088 Oral Skills: Academic Note-Taking and Discussion (englisch)
 2 SWS 2 LP
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 10

Modul 5: Language

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

5250069 Written Academic Discourse: Academic Writing for American Studies (englisch)
 2 SWS 2 LP
 UE Do 12-14 wöch. I 110, 353 A. Fausser

This course will introduce students to the formal conventions of writing in an academic context, such as structure and development of argumentation in an essay, incorporating research effectively, and adhering to MLA style. The course will also expose participants to the conventions of language use and allow them opportunities to practice those conventions through essays and targeted writing practice (e.g. summarizing, paraphrasing, and quoting) as well as evaluation of both peer writing and scholarly articles. Additional course work will guide students in their language development through activities focused on expanding higher register vocabulary, employing the typical linguistic conventions of academic writing, and varying linguistic expression.

Please register by 30 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250070 Written Academic Discourse: Writing Academic Essays (englisch)
 2 SWS 2 LP
 UE Fr 08-10 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 22

5250082 Written Academic Discourse: Essay Writing (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. DOR 24, 1.601 E. Kelly
detaillierte Beschreibung siehe S. 23

5250083 Written Academic Discourse: Academic Essays (englisch)
 2 SWS 2 LP
 UE Mi 14-16 wöch. I 110, 343 E. Gibbels
 UE Do 16-18 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 24

5250101 Varieties of English in North America and the Caribbean (englisch)

2 SWS	4 LP					
SE	Di	14-16	wöch.	BE 2, 140/142	L. Peter	
SE	Do	10-12	wöch.	UL 6, 2094	L. Peter	

In the introductory part of this seminar, students familiarise themselves with basic issues, concepts and terms of dialectology and sociolinguistics. They then study the emergence and historical development of the major regional dialects in North America and the current sociolinguistic situation and language policies in the USA. This is complemented by the exploration of socio-regional and socio-ethnic varieties, such as Appalachian English, Cajun English, African American Vernacular English and Hispanic American English.

In a similar way students examine Canada's policy of official bilingualism and peculiar features of Canadian varieties. The final part is concerned with Anglophone countries in the Caribbean, in particular with the continuum of use between Standard English and the English-related creole in Jamaica. Thus students investigate the historical development of Jamaica's linguistic situation until today and its current language policy as well as the use of Jamaican English and Jamaican Creole.

Modul 6: Paradigms of American Literature and Culture

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

5250008 Writing the Term Paper (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 3001A	S. Ehlert	

detaillierte Beschreibung siehe S. 27

5250053 Contrastive Language Analysis: Learning from Differences (englisch)

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

detaillierte Beschreibung siehe S. 22

5250060 Detecting New York City (englisch)

2 SWS						
SE	Mi	18-20	wöch.	DOR 24, 1.502	S. Bidlingmaier	

detaillierte Beschreibung siehe S. 12

5250062 Dazed and Confused - The Independent Film Movement of the 1980s and 1990s (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch.	DOR 24, 1.601	I. Ben Mna	

detaillierte Beschreibung siehe S. 13

5250075 Contrastive Language Analysis: Translation in Academic Contexts (englisch)

2 SWS	2 LP					
UE	Do	08-10	wöch.	I 110, 353	E. Kelly	
UE	Do	10-12	wöch.	I 110, 353	E. Kelly	

detaillierte Beschreibung siehe S. 23

5250084 Contrastive Language Analysis: Academic Translation for American Studies (englisch)

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

The course offers a contrastive approach to German and English academic writing, mainly using a range of academic texts from your studies and occasionally contrasting them with popular or everyday prose on similar issues. Translations are mainly from German into English. One translation in class, one longer final project. Exchange students welcome if there are places available.

- Exchange students: the course assumes functional written competence in German and advanced command of English.
- Students of BA English: please, note that this course does not provide suitable preparation for your exam.

Students from the second term onwards: Please register by 30 September 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 13 October 2016 (4 pm) via email to (elisabeth.gibbels@rz.hu-berlin.de)

5250102 Herman Melville (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. UL 6, 1072 A. Boss
detaillierte Beschreibung siehe S. 13

5250105 Cultural Theory (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. UL 6, 3075 C. Vogt-William

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

The requirements for the class are regular attendance, participation and a presentation. For the MAP you will have to answer a few essay questions pertaining to the material addressed this class.

Recommended Reading:

- Aleida Assmann. *Introduction to Cultural Studies*. Berlin: Erich Schmidt Verlag, 2012.
- Simon During. *Cultural Studies: A Critical Introduction*. London and NY: Routledge. 2005.

5250106 Global Education in the 21st Century-Joint Course NYU Berlin und Humboldt Universität (englisch)
 2 SWS 4 LP
 SE Mi 17-20 wöch. (1) DOR 24, 1.601 R. Isensee
 1) 10 TN von der HU und 10 TN von der NYU vom 26.10.16-11.01.17

This course is designed as a collaborative project between New York University Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education. The discussion will focus on the current realities and future possibilities of global higher education at the backdrop of its historical and conceptual coordinates. A glance at the contemporary higher education landscape reveals ambivalent trends and directions: Excellence and internationalization figure as paradigms that drive universities to secure their stakes in global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence initiatives or entering in supranational Bologna-type arrangements to facilitate cross-border academic exchange and knowledge production. As a consequence a range of distinct regional approaches to global education have emerged from national models and practices of education. This course will serve as a site of academic dialog between NYUB and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize participants with the visions and promises of global education while also paying attention to potential perils involved in globalizing national models of education. Among others, we will address questions such as: How are modes of producing and disseminating knowledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet, debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education.

In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The course will feature guest speakers on selected topics. The class discussion will culminate in a colloquium (December 14, 2016) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from October 26 to December 14, 2016.

Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) until October 1, 2016.

5250111 American Cultural Theory (englisch)
 2 SWS 4 LP
 SE Di 10-12 wöch. (1) DOR 24, 1.601 M. Klepper
 1) 30 Personen Amerikanistik 10 Personen Englisch
detaillierte Beschreibung siehe S. 26

Modul 8: Research, Practice and Writing

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

5250053 Contrastive Language Analysis: Learning from Differences (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 1.502 K. Heukroth
 UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 22

5250063 Media Moments that Shaped America (englisch)
 2 SWS 4 LP
 SPJ Fr 15-17 wöch. DOR 24, 1.502 M. Kohl
detaillierte Beschreibung siehe S. 27

5250075 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Do 08-10 wöch. I 110, 353 E. Kelly
 UE Do 10-12 wöch. I 110, 353 E. Kelly
detaillierte Beschreibung siehe S. 23

5250084 Contrastive Language Analysis: Academic Translation for American Studies (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 32

Modul 11: Praxisorientierung

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

5250091 FINDET NICHT STATT! - Introduction to Interpreting (englisch)
 8 SWS 3 LP
 B Fällt aus! 08-12 wöch. (1) DOR 65, 459 E. Affandi
 Mi Fällt aus! 08-12 wöch. (2) DOR 65, 459 E. Affandi
 Do
 1) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.
 2) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.
detaillierte Beschreibung siehe S. 15

5250143 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 UE Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

5250144 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 UE Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

Masterstudiengang Amerikanistik (MA Amerikanistik)

Studienordnung 2007

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

5250007 English Play: Terry Pratchett's "Mort" (englisch)
 4 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. UL 6, 3001 S. Ehlert
 Do 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 18

5250011 Presentations (englisch)
 2 SWS 3 LP
 UE Do 10-12 wöch. I 110, 347 M. Heinitz

This course is designed to give students the opportunity to develop their presentation skills in academic contexts. We will be focussing on the conventions of presenting as well as how to convey your message accurately and concisely. The aim of this course is to prepare students for holding both informative and well-structured presentations so that they don't end up on the road to

"death by powerpoint". Peer evaluation and analyses of professional presentations provide students with further opportunities to hone their presentation and language skills. Be prepared to give various oral presentations in class and receive feedback from both the instructor and your peers.

Please register by October 10th with howie00@zedat.fu-berlin.de

5250012 Presentations (englisch)

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

5250061 Approaching Chinatown: Histories, Theories and Trajectories (englisch)

2 SWS	3 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601		S. Bidlingmaier

Lonely Planet (2016) short expose of Manhattan's Chinatown is tantalizing:

...[the] most colorful, cramped neighborhood...Catch the whiff of fresh fish and ripe persimmons, hear the clacking of mah-jongg tiles on makeshift tables, eye-up dangling duck roasts swinging in store windows and shop for anything from rice-paper lanterns and 'faux-lex' watches to tire irons and a pound of pressed nutmeg. America's largest congregation of Chinese immigrants is your oyster – dipped in soy sauce, of course.

Two striking observations can be made of this description. First, this contemporary description of Chinatown bears striking similitude to travel writing narratives of the mid-19th century: it abounds in sensual and exotic sensory cues—Chinatown is an othered place to be experienced. The enclave is also depicted as a place of consumption—from curios to imitation watches, Chinatown, like an oyster, is served on a platter for cultural voyeurs. Second, as with most popular representations of the enclave, the people disappear, swallowed up by the exotic backdrop of China-town. The main aim of this course is to explore the ways in which popularized discourse and imagery of North American *China-towns* were fabricated and produced. Why has the popular discourse of *China-town* remained the same for over two centuries and how has it been maintained? *Approaching Chinatown* examines the neighborhood as a vibrant lived, social space, reviewing the various methodologies, theoretical approaches and schools of thought within the field of American Studies.

Modul 3: Intercultural Relations

5250006 Creative Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 349		S. Ehlert

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

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	UL 6, 3001		S. Ehlert
	Do	12-14	wöch.	I 110, 349		S. Ehlert

detaillierte Beschreibung siehe S. 18

5250009 Advanced Writing: US Politics (englisch)

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

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

5250014 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Mi	16-18	wöch.	I 110, 347		C. McLaughlin
UE	Do	16-18	wöch.	I 110, 347		C. McLaughlin

This course aims to familiarise students with the conventions of English academic writing, and presents them with the opportunity to hone their skills to produce competent, stylish and effective writing. As part of the course, we will look at examples of different kinds of academic writing in order to gain an understanding of audience, purpose and academic register as well as how to present and build up an argument. We will also work on pre-composition skills such as formulating a thesis and avoiding plagiarism. As well as reading, the course also requires students to produce samples of their own work for peer review and class discussion, and they will also receive detailed individual feedback in return.

Class limited to 15 participants.

To register, please email Carly McLaughlin (carly.mclaughlin@gmail.com) by Oct. 10

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

5250103 Representations of Blackness in Visual Culture (englisch)

2 SWS 4 LP
SE Do 16-18 wöch. UL 6, 3001 A. Potjans

Ever since the advent of photography at the turn of the 19th century, visual culture has profoundly shaped our perceptions of 'reality'. Having said that, it is not a leap to conclude that images are an important structuring device of social realities and thus strongly influence the ways in which we make sense of the world. However, the wide-spread belief that seeing is knowing often forestalls that we become cognizant of the ways in which images are always already constructed, framed, and thus the products of – and at the same time open to – a multitude of interpretations. It is, however, due to this intertwining of the visual with the notion of 'reality', that visual media is often made use of to create, perpetuate and consolidate political and cultural hegemony. At the same time, though, visual text serves as an important means of resistance. In this seminar, we will look at visual representations of Blackness as a case in point to explore how those representations oscillate between the reproduction of stereotypical images and the efforts of Black producers of visual culture to challenge those portraits by creating a vast array of counter images. In doing so, we will also pay attention to the way in which the images conveyed operate at the intersections of various identity categories such as race, gender, and class.

Visual material will be made available either digitally or by way of in-class screenings, secondary texts will be provided as a reader in the beginning of the semester.

5250104 Mixed Race Literatures in the US (englisch)

2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.501 C. Vogt-William

Mixed race literatures comprise fictional texts written by authors who represent multiple cultural and literary traditions' (Brennan, 2002:6). Adopting an intersectional approach, this seminar will address how mixed race experiences are represented in contemporary American literatures. The texts to be examined in this class articulate how the protagonists shape their senses of self by accessing multiple cultural and racial affiliations, gender identities, ancestral legacies among others. Engaging with these texts will entail confronting the uncomfortable fact that while race is a socially constructed category, it is still operational in shaping lives both in the US and elsewhere.

Presentations will be a required part of this class. A reader will be made available. Students are required to acquire the novels and have read them before classes begin. Do consider getting the text editions provided below to facilitate text references during class.

Texts:

Mark Twain. *The Tragedy of Pudd'nhead Wilson*. Oxford University Press. 1997 [1894]
Nella Larsen. *Passing*. Martino Fine Books. 1929
Michael Dorris. *A Yellow Raft in Blue Water*. Picador. 1987.
Michele Cliff. *No Telephone To Heaven*. Plume. 1996.
Heidi Durrow. *The Girl Who Fell from the Sky*. Algonquin Books of Chapel Hill. 2011.

Modul 6: Mediality

5250114 Postmodern American Cinema (englisch)

2 SWS 3 LP / 4 LP
SE Di 16-18 wöch. (1) DOR 24, 1.501 M. Klepper
1) 25 Master of Education// 10 MA Amerikanistik Dieser Kurs ist für den Master of Education konzipiert.
Studierende der Amerikanistik dürfen teilnehmen - es wird aber auch um didaktische Fragen gehen.

Is there something like postmodern cinema and, if so, what would the postmodern quality be? The terms "postmodern cinema" and "postmodern movie" are frequently invoked, but what do they mean? This seminar studies some of the movies to which the terms are sometimes applied and looks at various questions involved, which are also questions negotiated in postmodern literature: questions of a postclassical identity, questions of power, questions of race and gender, questions of personal and cultural memory, the impact of consumer society, the role of the media, the use of genre and genre parody. We will also discuss the influence of the video on film and look at the tension between conventions and formal innovation or experimentation in the serious of movies below.

Movies:

- The Truman Show (Peter Weir, 1998)
- American Beauty (Sam Mendes, 1999)
- Zelig (Woody Allen, 1983)
- Mulholland Drive (David Lynch, 2002)
- The Big Lebowski (Coen Brothers, 1998)
- Crash (Paul Haggis, 2004)
- The Ballad of Little Joe (Maggie Greenwald, 1993)

Course Requirements:

Students will have to participate in a group organizing one of the sessions together with the instructor. For the MAP Master of Education Students will have an oral examination, Amerikanistik-students a book review or a multi-media presentation. Dieser Kurs ist für den Master of Education konzipiert. Studierende der Amerikanistik dürfen teilnehmen -- es wird aber auch um didaktische Fragen gehen!

There will be a moodle site for this class: Keyword: "Mystery Man".

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

Modul 8: Research and Writing Skills

5250006 Creative Writing (englisch)

2 SWS 2 LP / 3 LP
UE Do 10-12 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 35

5250009 Advanced Writing: US Politics (englisch)

2 SWS 3 LP
UE Di 10-12 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 35

5250014 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Mi 16-18 wöch. I 110, 347 C. McLaughlin
UE Do 16-18 wöch. I 110, 347 C. McLaughlin
detaillierte Beschreibung siehe S. 35

Studienordnung 2014

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

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. UL 6, 3001 S. Ehlert
Do 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 18

5250011 Presentations (englisch)

2 SWS 3 LP
UE Do 10-12 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 34

5250012 Presentations (englisch)

2 SWS 3 LP
UE Do 12-14 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 35

5250061 Approaching Chinatown: Histories, Theories and Trajectories (englisch)

2 SWS 3 LP
SE Fr 10-12 wöch. DOR 24, 1.601 S. Bidlingmaier
detaillierte Beschreibung siehe S. 35

5250113 Major Problems in American Literary and Cultural History: American Art (englisch)

2 SWS 3 LP
SE Fr 12-14 wöch. DOR 24, 1.502 M. Klepper

This class is an advanced survey course (a sort of repetition) on major problems of American Literary and Cultural History with a focus on American Art. It is a companion course to Reading American Literature and Culture, which focuses on literature, and Theories of American Studies, which focuses on theory. The objective is a repetition of the field combined with an exploration of US visual history. For these purposes we will explore visual objects (works of art, photography, architecture) from different periods and discuss the "cultural work" they do, i.e. the specific representation of America they present. The "periods," which we will explore ("periods" always to be taken with a grain of salt!) are: Re-Discovery: 1492 (Old and New Inhabitants); City upon a Hill (The Puritan Experiment); Reason and Revolutions (The Age of Reasons and American Revolutions between Philadelphia and Seneca Falls); In and beneath the American Renaissance (a canon for 1850 and its multicultural and multi-gendered basis); Post-bellum Realisms and Naturalisms; Modernism and the Harlem Renaissance; Postmodernism and the old/new Diversity. The main part of the meetings will concentrate on questions of visual history. Master students who need a more general introduction to American literary and cultural history are welcome to participate in the lecture for the BA students (Mo 16-18 in UdL 6, 2091/92).

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

Course Requirements:

Each student is expected to post one discussion question about one of the periods or about the particular visual work of art in focus on Moodle. As a preparation for the module exam students have to hand in a 4 page essay on one work of art of your own choice by Christmas. As a Module examination students will write a take-home exam with questions from this class and the class "Theories of American Studies". For this exam you are expected to prepare one work of art in depth. Please register for this class in the e-learning platform Moodle. The key is "paintings". No registration through Agnes.

Modul 2: Reading American Literature and Culture

5250059 Reading American Literature (englisch)

2 SWS	3 LP					
SE	Mi	10-12	wöch.	DOR 24, 1.501	D. Löbbermann	

The course is designed to offer an intensive reading program in US American literary and cultural history. It prepares students for teaching a tutorial in U.S. American literary history. Selected primary texts of particular importance for these tutorials will be discussed in class with a particular focus on central issues in American Studies as well as different ways of reading U.S.-American literature and culture.

Recommended Reading: The course will be based primarily on the Norton Anthology of American Literature, Shorter Edition (7th or 8th edition).

Modul 3: Intercultural Relations

5250006 Creative Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 349	S. Ehlert	

detaillierte Beschreibung siehe S. 35

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	UL 6, 3001	S. Ehlert	
	Do	12-14	wöch.	I 110, 349	S. Ehlert	

detaillierte Beschreibung siehe S. 18

5250009 Advanced Writing: US Politics (englisch)

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

detaillierte Beschreibung siehe S. 35

5250014 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Mi	16-18	wöch.	I 110, 347	C. McLaughlin	
UE	Do	16-18	wöch.	I 110, 347	C. McLaughlin	

detaillierte Beschreibung siehe S. 35

5250109 Transatlantic Symposium: Returning to the Nation? Challenges to Democracy and Supranationality in the 21st Century (englisch)

2 SWS	3 LP					
SPJ	Di	12-14	wöch. (1)	DOR 24, 1.502	R. Isensee	

1) SE und SPJ

The supranational structure of the European Union and its related institutions was developed to counter the existential crisis caused by the drastic fragmentation of Europe into multiple nation states and their empires at the time; a crisis that had unleashed two World Wars and a Cold War.

At the end of the Cold War, it had seemed that Europe was on the winning trajectory. Futurists like Jeremy Rifkin proclaimed a "European Dream" that could end up more powerful than the American Dream. Both NATO and the EU welcomed as new members former enemy countries that used to be members of the Warsaw Pact, just as the original European Coal and Steel Community used to forge a bond between former antagonists. The end of the Cold War also saw the presumed confirmation of the Hegelian "end of history" as the victory of democratic free market societies over autocratic models, with the United States as the uncontested leader not just of the "West" but of the world. United since the defeat of National Socialism, both the United States and the European Union had seen the collapse of the Soviet Communist system — and were safe in the assumption of the greatness of their own systems of governance and economy, which included a wider supranational frame-work of international cooperation and development.

Yet nowadays, in the West, there are calls to "Make America Great Again," to stress State Sovereignty, to question Federal authority or withdraw from the European Union, to end efforts for wider supranational trade agreements, to couch policy issues in mainly national terms, and to limit border-crossing efforts. Be it the Trump movement, the French Front National, UKIP, the Alternative for Germany, Fidesz and Jobbik in Hungary, PIS in Poland, the Finns Party, Golden Dawn in Greece, the Brexit movement, the Right Sector in Ukraine, United Russia, or many others — a resurgent and unapologetic nationalism is back on the table, ironically as an apparently international movement, fueled by a common canon of anti-refugee, anti-immigration, anti-government, anti-Muslim, anti-Semitic, anti-American (in Europe and Russia), anti-European (in the US), and anti-global sentiments. At the same time, the nationalist movement claims to be truly democratic, and to speak for the true representatives of the people.

This may point to a redefinition of what is understood as democracy, and can also be attested for the Occupy movement, Democracy Now, Bernie Sanders' campaign, and others who combine a nationalist protectionist narrative with an internationally cooperative outlook. In both cases — "left" or "right" — traditional institutions, treaties, parties, the transatlantic cooperation, and representative democracy itself seem to be under serious review at a time where the triumphalist moment of the 1990s seems like a distant memory.

What does this mean for the capacity of modern democracy to be resilient to such challenges? Is a United Europe at an end?

As part of the 15th Transatlantic Student Symposium in cooperation with Oregon State University and the University Warsaw the course will take a group of selected HU students together with American and Polish students to a field trip to Rome, Warsaw and Berlin culminating in an academic student conference at the University of Warsaw in March 2017.

Course requirements include active class participation, class presentations, independent project work and a symposium presentation.

Please register for the course via AGNES.

Modul 4: American Identities

5250108 Shifting Concepts of Family in the U.S. (englisch)

2 SWS	3 LP					
SE	Do	10-12	wöch.	DOR 24, 1.601		R. Isensee

In recent years notions of family have come under intense scrutiny from a number of perspectives that are informed by various political, economic, social and cultural agendas both in academic discourse and public debates in Western societies in general and the United States in particular. One of the key reasons for this keen interest in the family derives from the specific functions that it has taken in the formation of the social constitution in Western societies.

In the United States universalist and normative notions of family have been particularly influenced by constructions of the nuclear family in the media and popular culture in the 1950s that consist of married (heterosexual) parents and their biological (or adopted) children and provide a space for a allegedly happy life and shelter from harsh social realities. As a powerful image of the American family this notion has incorporated myths that draw on key elements of the American national narrative of self-reliance and individual agency and at the same time establishes a normative ideal that has conflicted with the social practice of both family patterns and relationships. It is this confrontation between the prevailing myth of the nuclear family and the shifting contexts of family life that has been at the core of the ongoing controversies about "family" in the U.S. since the late 20th century.

Since the 1960s emancipatory movements have spurred a continuous and forceful process of undermining long-held premises of a monolithic notion of family that rested in allegedly stable biological and social constructions. They have also inspired an increasing diversity of family models in the United States that is characterized by new configurations of family arrangements and familial belonging and transgress the boundaries of the nuclear family. However, as the current debates in the U.S. demonstrate, these new configurations as alternative, yet not exclusive family models are highly contested by advocates of the traditional family as they see family diversity as a threat to social stability rather than a choice of living in familial arrangements that debunk hegemonial norms of race, class and gender.

Against the backdrop of these controversies about the meanings of family and the realities of family life and familial belonging in the United States since the late 20th century, the course explores and evaluates representations of family and kinship in recent print and visual texts and discusses their narrative forms and functions in an effort to show how these narratives affirm, reproduce, resist, challenge or subvert normative ideas of family life.

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 15 pages.

Please register for the course via AGNES.

Modul 5: Diversity

weitere Angebote: siehe Gender Studies

5250103 Representations of Blackness in Visual Culture (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch.	UL 6, 3001		A. Potjans

detaillierte Beschreibung siehe S. 36

5250104 Mixed Race Literatures in the US (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.501		C. Vogt-William

detaillierte Beschreibung siehe S. 36

Modul 6: Mediality

5250006	Creative Writing (englisch)	2 SWS UE	2 LP / 3 LP Do	10-12	wöch.	I 110, 349	S. Ehlert
<i>detaillierte Beschreibung siehe S. 35</i>							
5250007	English Play: Terry Pratchett's "Mort" (englisch)	4 SWS UE	2 LP / 3 LP Mo Do	12-14 12-14	wöch. wöch.	UL 6, 3001 I 110, 349	S. Ehlert S. Ehlert
<i>detaillierte Beschreibung siehe S. 18</i>							
5250009	Advanced Writing: US Politics (englisch)	2 SWS UE	3 LP Di	10-12	wöch.	UL 6, 3001A	S. Ehlert
<i>detaillierte Beschreibung siehe S. 35</i>							
5250014	Academic Writing (englisch)	2 SWS UE	2 LP / 3 LP Mi	16-18	wöch.	I 110, 347	C. McLaughlin
		UE	Do	16-18	wöch.	I 110, 347	C. McLaughlin
<i>detaillierte Beschreibung siehe S. 35</i>							

Modul 8: Research and Writing Skills

5250006	Creative Writing (englisch)	2 SWS UE	2 LP / 3 LP Do	10-12	wöch.	I 110, 349	S. Ehlert
<i>detaillierte Beschreibung siehe S. 35</i>							
5250009	Advanced Writing: US Politics (englisch)	2 SWS UE	3 LP Di	10-12	wöch.	UL 6, 3001A	S. Ehlert
<i>detaillierte Beschreibung siehe S. 35</i>							
5250014	Academic Writing (englisch)	2 SWS UE	2 LP / 3 LP Mi	16-18	wöch.	I 110, 347	C. McLaughlin
		UE	Do	16-18	wöch.	I 110, 347	C. McLaughlin
<i>detaillierte Beschreibung siehe S. 35</i>							
5250107	Research and Writing (englisch)	2 SWS SE	3 LP Do	14-16	wöch.	DOR 24, 1.601	R. Isensee

The course aims at preparing and supporting students in writing their MA thesis. It will focus on topics such as identifying a thesis topic and respective key thematic ideas, structuring and drafting an outline as well as a thesis introduction. Based on examples from former theses as well as work in progress from participants of the course the discussion will include questions of methodology, theoretical grounding, academic language and bibliographical standards. Students will present their own drafts of possible topics, outlines and introductions that will be viewed in class in an effort to enhance the writing process. Please register for the course via AGNES.

Modul 9: Individual Focus I

5250103	Representations of Blackness in Visual Culture (englisch)	2 SWS SE	4 LP Do	16-18	wöch.	UL 6, 3001	A. Potjans
<i>detaillierte Beschreibung siehe S. 36</i>							
5250104	Mixed Race Literatures in the US (englisch)	2 SWS SE	4 LP Mi	14-16	wöch.	DOR 24, 1.501	C. Vogt-William

detaillierte Beschreibung siehe S. 36

5250108 Shifting Concepts of Family in the U.S. (englisch)
2 SWS 3 LP
SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 39

5250114 Postmodern American Cinema (englisch)
2 SWS 3 LP / 4 LP
SE Di 16-18 wöch. (1) DOR 24, 1.501 M. Klepper
1) 25 Master of Education// 10 MA Amerikanistik Dieser Kurs ist für den Master of Education konzipiert.
Studierende der Amerikanistik dürfen teilnehmen - es wird aber auch um didaktische Fragen gehen.
detaillierte Beschreibung siehe S. 36

Modul 10: Individual Focus II

5250103 Representations of Blackness in Visual Culture (englisch)
2 SWS 4 LP
SE Do 16-18 wöch. UL 6, 3001 A. Potjans
detaillierte Beschreibung siehe S. 36

5250104 Mixed Race Literatures in the US (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.501 C. Vogt-William
detaillierte Beschreibung siehe S. 36

5250108 Shifting Concepts of Family in the U.S. (englisch)
2 SWS 3 LP
SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 39

5250114 Postmodern American Cinema (englisch)
2 SWS 3 LP / 4 LP
SE Di 16-18 wöch. (1) DOR 24, 1.501 M. Klepper
1) 25 Master of Education// 10 MA Amerikanistik Dieser Kurs ist für den Master of Education konzipiert.
Studierende der Amerikanistik dürfen teilnehmen - es wird aber auch um didaktische Fragen gehen.
detaillierte Beschreibung siehe S. 36

Modul 11: American Studies: Identities

5250108 Shifting Concepts of Family in the U.S. (englisch)
2 SWS 3 LP
SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 39

Modul 12: American Studies: Diversity

5250103 Representations of Blackness in Visual Culture (englisch)
2 SWS 4 LP
SE Do 16-18 wöch. UL 6, 3001 A. Potjans
detaillierte Beschreibung siehe S. 36

5250104 Mixed Race Literatures in the US (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.501 C. Vogt-William
detaillierte Beschreibung siehe S. 36

Masterstudiengang Englische Literaturen (MA English Literatures)

Studienordnung 2007

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250014 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Mi	16-18	wöch.	I 110, 347	C. McLaughlin	
UE	Do	16-18	wöch.	I 110, 347	C. McLaughlin	

detaillierte Beschreibung siehe S. 35

5250145 Academic Skills: Presentation Skills for Academic Purposes (englisch)

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

In this course, students will develop and practise the oral communication skills required to give academic presentations on a variety of literary and cultural themes to English-speaking audiences. In addition to focusing upon organizational and structural dimensions of academic presentations, the course will enable students to investigate the different features of spoken academic discourse in German and English and to develop important techniques for interacting effectively with English-speaking academic audiences. Careful consideration will also be given to the role of voice, intonation and prosody in presentations given in English. Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do., 13. Oktober 2016 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang.

Modul Ib: Sprachpraxis: Textsortenkompetenz

5250006 Creative Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	I 110, 349	S. Ehlert	

detaillierte Beschreibung siehe S. 35

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	UL 6, 3001	S. Ehlert	
	Do	12-14	wöch.	I 110, 349	S. Ehlert	

detaillierte Beschreibung siehe S. 18

5250146 Professional Communication Skills (- Textual Competence): Written Skills for Culture and Media Professionals (englisch)

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

In this course, students will have an opportunity to develop and practise their written competence in English by investigating text types typically found in cultural and media-related professions and by writing texts of their own for use at conferences and in professional contexts requiring cross-cultural exchange. Text types produced will include summaries, reviews, reports, critiques and articles for publication in literary or cultural journals as well as position papers and promotional material (including texts for translation) linked to cooperation between cultural institutions from English- and German-speaking countries. Particular attention will be given to accuracy of expression, appropriacy of style and to cultural and discursive dimensions of professional written English.

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do., 13. Oktober 2016 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang.

Modul II: Authors, Periods, Genres

5250120 Drama and Economy: Shakespeare and His Contemporaries (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.502	V. Lobsien	

Renaissance drama witnesses the transition from an older model of economics to a modern market economy. But it also responds to and actively participates in these changes. Economic Man is not an 18th-century invention; neither is the experience of market relations as determining every sphere of life a characteristic of later periods such as our own. Theatre and commerce already interact closely in early modern times, and not only in the sense of playwrights and actors holding shares in their troupes.

This seminar will explore the intersections between drama and economy on levels ranging from the thematic to the formal and aesthetic. It will also attempt to define and describe some of the textual economies invented and employed by Shakespeare and his contemporaries. We shall look closely not only at Shakespeare's *Merchant of Venice* (with Marlowe's *Jew of Malta*) but also at *Timon of Athens* (written in collaboration with Thomas Middleton), and a few other city comedies by (e.g. Middleton's *A Mad World My Masters*, or Ben Jonson's co-production with Chapman and Marston, *Eastward Ho!*), as well as a number of less obvious texts such as *Coriolanus* and possibly also a selection of Shakespeare's sonnets. Participants must possess both *The Merchant of Venice* and *Timon of Athens* in annotated, critical print versions. I recommend either Arden or Oxford editions (individual works, available as paperbacks) or alternatively, The Norton Shakespeare (one-volume paperback edition of the complete works).

5250121 Drama and Economy: Shakespeare and His Contemporaries (englisch)

2 SWS	4 LP					
LK	Mi	16-18	14tgl.	DOR 24, 1.502	V. Lobsien	

5250122 Victorian Women Poets (englisch)

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

Even though some Victorian women poets, such as Elizabeth Barrett Browning or Christina Rossetti, are part of the canon by now, the prejudice that Victorian women's poetry is largely about the heart and the home has contributed in a major way to the marginalization of the variety of women's poetic voices since the 19th century. In spite of much valuable feminist criticism there is still a tendency to ignore the considerable influence that these women poets had on their male contemporaries.

The seminar will explore Victorian women's poetry in relation to its Romantic heritage as well as to the beginning of modernist poetry. Our discussions will include Emily Brontë's melancholic lyricism, Elizabeth Barrett Browning's sonneteering, Christina Rossetti's eerie piety and erotic language, the social protest of Eliza Cook and Emily Hickey as well as the pre-modernism of Mary Coleridge and Charlotte Mew.

Participants are expected to have their own copy of *Victorian Women Poets*, ed. Angela Leighton and Margaret Reynolds (Oxford: Blackwell, 1995). A Reader with additional material will be available at the beginning of the summer term.

The LK is designed as a close reading of additional poetry.

Please register for the class by email (stephan.lieske@rz.hu-berlin.de) before the beginning of the semester.

5250123 Victorian Women Poets (englisch)

2 SWS	4 LP					
LK	Mi	12-14	14tgl.	UL 6, 3001		S. Lieske

5250124 Literature of the Interwar Years (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	UL 6, 3001		E. Kilian

The years between the end of the First and the beginning of the Second World War were a time of international conflict, political upheaval (the Irish War of Independence and subsequent Civil War, the Spanish Civil War, the rise of Nazism, intellectuals' political allegiances to both communism and fascism) and economic instability but also a period of literary innovation and experimentation. The selection of texts chosen for this class were published between 1922 and 1938 testify to the heterogeneity of these two decades. They range from high modernism to quirky experimentation as well as more traditional forms like domestic fiction. Our focus will be predominantly, but by no means exclusively, on the ways these texts engage with their historical contexts, both ethically and aesthetically.

Please start reading the texts before the beginning of the semester (they will be discussed in the order indicated)!

Texts:

Virginia Woolf, *Mrs Dalloway*

T.S. Eliot, *The Waste Land*

Rosamond Lehmann, *Dusty Answer*

Elizabeth Bowen, *The Last September*

Evelyn Waugh, *Vile Bodies*

Christopher Isherwood, *Mr Norris Changes Trains*

Stevie Smith, *Over the Frontier*

Further materials will be made available in the course of the semester.

5250125 Literature of the Interwar Years (englisch)

2 SWS	4 LP					
LK	Mi	16-18	14tgl.	UL 6, 3001		E. Kilian

5250126 Samuel Beckett (englisch)

2 SWS	4 LP					
SE	Do	10-12	wöch.	DOR 24, 1.502		H. Schwalm

Perhaps no other author than Samuel Beckett has come to represent the modern aesthetics of absurdity and failure. Beckett, writing in English and later in French (self-translated into English), started out as a quasi disciple of Joyce, yet as he stated in 1956 in a *New York Times* interview, "He's tending towards omniscience and omnipotence as an artist. I'm working with impotence, ignorance".

In this seminar, we shall explore the span of Beckett's oeuvre, beginning with his early novel *Murphy*. We shall study his notorious *Trilogy* of novels as well as the important plays of the 1950s ("Waiting for Godot"; "Endgame"), to move on to the aesthetic minimalism of the late Beckett, addressing in particular the interplay of performance and text in his prose, theatre, film, and television.

Required reading and editions:

- *Murphy* (Faber & Faber)

- *Three Novels* (Grove Press) (*Molloy*, *Malone Dies*, *The Unnamable*)

- *Complete Dramatic Works* (Faber & Faber)

- *Complete Short Prose* (Faber & Faber)

A moodle course with relevant additional texts will be available.

5250127 Samuel Beckett (englisch)

2 SWS	4 LP					
LK	Do	12-14	14tgl.	DOR 24, 1.502	H. Schwalm	

Modul IIIa: Texts, Contexts, Cultures: Medien und kulturelle Vermittlungsformen**5250128 Black and Asian British Women's Fiction (englisch)**

2 SWS	4 LP					
SE	Mo	14-16	wöch.	DOR 24, 1.502	C. Vogt-William	

The seminar will investigate a range of contemporary novels by Black and Asian British women writers with special emphasis on diasporic female subjectivities and their potential for transculturality in British contexts. Questions to be considered are the concepts of diaspora, multiculturalism and ethnicity in Britain, cultural hybridities, hyphenated identities and female agency among others.

Presentations will be a required part of this class. A reader will be made available. Students are required to acquire the novels and have read them before classes begin. Do consider getting the text editions provided below to facilitate text references during class.

Texts:

Meera Syal. *Anita and Me*. HarperCollins, UK. 1997.
 Jackie Kay. *Trumpet*. Picador. 2016. [1998]
 Helen Oyeyemi. *White is for Witching*. Picador. 2010.
 Jasvinder Sanghera. *Shame*. Hodder and Stoughton Ltd. 2007.
 Diana Evans. *26a*. Vintage. 2006.
 Cauvery Madhava. *Paddy Indian*. Arcadia Books. 2007.

5250129 Black and Asian British Women's Fiction (englisch)

2 SWS	4 LP					
LK	Mo	16-18	14tgl.	DOR 24, 1.502	C. Vogt-William	

Modul IIIb: Texts, Contexts, Cultures. Literatur und Wissensordnungen**5250130 The Uses of Allegory (deutsch-englisch)**

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

Allegory is a way of saying one thing while speaking about another. It is capable of hiding as well as revealing knowledge; it provides a way of articulating what cannot or must not be said. As a figure of classical rhetoric, it has been part of literary practice from ancient times to the present; from its beginnings, it has also been accompanied by a considerable body of theoretical reflection. This seminar will explore the uses and functions of allegory in English Renaissance literature. We shall study a selection of texts from different genres – poetry, epic, and drama – in close readings, with discussions of their literary, political, and theological contexts. These will include extracts from Edmund Spenser's *The Shepheardes Calender* and *The Faerie Queene* as well as Shakespeare's *Titus Andronicus* and *Richard II*. Most of the texts will be made available via Moodle; participants must, however, be in possession of a (print) copy of John Bunyan's *The Pilgrim's Progress*, (preferably in the paperback edition by N. H. Keeble, Oxford 1984). **Please note:** This class will be held partly in **English** and partly in **German**.

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

5250131 The Uses of Allegory (deutsch-englisch)

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

Modul IV: Literary Interactions**5250132 Lines of Their Own? Anglo-Jewish Writers of the 20th-Century (englisch)**

2 SWS	4 LP					
SE	Mi	10-12	wöch.	DOR 24, 1.601	J. Schoen	

'The Jew in the Text' has been subject of several studies (Cheyette) to explore the construction and function of 'Jewishness' in English Literature. The exoticised, essentialised 'Other' emerged as an ubiquitous component of some of the most canonic literary texts. This seminar wants to focus on the work of several Anglo-Jewish writers; poets like Isaac Rosenberg Elaine Feinstein, and authors such as Israel Zangwill, Louis Golding, , Leonard Woolf and Muriel Spark have considerably shaped the English Literary Landscape in the 20th century. Poetry, prose and drama that emerged from supposedly 'diasporic' positions of English society might call for approaches of interpretation different to those of Postcolonial literature. A Reader will be available at the beginning of the semester.

5250133 Lines of Their Own? Anglo-Jewish Writers of the 20th-Century (englisch)
 2 SWS 4 LP
 LK Mi 12-14 14tgl. DOR 24, 1.601 J. Schoen

'The Jew in the Text' has been subject of several studies (Cheyette) to explore the construction and function of 'Jewishness' in English Literature. The exoticised, essentialised 'Other' emerged as an ubiquitous component of some of the most canonic literary texts. This seminar wants to focus on the work of several Anglo-Jewish writers; poets like Isaac Rosenberg Elaine Feinstein, and authors such as Israel Zangwill, Louis Golding, , Leonard Woolf and Muriel Spark have considerably shaped the English Literary Landscape in the 20th century. Poetry, prose and drama that emerged from supposedly 'diasporic' positions of English society might call for approaches of interpretation different to those of Postcolonial literature. A Reader will be available at the beginning of the semester.

Modul V: Texts and Theories

5250134 Forschungskolloquium (englisch)
 2 SWS 4 LP
 CO Fr 10-12 wöch. DOR 24, 1.502 E. Kilian

Research Colloquium 1: Research Tools and Methods

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

5250135 Forschungskolloquium (englisch)
 2 SWS 4 LP
 CO Mi 16-18 wöch. DOR 24, 1.501 H. Schwalm

This module extending over two semesters imparts the competence and practices required to conduct independent research. In Part II (Literature Review) of the module, students will take up an aspect of literary/cultural theory or literary/cultural history of their own choice for in-depth research and presentation/discussion in class. Work on this practical example will enable them to assess, evaluate and contextualize critical literature and develop the skills to produce a longer review essay or an annotated bibliography on a specific topic.

A moodle course with relevant texts will be available.

Studienordnung 2014

Modul 1a: Academic Skills

5250014 Academic Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Mi 16-18 wöch. I 110, 347 C. McLaughlin
 UE Do 16-18 wöch. I 110, 347 C. McLaughlin
detaillierte Beschreibung siehe S. 35

5250145 Academic Skills: Presentation Skills for Academic Purposes (englisch)
 2 SWS 2 LP
 UE Di 16-18 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 42

Modul 1b: Professional Communication Skills - Textual Competence

5250006 Creative Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 10-12 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 35

5250007 English Play: Terry Pratchett's "Mort" (englisch)
 4 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. UL 6, 3001 S. Ehlert
 UE Do 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 18

5250146 Professional Communication Skills (- Textual Competence): Written Skills for Culture and Media Professionals (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 42

Modul 2: Authors, Periods, Genres (Basics)

5250136 Forms of the Novel in English (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. DOR 24, 1.502 E. Kilian

This course is dedicated to forms of the novel in English from the 18th to the 20th centuries. The range of texts will provide ample opportunity to discuss different genres as well as aesthetic and narratological principles (picaresque novel, novel of development, Realism, Modernism, Postmodernism) and reflect their grounding in literary and cultural history. Part of this module will serve a propaedeutic function and help students to bring their knowledge of the basics of literary analysis and academic proficiency up to standard (if necessary). Our reading will proceed chronologically (Defoe – Dickens – Woolf – Kay). Please start reading the texts before the beginning of the semester!

Texts:
 Daniel Defoe, *Moll Flanders*
 Charles Dickens, *Great Expectations*
 Virginia Woolf, *To the Lighthouse*
 Jackie Kay, *Trumpet*

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

5250137 Forms of the Novel in English (englisch)
 2 SWS 4 LP
 LK Do 16-18 14tgl. DOR 24, 1.502 E. Kilian

Modul 3a: Authors, Periods, Genres I

5250120 Drama and Economy: Shakespeare and His Contemporaries (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 42

5250121 Drama and Economy: Shakespeare and His Contemporaries (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 43

5250122 Victorian Women Poets (englisch)
 2 SWS 4 LP
 SE Mi 10-12 wöch. UL 6, 3001 S. Lieske
detaillierte Beschreibung siehe S. 43

5250123 Victorian Women Poets (englisch)
 2 SWS 4 LP
 LK Mi 12-14 14tgl. UL 6, 3001 S. Lieske
detaillierte Beschreibung siehe S. 43

5250124 Literature of the Interwar Years (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. UL 6, 3001 E. Kilian
detaillierte Beschreibung siehe S. 43

5250125 Literature of the Interwar Years (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. UL 6, 3001 E. Kilian
detaillierte Beschreibung siehe S. 43

5250126 Samuel Beckett (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.502 H. Schwalm
detaillierte Beschreibung siehe S. 43

5250127 Samuel Beckett (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. DOR 24, 1.502 H. Schwalm
detaillierte Beschreibung siehe S. 44

Modul 3b: Authors, Periods, Genres II

5250120 Drama and Economy: Shakespeare and His Contemporaries (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 42

5250121 Drama and Economy: Shakespeare and His Contemporaries (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 43

5250122 Victorian Women Poets (englisch)
 2 SWS 4 LP
 SE Mi 10-12 wöch. UL 6, 3001 S. Lieske
detaillierte Beschreibung siehe S. 43

5250123 Victorian Women Poets (englisch)
 2 SWS 4 LP
 LK Mi 12-14 14tgl. UL 6, 3001 S. Lieske
detaillierte Beschreibung siehe S. 43

5250124 Literature of the Interwar Years (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. UL 6, 3001 E. Kilian
detaillierte Beschreibung siehe S. 43

5250125 Literature of the Interwar Years (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. UL 6, 3001 E. Kilian
detaillierte Beschreibung siehe S. 43

5250126 Samuel Beckett (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.502 H. Schwalm
detaillierte Beschreibung siehe S. 43

5250127 Samuel Beckett (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. DOR 24, 1.502 H. Schwalm
detaillierte Beschreibung siehe S. 44

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

5250128 Black and Asian British Women's Fiction (englisch)
 2 SWS 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 44

5250129 Black and Asian British Women's Fiction (englisch)
 2 SWS 4 LP
 LK Mo 16-18 14tgl. DOR 24, 1.502 C. Vogt-William

detaillierte Beschreibung siehe S. 44

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

5250130 The Uses of Allegory (deutsch-englisch)

2 SWS 4 LP
SE Di 14-16 wöch. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 44

5250131 The Uses of Allegory (deutsch-englisch)

2 SWS 4 LP
LK Di 16-18 14tgl. DOR 24, 1.502 V. Lobsien
detaillierte Beschreibung siehe S. 44

Modul 6: Literary Interactions

5250132 Lines of Their Own? Anglo-Jewish Writers of the 20th-Century (englisch)

2 SWS 4 LP
SE Mi 10-12 wöch. DOR 24, 1.601 J. Schoen
detaillierte Beschreibung siehe S. 44

5250133 Lines of Their Own? Anglo-Jewish Writers of the 20th-Century (englisch)

2 SWS 4 LP
LK Mi 12-14 14tgl. DOR 24, 1.601 J. Schoen
detaillierte Beschreibung siehe S. 45

Modul 8: Research Colloquium

5250134 Forschungskolloquium (englisch)

2 SWS 4 LP
CO Fr 10-12 wöch. DOR 24, 1.502 E. Kilian
detaillierte Beschreibung siehe S. 45

5250135 Forschungskolloquium (englisch)

2 SWS 4 LP
CO Mi 16-18 wöch. DOR 24, 1.501 H. Schwalm
detaillierte Beschreibung siehe S. 45

Masterstudiengang für das Lehramt (MA of Education)

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

Studienordnung 2008

Großer Master (120SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250030 Praxissemester Englisch

1 SWS 7 LP
PR - Block (1) S. Breidbach,
F. Klimczak,
A. Mihan,
N.,
K. Schultze,
A. Seidel

1) findet vom 12.09.2016 bis 30.01.2017 statt

Bitte beachten Sie die speziellen Anmeldefristen für die universitären Lehrveranstaltungen des

Praxissemesters! Sollte aus fachspezifischen Gründen eine andere Belegungsfrist angegeben sein, gilt die auf der AGNES-Veranstaltungsseite angegebene Belegungsfrist!

1. Studienanteil Sprachbildung (Seminar): 15. Juli bis 07. August 2016
(gilt nicht für Studierende des Studiengangs Lehramt an Grundschulen)

Nachsteuerung bis: 14. August 2016

(Die Nachsteuerung dient dem Ausgleich von Überschneidungen und Absagen.)

2. Studienanteil Grundschulpädagogik (Lernforschungsprojekt): 15. Juli bis 7. August 2016

Nachsteuerung bis: 14. August 2016

3. fachdidaktische Nachbereitung (Seminar): 15. Juli bis 30. August 2016

(semesterbegleitend oder im Block oder kombiniert siehe Veranstaltungsdaten in den Gruppenbeschreibungen)

Nachsteuerung bis: 14. September 2016

4. Studienanteil Bildungswissenschaften (Lernforschungsprojekt): 15. Juli bis 20. September 2016

Nachsteuerung bis: 5. Oktober 2016

Sollten Sie nach Erhalt der Zusage (E-Mail von AGNES) feststellen, dass es in Ihrem Stundenplan zu einer Überschneidung kommt oder erhalten Sie eine Absage, wenden Sie sich bitte umgehend an die Leiterin oder den Leiter der entsprechenden Lehrveranstaltung. Sie bzw. er wird mit Ihnen besprechen, wie Ihnen die Teilnahme an der Veranstaltung ermöglicht werden kann (Nachsteuerung). Es werden ausreichend Plätze angeboten. Bitte beachten Sie die o.g. Nachsteuerungsfristen.

Fragen an die PSE senden Sie bitte über: schulportal@hu-berlin.de

5250034 Nachbereitung des Unterrichtspraktikums

1 SWS	1 LP				
SE	Di	14-16	14tgl. (1)	HV 5, 0122-23	A. Mihan
	Mo	10:00-16:15	Einzel (2)	HV 5, 0122-23	A. Mihan
SE	Di	16-18	14tgl. (3)	HV 5, 0122-23	A. Mihan
	Di	10:00-16:15	Einzel (4)	HV 5, 0122-23	A. Mihan
SE	Do	14-16	14tgl. (5)	HV 5, 0122-23	K. Schultze
	Mi	10:00-16:15	Einzel (6)	HV 5, 0122-23	K. Schultze
SE	Fr	14-16	14tgl. (7)	HV 5, 0122-23	F. Klimczak
	Fr	10:00-16:15	Einzel (8)	HV 5, 0122-23	F. Klimczak

1) findet vom 01.11.2016 bis 13.12.2016 statt

2) findet am 20.02.2017 statt

3) findet vom 01.11.2016 bis 13.12.2016 statt

4) findet am 21.02.2017 statt

5) findet vom 03.11.2016 bis 15.12.2016 statt

6) findet am 22.02.2017 statt

7) findet vom 04.11.2016 bis 16.12.2016 statt

8) findet am 24.02.2017 statt

Das Nachbereitungsseminar findet in Form von vier praxisbegleitenden Sitzungen (jeweils eine Doppelstunde à 90 Min. im November und Dezember 2016) und einer eintägigen Blockveranstaltung (drei Doppelstunden) nach Ende des Praxissemesters statt.

Im semesterbegleitenden Teil erhalten Sie Gelegenheit dazu, Erfahrungen und Beobachtungen aus Ihrem Praxissemester mit Ihren Kommilitoninnen und Kommilitonen zu teilen und vor dem Hintergrund aktueller fremdsprachendidaktischer Theoriebildung zu reflektieren. Die Blockveranstaltung zielt auf eine vertiefende retrospektive Analyse Ihrer Praktikumserfahrungen sowie auf die Erschließung der theoretischen Hintergründe Ihrer spezifischen Beobachtungsschwerpunkte ab. Hier erarbeiten Sie die Grundlagen für Ihre Hausarbeit im Modul Schulpraktische Studien.

Modul Literatur und Medien im Kontext des Englischunterrichts

5250007 English Play: Terry Pratchett's "Mort" (englisch)

4 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	UL 6, 3001	S. Ehlert
	Do	12-14	wöch.	I 110, 349	S. Ehlert

detaillierte Beschreibung siehe S. 18

5250114 Postmodern American Cinema (englisch)

2 SWS	3 LP / 4 LP				
SE	Di	16-18	wöch. (1)	DOR 24, 1.501	M. Klepper

1) 25 Master of Education// 10 MA Amerikanistik Dieser Kurs ist für den Master of Education konzipiert.

Studierende der Amerikanistik dürfen teilnehmen - es wird aber auch um didaktische Fragen gehen.

detaillierte Beschreibung siehe S. 36

5250139 Tolkien and Teaching: Fantasy in the Classroom (englisch)

2 SWS	4 LP				
SE	Di	14-16	wöch.	DOR 24, 1.601	C. Vogt-William

This seminar considers J.R.R. Tolkien's works from a Cultural Studies perspective. Points of interest will include how cultures are presented in these literary texts with a view to interrogating difference, otherness and identity with regard to the categories of race and gender among others. Related questions are discrimination, stereotyping, as well as tolerance and cooperation made possible through transcending cultural boundaries. The histories and contemporary contexts of the diverse cultures in Middle Earth will thus bear scrutiny. At the same time, the effects of Tolkien's works and the intermedial aspects of these on their reading public

in our world will also bear reflection. The film adaptations of these works will be salient part of the seminar, and students are advised to get familiar with them. An important frame of enquiry for this class would be to consider how fantasy literature can be used in the classroom to approach the above questions.

Presentations will be a required part of this class. A reader will be made available. Students are required to acquire the novels and have read them before classes begin. Do consider getting the text editions provided below to facilitate text references during class.

Texts:

The Hobbit. HarperCollins Publishers. 1991. [1937].

The Lord of the Rings. HarperCollins Publishers. 1991. [1954, 1955].

Films:

Peter Jackson. (dir.) *The Hobbit.* New Line Cinema. (Parts 1-3). [2012, 2013, 2014]

Peter Jackson. (dir.) *The Lord of The Rings.* New Line Cinema. (Parts 1-3). [2001, 2002, 2003]

Modul Kompetenzorientierung im Englischunterricht

5250005 Classroom Discourse (englisch)

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

This course is designed to give future teachers practice using English on the job – before they find themselves in charge of a class! Participants will practice designing and leading classroom activities for different learner proficiency levels in speaking, listening, reading, and writing, and correcting students’ oral and written performances - all in English. Special attention will be paid to appropriate classroom vocabulary and making activities interesting and effective. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250025 Masterkolloquium I: Schulbegleitforschung Fremdsprachenunterricht

2 SWS						
SE	Do	12-14	wöch.	HV 5, 0122-23	S. Breidbach	

Das Masterkolloquium wendet sich an Studierende, die ihre Masterarbeit in der Fachdidaktik Englisch schreiben möchten. In diesem Semester liegt der Themenschwerpunkt auf Unterrichtsevaluation sowie der Ermittlung sprachlichen Kompetenzen im Vergleich von Englisch und Deutsch. Studierende, die sich für eine entsprechende Arbeit im Rahmen der Schulbegleitforschung an einer Berliner Gemeinschaftsschule interessieren, sind besonders willkommen. Ihnen wird außerdem empfohlen, parallel das Seminar „Quality Assessment in Language Teaching – Process and Product“ zu besuchen.

Weitere Themenbereiche können nach Absprache ebenfalls bearbeitet werden.

Im Kolloquium wird der Prozess, eine wissenschaftliche Abschlussarbeit zu schreiben, systematisch erarbeitet und individuell begleitet.

Bitte registrieren Sie sich über AGNES für diesen Kurs. Schreiben Sie sich bitte auch in den begleitenden Moodle-Kurs ein.

5250028 Theoriegeleitetes Forschen und Handeln I: Quality Assessment in English Language Teaching - Process and Product (englisch)

2 SWS						
SE	Do	10-12	wöch.	HV 5, 0122-23	S. Breidbach	

In this course, we will look at quality dimensions of English language teaching regarding both the process of teaching and the outcome of learning as product.

In order to gain a preliminary orientation, we will explore the notion of quality in language teaching before investigating assessment tools such as classroom observation inventories and language proficiency tests. As the course will be closely linked with an on-going real-life evaluation project, we will aim for a close cooperation with a comprehensive school located in central Berlin.

Participants in this course will be required to

- participate actively and regularly in the weekly sessions,
- conduct independent library research on selected topics,
- participate in the development and/or adaptation of assessment tasks,
- take part in school-visits and classroom observation activities,
- prepare in-class presentations on empirical research tools (e.g. for the assessment of English and German language proficiency)

A preliminary reading list will be provided at the beginning of the course.

A term paper, if needed, has to be submitted before April 1st, 2017. Formal requirements for the term paper follow the regulations applying to the relevant degree program.

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

5250031 Masterkolloquium II: Bilingualer Fremdsprachenunterricht

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

Das Kolloquium bezieht sich auf die Klärung und Erarbeitung möglicher Themenstellungen für die Masterarbeit im „Lehramtsmaster“ (120 SP) in der Fachdidaktik Englisch; und zwar vornehmlich im Gegenstandsbereich „Integriertes Sach-Sprachlernen / CLIL / bilingualer Unterricht / Immersion / Zweisprachigkeitserziehung / fach-bezogene Bildungssprache (= academic literacy)“. 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 (Moodle-Code: M Ed Coll II 2016f). – 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.

5250032 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Academic Literacy Across the School Curriculum" (Fachbezogene Bildungssprache im allgemein- und berufsbildenden Schulwesen) (englisch)

2 SWS 3 LP
SE Mo 08-10 wöch. HV 5, 0122-23 W. ZydatiB

Both the European Union and the city-state of Berlin have made the implementation of academic literacy a major goal of their educational systems. 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 re-place the „DaZ-Modul“ by a module related to „Bildungssprache“ (which in English normally translates as „academic 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; which is to say that we need a language-based approach to content learning. Halliday’s „Systemic Functional Linguistics“ 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. – Depending on the subjects studied by participants we will mainly look at the curricula of both the general and the vocational school system in Berlin, where English and/ or German is used as the language of instruction. – Note that the language of schooling is neither identical with the everyday language used among peers in the school yard or in the street nor with the variant normally taught in the EFL classroom. Thus we have to look into the linguistic properties of this special use of language (ie. its most salient linguistic features and realizations), as it pertains to the different domains of the curriculum: eg. the science area, the social science subjects, foreign languages, maths / ICT, PE, music, fine arts, economics, design & technology etc. The notion of academic literacy implies that all content is taught and learned in a language-sensitive way (including German-speaking classrooms). In recent years, esp. the CLIL concept has undergone considerable functional and organisational diversification: bilingual tracks, bilingual modules within general schooling and at vocational schools, the bridging support (= *Vorlauf*), seminar or project courses at the upper secondary school level of the German school system (which calls for a systematic and cumulative approach – ie. „Durchgängige sprachliche Bildung“ – at all stages and in all types of school in the system). We will thus have to look at the development of academic literacy across the various stages of the curriculum as well.

You are expected to adopt a functional view of language; ie. shun the model of language as 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. The semi-nar will give you an introduction to Halliday’s „SFL“ and to Vygotsky’s „SCT“, esp. the role language plays as a mediating tool towards cognition: Vygotsky’s ideas on verbal thought and learning in a Zone of Proximal Development / „challenge zone“ (or Bruner’s concept of „scaffolding“) are highly relevant here.

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 fremdsprach-lichen und bilingualen Unterricht*. Klett-Kallmeyer.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform [Code: Academic Literacy 2016f] and use English in class. Depending on the regulations you can hand in a written assignment by mid-April 2017, if you decide to write it in this field. – Please, register on „Agnes“.

5250033 Theoriegeleitetes Forschen und Handel II: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)" (deutsch-englisch)

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

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

- „EMILE & classes européennes“ in France or „bilingualer Sachfachunterricht“ (= *mehrfähriger Bildungs-gang: Sek I & II*); probably the most common and most successful curricular concept in German CLIL contexts (= 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 / *Arbeitslehre*),
- „Englisch als Arbeitssprache“; ie. the use of the foreign language in specific subjects for the length of a school year changing the CLIL subject on a yearly basis (= a cumulative system introducing different curricular areas),
- „Kompetenz-, Projekt- & Seminarkurse“ at the upper secondary school level in Germany bringing in eg. both subject matter topics & ethics / practical philosophy (= in the UK: Advanced Supplementary Courses) and
- courses combining different foreign languages (= „intercomprehension“) showing links within the large European language families (ie. the Germanic, Romance and Slavonic languages). The approach is particularly relevant for a ‘mixed language’ like English and/or academic literacy (because the roots show up esp. in the Greek & Latin morphemes of these registers).

In the course of this seminar the major aims, structural patterns and theoretical aspects of the different approaches will be presented and discussed. Students will be encouraged to develop their own curricular unit related to some identified topic from a specific bilingual subject (especially geography, history, civic education / politics, biology), or for a bilingual module (eg. in PE, ICT, 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 learners’ (limited) foreign language proficiency: ie. task-based learning, use of discontinuous texts, study skills, scaffolding & a language-sensitive attitude towards content teaching in general).

Recommended pre-reading: Manfred Wildhage / Edgar Otten (Hrsg.) (2003): *Praxis des bilingualen Unterrichts*. Cornelsen / Scriptor. – Peeter Mehisto / David Marsh & J.M. Frigols (2008): *Uncovering CLIL*. Oxford: Macmillan. – Do Coyle / Philip Hood & David Marsh (2010): *CLIL*. Cambridge Univ. Press. – Ana Llinares / Tom Morton & Rachel Whittaker (2012): *The Roles of Language in CLIL*. Cambridge Univ. Press. – Wolfgang Biederstädt (Hg.) (2013): *Bilingual unterrichten. Englisch für alle Fächer*. Cornelsen. You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform [Code: CLIL 2016f] and hand in (if you decide to do it in this course) a written assignment by mid-April 2017. Please register with Agnes.

5250044 Problemfelder des Fremdsprachenlehrens und -lernens II: Lehrwerke im kommunikationsorientierten Englischunterricht

2 SWS	3 LP				
SE	Fr	12-14	wöch.	HV 5, 0122-23	F. Klimczak

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

5250141 Fremdsprache im Unterricht: Culture and Language Learning (englisch)

2 SWS	2 LP				
UE	Di	12-14	wöch.	DOR 24, 1.302	M. Davies
UE	Di	14-16	wöch.	DOR 24, 1.302	M. Davies

In this course, students will reflect on how to develop 'cultural competence' within foreign language education and take a hands-on approach to devising, implementing and evaluating their own teaching units with a cultural bias for different levels of the school curriculum. In addition to investigating crucial didactic and methodological issues involved when teaching 'explicit' and 'implicit' dimensions of cultural competence, the course will also focus upon age- and level-appropriate use of language when developing materials and communicating in the classroom.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 13.10.2016

5250147 Problemfelder des Fremdsprachenlehrens und -lernens I: " Children's, Teenage and Young Adults' Literature Across the EFL Curriculum" (englisch)

2 SWS	3 LP				
SE	Mo	14-16	wöch.	HV 5, 0122-23	W. ZydatiB

A university TEFL-course on „Kinder- und Jugendliteratur“ – why, there are textbooks galore?!? Well, the narrative mode of thinking is (according to Jerome Bruner, one of the most prolific and influential scholars in psychology, language acquisition and educational theory) the primary mode of cognition, by which the human mind processes language- (or discourse-) bound social experience and interaction. Telling stories to children (and vice versa, listening to tales and other fictional genres as a child) entails pre-forms of literacy, by which both first language acquisition of pre-school kids and primary school learners' mastery of literate techniques are given a significant boost. „Good“ first language learners tend to be successful second or foreign language learners. Thus it stands to reason that EFL teachers should exploit the huge potential of children's and young adult learners' literature written in English (each year about 5.000 new works get published and new genres develop: eg. graphic or multimodal novels) – both in regular primary schools and at 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 composed; that is, in linguistic and visual terms they are scripted (and drawn) in a way which holds their attention and promotes the acquisition of the language at all its systemic levels. Fictional texts of this kind offer the EFL classroom a valuable blend of interesting authentic material and of carefully graded linguistic-discursive input (esp. a rich vocabulary 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).

Recommended pre-reading:

Andrew Wright (1995): *Storytelling with Children*. Oxford Univ. Press. – dto. (1997): *Creating Stories with Children*. Oxford Univ. Press. – J. Morgan / Mario Rinvolutri (1983): *Once upon a Time: Using Stories in the Language Classroom*. Cambridge Univ. Press. – J. Bland / Chr. Lütge (Hg.) (2013): *Children's Literature in Second Language Education*. Bloomsbury. – Heide Niemann (2002): *Mit Bilderbüchern Englisch lernen*. Kall-meyer. – D. 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 – W. Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Klett-Kallmeyer.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform (Moodle code: Child Teen YA Lit 2016f) and hand in a written assignment by, preferably, mid-April 2017 (if you decide to write it in this area). Please, register with „Agnes“.

Modul Sprachwissenschaftliche Methoden und Englischunterricht

5250003 Grammar in the Classroom (englisch)

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

5250004 Grammar in the Classroom (englisch)

2 SWS UE	2 LP Mo	08-10	wöch.	DOR 24, 1.502	S. Ehlert
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5250017 English in Contrast (englisch)

2 SWS SE	3 LP Mo	12-14	wöch.	DOR 24, 1.601	G. Smith
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In this seminar, we will view English through the lens of contrastive analysis. By comparing selected structures of English with analogous structures in German and other languages, we will learn more about the structure of English as well as about the nature of human language, its structure and variation. The following textbook is used as a point of departure: König, E. & Gast, V. (2009). *Understanding English-German Contrasts* (2nd ed.). Berlin: Erich Schmidt Verlag. Requirements for credit points: Assignments via moodle.

5250018 Language and Cognition (englisch)

2 SWS SE	3 LP Mo	14-16	wöch.	DOR 24, 1.601	G. Smith
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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.

5250023 Grammatical variation in English dialects (englisch)

2 SWS SE	Di	10-12	wöch.	DOR 24, 1.501	A. Alexiadou
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This course will deal with a range of syntactic phenomena that differentiate between dialects of English. Phenomena to be discussed include the Northern Subject Rule, double modals, a-prefixation, doubling do, imperatives, the Present Perfect, and the formation of participles.

5250072 Cross-linguistic variation in syntax (englisch)

2 SWS SE	Mi	10-12	wöch.	UL 6, 2014B	S. Repp
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In this seminar we will look at syntactic differences between languages, always starting from a description of English and then exploring other languages. We shall be concerned with:

- basic word order: SVO as in English, SOV as in German and Japanese; verb-second as in German and Scandinavian
- basic case systems: nominative-accusative as in English vs. ergative-absolutive as e.g. in Basque
- impersonal passives in various languages (e.g. 'Gestern wurde viel getanzt' vs. '*Yesterday it was danced a lot.'
- embedding phenomena in relation to finiteness and case: finite embedding with nominative subjects ('Mary saw that he was crying'), non-finite embedding with accusative or zero subjects ('Mary saw him crying.'), nominalization of embedded clauses with genitive subjects as e.g. in Turkish (roughly: 'Peter saw his crying.'
- phenomena at the left periphery: topicalization ('That, I like'), clitic left dislocation, e.g. in Greek and Romance (roughly: 'That, I like it.'), predicate fronting, e.g. in Hebrew (English: 'Paul wanted to steal a car and steal a car he did') & predicate doubling e.g. in Spanish (roughly: 'Stealing, Paul stole a car', or in German: 'Müssen muss man nicht').

In order to obtain course credits you have to attend the class regularly and hand in homework assignments on a regular basis. The homework will mainly consist in reading (parts of) research papers for which there will be questions to be answered in written form. You also have to give an oral presentation on one of the research papers that we read.

5250140 Texte und Medien: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch) (englisch)

2 SWS UE	2 LP Fr	10-12	wöch.	DOR 24, 1.302	M. Davies
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In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for **learner-related** factors. Students will investigate the various causes and types of errors made in the spoken and written output of pupils attending German schools. Here, consideration will also be given to how outcomes may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as **valid** and **reliable** as possible and how to structure feedback strategies to enable pupils to **learn** from errors.
Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 13.10.2016

Kleiner Master (60SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250030 Praxissemester Englisch

1 SWS	7 LP					
PR		-		Block (1)		S. Breidbach, F. Klimczak, A. Mihan, N., K. Schultze, A. Seidel

1) findet vom 12.09.2016 bis 30.01.2017 statt
detaillierte Beschreibung siehe S. 48

5250034 Nachbereitung des Unterrichtspraktikums

1 SWS	1 LP					
SE	Di	14-16	14tgl. (1)	HV 5, 0122-23		A. Mihan
	Mo	10:00-16:15	Einzel (2)	HV 5, 0122-23		A. Mihan
SE	Di	16-18	14tgl. (3)	HV 5, 0122-23		A. Mihan
	Di	10:00-16:15	Einzel (4)	HV 5, 0122-23		A. Mihan
SE	Do	14-16	14tgl. (5)	HV 5, 0122-23		K. Schultze
	Mi	10:00-16:15	Einzel (6)	HV 5, 0122-23		K. Schultze
SE	Fr	14-16	14tgl. (7)	HV 5, 0122-23		F. Klimczak
	Fr	10:00-16:15	Einzel (8)	HV 5, 0122-23		F. Klimczak

1) findet vom 01.11.2016 bis 13.12.2016 statt
2) findet am 20.02.2017 statt
3) findet vom 01.11.2016 bis 13.12.2016 statt
4) findet am 21.02.2017 statt
5) findet vom 03.11.2016 bis 15.12.2016 statt
6) findet am 22.02.2017 statt
7) findet vom 04.11.2016 bis 16.12.2016 statt
8) findet am 24.02.2017 statt
detaillierte Beschreibung siehe S. 49

Modul Kompetenzorientierung im Englischunterricht

5250005 Classroom Discourse (englisch)

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

detaillierte Beschreibung siehe S. 50

5250028 Theoriegeleitetes Forschen und Handeln I: Quality Assessment in English Language Teaching - Process and Product (englisch)

2 SWS						
SE	Do	10-12	wöch.	HV 5, 0122-23		S. Breidbach

detaillierte Beschreibung siehe S. 50

5250032 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Academic Literacy Across the School Curriculum" (Fachbezogene Bildungssprache im allgemein- und berufsbildenden Schulwesen) (englisch)

2 SWS	3 LP					
SE	Mo	08-10	wöch.	HV 5, 0122-23		W. ZydatiB

detaillierte Beschreibung siehe S. 51

- 5250033 Theoriegeleitetes Forschen und Handel II: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)" (deutsch-englisch)**
 2 SWS
 SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydatiß
detaillierte Beschreibung siehe S. 51
- 5250044 Problemfelder des Fremdsprachenlehrens und -lernens II: Lehrwerke im kommunikationsorientierten Englischunterricht**
 2 SWS 3 LP
 SE Fr 12-14 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 52
- 5250141 Fremdsprache im Unterricht: Culture and Language Learning (englisch) (englisch)**
 2 SWS 2 LP
 UE Di 12-14 wöch. DOR 24, 1.302 M. Davies
 UE Di 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 52
- 5250147 Problemfelder des Fremdsprachenlehrens und -lernens I: " Children's, Teenage and Young Adults' Literature Across the EFL Curriculum" (englisch)**
 2 SWS 3 LP
 SE Mo 14-16 wöch. HV 5, 0122-23 W. Zydatiß
detaillierte Beschreibung siehe S. 52

Studienordnung 2015

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

- 5250017 English in Contrast (englisch)**
 2 SWS 3 LP
 SE Mo 12-14 wöch. DOR 24, 1.601 G. Smith
detaillierte Beschreibung siehe S. 53
- 5250018 Language and Cognition (englisch)**
 2 SWS 3 LP
 SE Mo 14-16 wöch. DOR 24, 1.601 G. Smith
detaillierte Beschreibung siehe S. 53
- 5250020 Aspectual Semantics (englisch)**
 2 SWS
 SE Do 10-12 wöch. UL 6, 2004A M. Egg
- 5250023 Grammatical variation in English dialects (englisch)**
 2 SWS
 SE Di 10-12 wöch. DOR 24, 1.501 A. Alexiadou
detaillierte Beschreibung siehe S. 53
- 5250072 Cross-linguistic variation in syntax (englisch)**
 2 SWS
 SE Mi 10-12 wöch. UL 6, 2014B S. Repp
detaillierte Beschreibung siehe S. 53
- 5250114 Postmodern American Cinema (englisch)**
 2 SWS 3 LP / 4 LP
 SE Di 16-18 wöch. (1) DOR 24, 1.501 M. Klepper
 1) 25 Master of Education// 10 MA Amerikanistik Dieser Kurs ist für den Master of Education konzipiert.
 Studierende der Amerikanistik dürfen teilnehmen - es wird aber auch um didaktische Fragen gehen.
detaillierte Beschreibung siehe S. 36

5250139 Tolkien and Teaching: Fantasy in the Classroom (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.601 C. Vogt-William
detaillierte Beschreibung siehe S. 49

Modul 3/4: Sprachpraxis

5250003 Grammar in the Classroom (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 53

5250004 Grammar in the Classroom (englisch)
 2 SWS 2 LP
 UE Mo 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 53

5250005 Classroom Discourse (englisch)
 2 SWS 2 LP
 UE Do 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 50

5250007 English Play: Terry Pratchett's "Mort" (englisch)
 4 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. UL 6, 3001 S. Ehlert
 Do 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 18

5250013 Produktion und Analyse fremdsprachiger Texte - Written Expression: US Topics (englisch)
 2 SWS 2 LP
 UE Do 10-12 wöch. I 110, 343 D. Greeves
 UE Do 12-14 wöch. I 110, 343 D. Greeves

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.

5250140 Texte und Medien: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch) (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 53

5250141 Fremdsprache im Unterricht: Culture and Language Learning (englisch) (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. DOR 24, 1.302 M. Davies
 UE Di 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 52

5250142 Produktion und Analyse fremdsprachiger Texte: Written Expression: UK Topics (englisch) (englisch)
 2 SWS 2 LP
 UE Mi 12-14 wöch. DOR 24, 1.302 M. Davies

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

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 13.10.2016

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

5250030 Praxissemester Englisch

1 SWS	7 LP				
PR		-	Block (1)		S. Breidbach, F. Klimczak, A. Mihan, N., K. Schultze, A. Seidel

1) findet vom 12.09.2016 bis 30.01.2017 statt
detaillierte Beschreibung siehe S. 48

5250034 Nachbereitung des Unterrichtspraktikums

1 SWS	1 LP				
SE	Di	14-16	14tgl. (1)	HV 5, 0122-23	A. Mihan
	Mo	10:00-16:15	Einzel (2)	HV 5, 0122-23	A. Mihan
SE	Di	16-18	14tgl. (3)	HV 5, 0122-23	A. Mihan
	Di	10:00-16:15	Einzel (4)	HV 5, 0122-23	A. Mihan
SE	Do	14-16	14tgl. (5)	HV 5, 0122-23	K. Schultze
	Mi	10:00-16:15	Einzel (6)	HV 5, 0122-23	K. Schultze
SE	Fr	14-16	14tgl. (7)	HV 5, 0122-23	F. Klimczak
	Fr	10:00-16:15	Einzel (8)	HV 5, 0122-23	F. Klimczak

1) findet vom 01.11.2016 bis 13.12.2016 statt
2) findet am 20.02.2017 statt
3) findet vom 01.11.2016 bis 13.12.2016 statt
4) findet am 21.02.2017 statt
5) findet vom 03.11.2016 bis 15.12.2016 statt
6) findet am 22.02.2017 statt
7) findet vom 04.11.2016 bis 16.12.2016 statt
8) findet am 24.02.2017 statt
detaillierte Beschreibung siehe S. 49

Modul 6: Aufbaumodul Fachdidaktik

5250027 Problemfelder des Fremdsprachenlehrens und -lernens III: Quality Assessment in English Language Teaching - Process and Product (englisch)

2 SWS	2 LP				
SE	Do	10-12	wöch.	HV 5, 0122-23	S. Breidbach

In this course, we will look at quality dimensions of English language teaching regarding both the process of teaching and the outcome of learning as product.

In order to gain a preliminary orientation, we will explore the notion of quality in language teaching before investigating assessment tools such as classroom observation inventories and language proficiency tests. As the course will be closely linked with an on-going real-life evaluation project, we will aim for a close cooperation with a comprehensive school located in central Berlin.

Participants in this course will be required to

- participate actively and regularly in the weekly sessions,
- conduct independent library research on selected topics,
- participate in the development and/or adaptation of assessment tasks,
- take part in school-visits and classroom observation activities,
- prepare in-class presentations on empirical research tools (e.g. for the assessment of English and German language proficiency)

A preliminary reading list will be provided at the beginning of the course.

A term paper, if needed, has to be submitted before April 1st, 2017. Formal requirements for the term paper follow the regulations applying to the relevant degree program.

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

5250032 Problemfelder des Fremdsprachenlehrens und -lernens IV: "Academic Literacy Across the School Curriculum" (Fachbezogene Bildungssprache im allgemein- und berufsbildenden Schulwesen) (englisch)

2 SWS	3 LP				
SE	Mo	08-10	wöch.	HV 5, 0122-23	W. ZydatiB

detaillierte Beschreibung siehe S. 51

5250038 **Inklusion und Heterogenität III: Dramapädagogische Methoden für einen inklusiven Englischunterricht**

2 SWS	2 LP					
SE	Fr	12:15-18:00	wöch. (1)	HV 5, 0122-23	J. Buck	
	Sa	09:30-16:00	wöch. (2)	HV 5, 0122-23	J. Buck	

1) findet vom 06.01.2017 bis 13.01.2017 statt
2) findet vom 07.01.2017 bis 14.01.2017 statt

Im Zentrum der Seminararbeit steht der Einsatz von dramapädagogischen Methoden, die aus fachdidaktischer und inklusionspädagogischer Perspektive aufbereitet, zusammengeführt und reflektiert werden. Neben der Vermittlung von Grundlagenwissen zielt das Seminar auf die Erprobung von dramapädagogischen Methoden und inklusionsorientierten diagnostischen Konzepten, Strategien und Verfahren.

Um die Synergieeffekte aus der Verzahnung von Fachdidaktik und Inklusionspädagogik möglichst umfassend nutzbar zu machen, wird das Seminar im Teamteaching zwischen Fachdidaktik Englisch und Sonderpädagogik durchgeführt.

Studierenden beider Fächer wird das Seminar entweder für die Fachdidaktik Englisch oder die Sonderpädagogik nach Bestehen der Modulabschlussprüfung mit 3 Leistungspunkten angerechnet. Die Anmeldung zum Seminar erfolgt per Mail (fdqi.pse@hu-berlin.de) über die Professional School of Education und ist auf insgesamt 20 Teilnehmer_innen (10 aus der Fachdidaktik Englisch sowie 10 aus der Sonderpädagogik) beschränkt. Sollten sich mehr Teilnehmer_innen anmelden, als Seminarplätze vergeben werden können, erfolgt die Platzvergabe über das Losverfahren.

5250039 **Inklusion und Heterogenität II**

2 SWS	2 LP					
SE	Mi	12-14	wöch.	HV 5, 0122-23	A. Seidel	

Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention durch die Bundesrepublik im Jahr 2009 sind die Schlagwörter Heterogenität und Inklusion im Kontext von Schule und Lehrkräftebildung in aller Munde. Die Fremdsprachendidaktik hat sich bisher jedoch kaum mit diesem Thema beschäftigt; es wurde noch wenig Grundlagenforschung betrieben, und es liegen nur vereinzelte empirische Studien vor. Was bedeuten Inklusion und Heterogenität aber für den Fremdsprachenunterricht, für das Lehren und Lernen von Fremdsprachen? Wie verändern sich unsere Vorstellungen von Englischunterricht vor dem Hintergrund von Inklusion? Und wie müsste ein konsequent inklusiver Englischunterricht aussehen?

Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer und fremdsprachendidaktischer Theoriebildung beschäftigen wir uns mit curricularen Vorgaben für den Englischunterricht, werfen einen kritischen Blick auf aktuelle Lehrwerke und entwickeln einen Kriterienkatalog für inklusiven Unterricht, den Sie in Unterrichtsbeobachtungen anwenden werden.

Achtung: Teilnehmende dieses Seminars planen bitte im November/Dezember 2016 einen Hospitationstag an einer Berliner Schule ein.

5250044 **Problemfelder des Fremdsprachenlehrens und -lernens II: Lehrwerke im kommunikationsorientierten Englischunterricht**

2 SWS	3 LP					
SE	Fr	12-14	wöch.	HV 5, 0122-23	F. Klimczak	

detaillierte Beschreibung siehe S. 52

5250147 **Problemfelder des Fremdsprachenlehrens und -lernens I: " Children's, Teenage and Young Adults' Literature Across the EFL Curriculum" (englisch)**

2 SWS	3 LP					
SE	Mo	14-16	wöch.	HV 5, 0122-23	W. Zydatiř	

detaillierte Beschreibung siehe S. 52

5250149 **Inklusion und Heterogenität I**

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

Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention durch die Bundesrepublik im Jahr 2009 sind die Schlagwörter Heterogenität und Inklusion im Kontext von Schule und Lehrkräftebildung in aller Munde. Die Fremdsprachendidaktik hat sich bisher jedoch kaum mit diesem Thema beschäftigt; es wurde noch wenig Grundlagenforschung betrieben, und es liegen nur vereinzelte empirische Studien vor. Was bedeuten Inklusion und Heterogenität aber für den Fremdsprachenunterricht, für das Lehren und Lernen von Fremdsprachen? Wie verändern sich unsere Vorstellungen von Englischunterricht vor dem Hintergrund von Inklusion? Und wie müsste ein konsequent inklusiver Englischunterricht aussehen?

Diesen Fragen werden wir im Seminar gemeinsam nachgehen. Auf der Grundlage inklusionspädagogischer und fremdsprachendidaktischer Theoriebildung beschäftigen wir uns mit curricularen Vorgaben für den Englischunterricht, werfen einen kritischen Blick auf aktuelle Lehrwerke und entwickeln einen Kriterienkatalog für inklusiven Unterricht, den Sie in Unterrichtsbeobachtungen anwenden werden.

Achtung: Teilnehmende dieses Seminars planen bitte im November/Dezember 2016 einen Hospitationstag an einer Berliner Schule ein.

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:

5250007	English Play: Terry Pratchett's "Mort" (englisch)	4 SWS 2 LP / 3 LP	UE Mo 12-14 Do 12-14	wöch. wöch.	UL 6, 3001 I 110, 349	S. Ehlert S. Ehlert
	<i>detaillierte Beschreibung siehe S. 18</i>					
5250009	Advanced Writing: US Politics (englisch)	2 SWS 3 LP	UE Di 10-12	wöch.	UL 6, 3001A	S. Ehlert
	<i>detaillierte Beschreibung siehe S. 35</i>					
5250011	Presentations (englisch)	2 SWS 3 LP	UE Do 10-12	wöch.	I 110, 347	M. Heinitz
	<i>detaillierte Beschreibung siehe S. 34</i>					
5250012	Presentations (englisch)	2 SWS 3 LP	UE Do 12-14	wöch.	I 110, 347	M. Heinitz
	<i>detaillierte Beschreibung siehe S. 35</i>					
5250014	Academic Writing (englisch)	2 SWS 2 LP / 3 LP	UE Mi 16-18 Do 16-18	wöch. wöch.	I 110, 347 I 110, 347	C. McLaughlin C. McLaughlin
	<i>detaillierte Beschreibung siehe S. 35</i>					
5250052	Oral Skills: Contemporary Australian Society (englisch)	2 SWS 2 LP	UE Mi 14-16 Sa 10-14	wöch. (1) Einzel (2)	I 110, 347 I 110, 347	C. Suntinger C. Suntinger
	1) This class begins in the 3rd week of semester on 02.11.16!!! For this reason, attendance is required on Sat 05.11.16, 10 - 2pm. 2) findet am 05.11.2016 statt <i>detaillierte Beschreibung siehe S. 19</i>					
5250054	Language Awareness: Academic Vocabulary (englisch)	2 SWS 2 LP	UE Mo 16-18	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>					
5250055	Language Awareness: Grammar in Context (englisch)	2 SWS 2 LP	UE Mo 14-16 Di 08-10	wöch. wöch.	DOR 65, 325 DOR 24, 1.502	K. Heukroth K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>					
5250065	Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)	2 SWS 2 LP	UE Di 12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 19</i>					
5250066	Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)	2 SWS 2 LP	UE Fr 10-12	wöch.	DOR 65, 325	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>					

5250067	Oral Skills: Presentation Practice (englisch)	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250068	Oral Skills: Academic Discussions (englisch)	2 SWS UE	2 LP Di	10-12	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250069	Written Academic Discourse: Academic Writing for American Studies (englisch)	2 SWS UE	2 LP Do	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 31</i>						
5250070	Written Academic Discourse: Writing Academic Essays (englisch)	2 SWS UE	2 LP Fr	08-10	wöch.	DOR 24, 1.502	A. Fausser
	<i>detaillierte Beschreibung siehe S. 22</i>						
5250078	Oral Skills: Britain in Brief (englisch)	2 SWS UE	2 LP Mi	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250079	Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)	2 SWS UE	2 LP Mi	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250080	Oral Skills: Debating and Public Speaking (englisch)	2 SWS UE	2 LP Di	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250081	Oral Skills: Voices of Great Britain, Ireland and the United States of America (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250083	Written Academic Discourse: Academic Essays (englisch)	2 SWS UE	2 LP Mi	14-16	wöch.	I 110, 343	E. Gibbels
	UE	Do	16-18	wöch.	DOR 65, 325	E. Gibbels	
	<i>detaillierte Beschreibung siehe S. 24</i>						
5250084	Contrastive Language Analysis: Academic Translation for American Studies (englisch)	2 SWS UE	2 LP Mo	16-18	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 32</i>						
5250086	Language Awareness: Introduction to Academic Writing (englisch)	2 SWS UE	2 LP Mi	12-14	wöch.	DOR 65, 325	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250087	Language Awareness: The Language of Cultural Studies (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	UL 6, 2004A	E. Gibbels

detaillierte Beschreibung siehe S. 21

5250088 Oral Skills: Academic Note-Taking and Discussion (englisch)
2 SWS 2 LP
UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 10

5250090 Language Awareness: Notes in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 10-12 wöch. I 110, 306 A. Fausser
UE Mi 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 22

5250092 FINDET NICHT STATT! - Combined Interpreting Skills - ERASMUS (englisch)
8 SWS
B Fällt aus! 12-16 wöch. (1) DOR 65, 459 E. Affandi
Mi Fällt aus! 12-16 wöch. (2) DOR 65, 459 E. Affandi
Do
1) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.
2) findet vom 17.10.2016 bis 18.11.2016 statt ; Beide Termine (Mi und Do) gehören zusammen, das heißt es ist 1 LV.

Have you ever considered working as an interpreter or translator? Come along to the course "Combined Interpreting Skills" and find out whether you have the necessary talent. During the course you will learn the basic skills needed for interpreting, be it note taking, liaison, conference interpreting, and sight translation, and expand your active vocabulary. The topics covered are e.g. a tour of various German cities with a scholar from the US; a short history of English music; a visit to a doctor's office; ordering a buffet luncheon; the development of various ground-breaking inventions and more.
We'll be meeting for a compact **5-week** course with **4 SWS each on 2 successive days**.
Registration required by 14 October 2016 via email to: eva.affandi@rz.hu-berlin.de

5250143 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
2 SWS 3 LP
UE Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

5250144 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)
2 SWS 3 LP
UE Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

Personenverzeichnis

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
(Theoriegeleitetes Forschen und Handel II: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL)")

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(Problemfelder des Fremdsprachenlehrens und -lernens I: " Children's, Teenage and Young Adults' Literature Across the EFL Curriculum")

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
BE 2		Bebelplatz 2	Kommode
DOR 24		Dorotheenstraße 24	Universitätsgebäude am Hegelplatz
DOR 65		Dorotheenstraße 65	Boeckh-Haus
HE 1		Hessische Straße 1-4	Bibliotheksgebäude
HV 5		Hausvogteiplatz 5-7	Institutsgebäude
I 110		Invalidenstraße 110	Institutsgebäude
UL 6		Unter den Linden 6	Universitäts-Hauptgebäude
UL 9		Unter den Linden 9	Altes Palais

Veranstaltungsartenverzeichnis

B	Blockveranstaltung
CO	Kolloquium
GK	Grundkurs
LK	Lektürekurs
PR	Praktikum
SE	Seminar
SPJ	Studienprojekt
UE	Übung
VL	Vorlesung