

Wintersemester 2017/18

Vorlesungszeit: 16.10.2017 - 17.02.2018

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

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

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

5250073 **Forschungskolloquium Fremdsprachendidaktiken (deutsch-englisch)**

2 SWS

CO

Do

14-18

wöch.

HV 5, 0122-23

S. Breidbach

Promotionsstudierende, Habilitand*innen

Bachelorstudiengang Englisch (BA Englisch)

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

Studienordnung 2008

Modul 2: Introduction to Literary Studies

5250057 **Einführung in die Literaturwissenschaft: Textanalyse (englisch)**

2 SWS

SE

Di

12-14

wöch.

I 110, 347

S. Lieske

SE

Mi

12-14

wöch. (1)

UL 6, 3001

E. Haschemi
Yekani

SE

Mo

12-14

wöch. (2)

UL 6, 2014A

R. Araya

SE

Fr

10-12

wöch. (3)

UL 6, 2014B

R. Araya

SE

Mi

10-12

wöch.

UL 6, 1072

A. Zirker

1) Beginn in der 2. Semesterwoche

2) Frühe Neuzeit

3) Moderne

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.).

5250092 **Einführung in die Literaturwissenschaft (deutsch-englisch)**

2 SWS

VL

2 LP

Do

10-12

wöch.

UL 6, 3075

R. Isensee

Die Vorlesung führt in zentrale Fragen und Probleme der literaturwissenschaftlichen Theorie und Praxis am Beispiel der englischen und vornehmlich amerika-nischen Literatur ein. Einer generellen Verständigung über die Aufgaben, Ziele und Methoden der Literaturwissenschaft folgt die Auseinandersetzung mit Grund-begriffen der Zeichentheorie. Auf dieser Grundlage werden Textsorten und Gattungen hinsichtlich ihrer (poetischen) Besonderheiten der Sprachverwendung untersucht und damit Fragen der Sprachfunktion und Literarizität problematisiert. Vor dem Hintergrund relevanter genretheoretischer Konzepte werden anhand ausgewählter Werke markante Züge und Verfahrensweisen erzählender, lyrischer und dramatischer Texte vorgestellt. Darüber hinaus werden literaturtheoretische Ansätze, die diesen Konzepten unterliegen bzw. sie in unterschiedlicher Weise beeinflusst und befördert haben, in ihren wesentlichen Koordinaten diskutiert.

Die Vorlesung ist neben dem Seminar zur Textanalyse Gegenstand der MAP (Klausur) im Modul 2 des BA Englisch sowie BA Amerikanistik.

Modul 3: Introduction to English and American Cultural Studies

5250058 **British Cultural History (englisch)**

2 SWS

VL

Di

10-12

wöch.

I 110, 190

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.

5250059 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS						
SE	Di	14-16	wöch.	DOR 24, 1.501	K. Tordasi	
SE	Di	16-18	wöch.	DOR 24, 1.501	E. Kilian	
SE	Mi	10-12	wöch.	DOR 24, 1.601	K. Frisch	

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 cultural exchange, 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.

5250091 American Cultural History (englisch)

2 SWS	2 LP					
VL	Fr	12-14	wöch.	HE 1, 1.06	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 (hopefully from a decolonizing perspective), the successive media revolutions, American myths and ideologies, changing ideas about the nation and the individual, the transformation of gender roles and conceptions, 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, 8th edition, 2015. (You can also use an earlier edition!)
- 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 "Vineland" (without quotation marks). You will also find the syllabus and a bibliography in Moodle.

Course Requirements:

Definitions of 14 terms or concepts from the lecture (Klausur) as part of (BA Englisch) or entire (BA Amerikanistik) Module-examination

5250096 American Cultural Theory (englisch)

2 SWS						
SE	Di	12-14	wöch. (1)	DOR 24, 1.501	E. Haschemi Yekani	
SE	Mi	12-14	wöch. (2)	DOR 24, 1.601	A. Potjans	
						1) Beginn in der 2. Semesterwoche 2) Beginn: 2. Semesterwoche (25.10.)

This course introduces students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices.

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.

5250060 Female Characters in 19th- and 20th- Century English Fiction (englisch)

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

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

In diesem Kurs werden Beispiele feministischer Fiktion des Spätviktorianismus, der Moderne sowie der Postmoderne in den Mittelpunkt gestellt. Texte von Autoren wie Thomas Hardy, Virginia Woolf und Caryl Churchill werden analysiert. Wir werden uns mit den sozialen und künstlerischen Aspekten dieser Schriften beschäftigen. Gegenstand der Diskussion werden die Stories *An Imaginative Woman* von Thomas Hardy und *Mrs Dalloway in Bond Street* von Virginia Woolf sowie Caryl Churchills Stück *Top Girls* sein. Die Seminarsprache ist Englisch. Weitere Informationen erfolgen in der ersten Sitzung.

5250061 The Theme of Education in 20th-Century Play and Fiction (englisch)

2 SWS
SE Fr 08-10 wöch. DOR 24, 1.601 B. Schnabel

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

Das Thema Bildung hat in der englischen Literaturgeschichte eine lange Tradition. Wir werden uns in diesem Seminar mit zwei Texten aus dem früheren und dem späteren zwanzigsten Jahrhundert befassen, die zu den Klassikern der englischen Literatur auf diesem Gebiet gehören. Wir konzentrieren uns dabei auf die sozialen Aspekte des Themas sowie auf dessen künstlerische und genrespezifische Umsetzung. Gegenstand des Seminars werden George Bernard Shaws Komödie *Pygmalion* sowie Barry Hines's Roman *A Kestrel for a Knave* sein. Beide Werke waren erfolgreiche Vorlagen für preisgekrönte Verfilmungen, deren Relation zur Textgrundlage wir am Semesterende betrachten wollen. Seminarsprache ist Englisch. Weitere Hinweise erfolgen im ersten Seminar.

5250074 George Orwell: Literature and Politics (englisch)

2 SWS
SE Mi 16-18 wöch. DOR 24, 1.601 N.,
B. Wünnenberg

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

Nearly 70 years after his death George Orwell's work appears more relevant than ever before. Over the past few years commentators have increasingly used the term "Orwellian" to describe modern political developments from Donald Trump and Brexit to the resurgence of the European far-right. Following the 2016 presidential elections, Orwell's novel *1984*, first published in 1948, has shot up the US bestseller lists. In the public imagination Orwell has assumed the role of a political oracle with journalists analysing "What Orwell saw - and what he missed - about today's world" (Politico, 28.5.2017). But what exactly does an "Orwellian" society look like? How much could a British writer born in colonial India in 1903 have predicted about today's political climate? Was Orwell merely an astute political observer of his own time? And what are the literary merits of Orwell's fiction beyond the political? The seminar will discuss these questions by looking beyond the dystopian classics *1984* and *Animal Farm* to include some of Orwell's lesser known 1930s fiction and a selection of his political essays.

5250075 Contemporary Feminist Fiction (englisch)

2 SWS
SE Do 10-12 wöch. UL 6, 2094 M. Alexopoulos,
N.

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

From Chimamanda Ngozi Adichie's *We Should All Be Feminists*, to Beyoncé's *Lemonade*, to controversies around the 2017 release of *Wonder Woman*, recent years have seen a proliferation in popular debates around feminism. This seminar will introduce students to some of the important debates and trends in feminist literary theory over the past several decades, addressing questions around what constitutes feminist reading, writing, and interpretive practice. Through the work of contemporary authors including Margaret Atwood, Angela Carter, and Alison Bechdel, the course will foreground topics such as race, gender and sexuality, class, violence, and the body.

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.

5250033 English Phonetics and Phonology (englisch)

2 SWS
SE Do 12-14 wöch. DOR 24, 1.502 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.

5250035 Introduction to Semantics (englisch)

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

5250036 Pragmatics (englisch)

2 SWS
SE Mo 10-14 wöch. (1) UL 6, 3001 N. Scherf
1) findet vom 16.10.2017 bis 18.12.2017 statt

Pragmatics is the field of linguistics that is concerned with usage of language and how utterances are influenced by context and knowledge of the participants in conversation. We will read some of the most influential works in the field and discuss topics such as: deixis, implicatures, presuppositions and speech acts. In order to require the credit points, active participation in the class discussions and the participation in the practical session and the poster session are required.

5250122 Introduction to Syntax (englisch)

2 SWS
SE Fr 14-16 wöch. UL 6, 2014A T. McFadden

Modul 7: American Literary History

5250088 American Literary History I: Beginnings to 1918 (englisch)

1 SWS 1 LP
VL Mo 15-16 wöch. UL 6, 3038/035 E. Boesenberg

ACHTUNG - Beginn: zweite Semesterwoche!

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:

Anastasija Ivanova > and inform us which program (Studiengang) you are in (Englisch/Amerikanistik) and what your problem is. The text basis for the lecture will be the *Norton Anthology of American Literature* (Shorter 8th Edition).

5250090 Lektüreseminar: American Literary History I (englisch)

1 SWS
SE Di 14-16 14tgl./2 DOR 24, 1.601 E. Boesenberg
SE Mi 14-16 14tgl./1 DOR 24, 1.601 D. Stonecipher
SE Mi 14-16 14tgl./2 DOR 24, 1.601 D. Stonecipher
SE Do 12-14 14tgl./1 (1) DOR 24, 1.601 A. Potjans
SE Do 12-14 14tgl./2 (2) DOR 24, 1.601 A. Potjans
1) Beginn: 2. Semesterwoche (26.10.) Erste Sitzung am 26.10. von 13-14 Uhr
2) Beginn: 2. Semesterwoche (26.10.) Erste Sitzung am 26.10. von 12-13 Uhr

ACHTUNG - Beginn: erste Semesterwoche (trotz Beginns der dazugehörigen Vorlesung in der zweiten Woche)!

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.

Modul 9: English Language in Social and Cultural Context

5250028 Theories of Affixation (englisch)

2 SWS
SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
1) Raum 2004A

This seminar will study the major processes of derivation in Modern English (affixation, conversion, backformation, truncation, etc.) by investigating the regularities found in the different patterns. Different theoretical approaches to derivation will be considered (lexical morphology, distributed morphology, word-based morphology, etc.). Emphasis will thereby be placed on the success of the theories in explaining the regularities found in the empirical data.

5250029 Language Acquisition (englisch)

2 SWS
SE Mo 10-12 wöch. DOR 24, 1.601 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.

5250030 Grammar of registers and urban varieties (englisch)

2 SWS
SE Di 12-14 wöch. (1) UL 6, 3001 A. Alexiadou
1) findet vom 24.10.2017 bis 13.02.2018 statt ; Seminar beginnt in der 2. Vorlesungswoche

In this course, we will discuss the grammar of so-called new urban varieties. Such varieties have been argued to emerge in multilingual societies. We will investigate their features and the reasons that lead to their development.

5250037 Processes of language change (englisch)

2 SWS
SE Di 14-16 wöch. I 110, 347 J. Hopperdietzel,
B. Lowell Sluckin

This seminar aims to give students the means to investigate language change, drawing largely on data from the history of English but also other languages. Key questions include: How do we analyse data from historical stages of a language without access to judgement data? How and why do syntax and morphology change? Is language change a 'random walk', or does it follow fixed pathways?

We shall investigate both descriptive and explanatory approaches to language change, dealing with questions like: A) what does grammaticalization, among other processes, mean and what does it look like? B) what factors lead to these processes of change?

5250131 Syntactic Variation (englisch)

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

Modul 10: Linguistics as a Cognitive Science

5250028 Theories of Affixation (englisch)

2 SWS
SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
1) Raum 2004A
detaillierte Beschreibung siehe S. 7

5250029 Language Acquisition (englisch)

2 SWS
SE Mo 10-12 wöch. DOR 24, 1.601 K. Yatsushiro
detaillierte Beschreibung siehe S. 7

5250030 Grammar of registers and urban varieties (englisch)

2 SWS
SE Di 12-14 wöch. (1) UL 6, 3001 A. Alexiadou
1) findet vom 24.10.2017 bis 13.02.2018 statt ; Seminar beginnt in der 2. Vorlesungswoche
detaillierte Beschreibung siehe S. 8

5250037 Processes of language change (englisch)

2 SWS
SE Di 14-16 wöch. I 110, 347 J. Hopperdietzel,
B. Lowell Sluckin
detaillierte Beschreibung siehe S. 8

5250131 Syntactic Variation (englisch)

2 SWS
SE Mi 12-14 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8

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

5250076 Utopian Thought in 16th- and 17th- Century Writing (englisch)

2 SWS
SE Do 08-10 wöch. DOR 24, 1.601 B. Schnabel

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

Wir beschäftigen uns in diesem Seminar zunächst mit dem Utopiebegriff und betrachten dann utopische Vorstellungen in englischen Texten unterschiedlichster Genres. Im Zentrum wird Thomas More's Text *Utopia* stehen. Wir sichten die Tradition, aus der dieser kommt und wie er sich von ihr absetzt. In einem späteren Seminarteil verfolgen wir More's potenziellen Einfluß auf den utopischen Diskurs der unmittelbaren Folgezeit, z. B. im Drama William Shakespeare's. Wir orientieren unsere Diskussion dabei am jeweiligen biographischen, historischen und kulturellen Kontext. Das Seminar findet in englischer Sprache statt. Weitere Informationen erfolgen in der ersten Sitzung.

Modul 12: Paradigms of American Literature and Culture

5250100 American Romanticism (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.502	A. Boss	

This course aims to provide a forum for the discussion of the origins, the impact, and the legacy of American Romanticism in literary expression. Focusing on the genres of prose, poetry, drama, and nonfiction, course participants will gain a comprehensive overview of the major themes and concepts that shaped the production of that period of literary history, which spans roughly the first half of the 19th century. Special attention will be given to the construction, negotiation, and contestation of nation-building myths and narratives. In that context, we will also examine streams that formed and/or operated within the larger framework of American Romanticism, among which will be gothic, sentimentalist, transcendentalist, abolitionist, and temperance literatures. Information regarding course requirements and materials will be provided in the first session.

5250101 From Chop Suey to General Tso Chicken: A Cultural History of Chinese Food in the US (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch.	DOR 24, 1.501	S. Bidlingmaier	

Food is a significant part of our everyday life and experience. It is not only a necessity for the sustenance of life, but also a site of identity formation, cultural production and consumption, and resistance. The discourses of Chinese food and food practices are highly contested sites of social, cultural, political, geopolitical, and economic power. Since the early immigration of Chinese to the United States in the 1850s, Chinese foodways were used discursively as a means of explaining Chinese otherness and rationalizing Chinese exclusion. From the late 19th century to the 20th century, Chinese food became intertwined with colonialism, geopolitical and geoeconomic developments, immigration politics, diaspora and transnationalism. The "invention" of dishes such as Chop Suey, Cashew Chicken, fortune cookies, General Tso Chicken, Pot Stickers, were cultural byproducts that emerged from this history—the combination of ingredients and the manner of preparation of these dishes tell the intersectional story of race, class, gender and sexuality in the United States, the project of nation building, and the Chinese American history of resistance, dissent, and community building. This course examines the cultural history of Chinese food in the United States through the reading of theoretical and historical texts (newspaper clippings, 19th century travel writing, historical documents, etc.), Chinese American cookbooks, popular representations of Chinese food and foodways in the media, and three novels—Jade Snow Wong's *Fifth Chinese Daughter* (1950), Frank Chin's *Donald Duk* (1991), and Leslie Li's *Daughter of Heaven—A Memoir with Earthly Recipes* (2005). Please purchase the novels by the beginning of the semester. Other texts and material will be made available on moodle.

5250102 Fear of an Arab Planet (englisch)

2 SWS	4 LP					
SE	Do	18-20	wöch.	DOR 24, 1.501	I. Ben Mna	

The portrayal of Arabs and people of Arab descent in US media has come under increased scrutiny in light of terrorist incidents as well as military interventions and political turmoil in the Middle East. What kinds of representation accompany these developments? In what way do US film and television reproduce or challenge dominant narratives pertaining to people with roots in the Arab world? This course will tie together political, cultural and socio-economic threads that characterize views of Arabs and Arab-Americans within mainstream US society. In order to critically engage "orientalist" constructions, we will parallel TV shows, such as *Homeland*, *24* or movies like *True Lies* and *Aladdin*, with historical depictions of "otherness". We will review our findings through group work and in-class discussions.

Alternative representations (*Three Kings*, *Syriana*) will help us situate these depictions in the context of global and identity politics. Tracking the differences and commonalities pre- and post-9/11 will further allow us to critically analyze discourses of Islamophobia and the role the media play in its persistence.

Recommended Literature:

Kellner, Douglas (2009): *Cinema Wars – Hollywood Film and Politics in the Bush-Cheney Era*. Wiley-Blackwell; 1 edition (December 21, 2009)

Said, Edward W. (1978): *Orientalism*. Penguin Books, Limited (UK) (May 17, 2007)

Shaheen, Jack (2015): *Reel Bad Arabs: How Hollywood Vilifies a People*. Interlink Publishing Group, Inc; Auflage: 3 Revised edition.

Shaheen, Jack (2008): *Guilty: Hollywood's Verdict on Arabs After 9/11*. Interlink Books

Modul 13: Writing Skills

Hinweise zum Lehrangebot im Modul 13 im Wintersemester 2017/18: [hier](#).

Modul 15: Fachdidaktik Englisch

5250062	Einführung in die Fachdidaktik Englisch	2 SWS GK	Di	14-16	wöch.	HV 5, 0007	U. Leusch
5250063	Ausgewählte Kapitel des Fremdsprachenunterrichts	2 SWS SE	Di	16-18	wöch.	HV 5, 0007	U. Leusch
		SE	Fr	08-10	wöch.	HV 5, 0122-23	F. Klimczak

Modul 16: Berufsfeldbezogene Studien

5250021	Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)	2 SWS UE	3 LP Mi	14-16	wöch.	DOR 24, 1.302	M. Davies
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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, 12th October 2017: michael.davies@rz.hu-berlin.de

5250023	Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)	2 SWS UE	3 LP Fr	12-14	wöch.	DOR 24, 1.302	M. Davies
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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, 12th October 2017: michael.davies@rz.hu-berlin.de

5250024	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	08-10	wöch.	DOR 24, 1.601	A. Johannsen
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This course will provide an introduction to consecutive interpreting and give students the opportunity to work on the generic skills relevant to consecutive interpreting such as memory training, notetaking and public speaking. Students will practice (basic) consecutive interpreting in different situations (speeches, discussions, presentations) and discover the interpreter's roles and responsibilities. Students who wish to take this course should have a good command of English and German (Level B2).

Registration required by **09 October 2017** via email to: johannsenanna@ymail.com

5250025	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	10-12	wöch.	UL 6, 2004A	A. Johannsen
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This course will provide an introduction to consecutive interpreting and give students the opportunity to work on the generic skills relevant to consecutive interpreting such as memory training, notetaking and public speaking. Students will practice (basic) consecutive interpreting in different situations (speeches, discussions, presentations) and discover the interpreter's roles and responsibilities. Students who wish to take this course should have a good command of English and German (Level B2).

Registration required by **09 October 2017** via email to: johannsenanna@ymail.com

5250056	Praxiskolloquium (englisch)	1 SWS PCO	Mo	10-12	wöch.	I 110, 347	E. Gibbels
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Pflichtveranstaltung im Studiengang BA Englisch, Studienordnung 2008. Zu belegen nach Absolvierung des Praktikums und dem Großteil der BZQ-Kurse. Mit Anmeldung (Moodle unter Praxiskolloquium BA Englisch, passwortfrei). Hinweise zur verbindlichen ersten Sitzung und erforderlichem *Material finden sich dort*.

Studienordnung 2014

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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.

5250026 Introduction to Linguistics (englisch)

2 SWS

GK	Di	08-10	wöch.	UL 6, 1072	M. Egg
	Do	08-10	wöch.	UL 6, 1072	M. Egg
GK	Di	10-12	wöch.	DOR 24, 1.501	L. Peter
	Fr	10-12	wöch.	DOR 24, 1.501	L. Peter
GK	Di	12-14	wöch.	UL 6, 2014A	F. Schäfer, L. Sommer
	Do	12-14	wöch.	UL 6, 2094	F. Schäfer, L. Sommer
GK	Mi	16-18	wöch.	UL 6, 3038/035	G. Smith
	Do	12-14	wöch.	DOR 24, 1.501	G. Smith
GK	Mo	14-16	wöch.	UL 6, 2091/92	G. Smith
	Mi	12-14	wöch.	UL 6, 1072	G. Smith
GK	Mi	16-18	wöch.	UL 6, 1072	A. McIntyre
	Mi	18-20	wöch.	UL 6, 1072	A. McIntyre

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

5250057 Einführung in die Literaturwissenschaft: Textanalyse (englisch)

2 SWS

SE	Di	12-14	wöch.	I 110, 347	S. Lieske
SE	Mi	12-14	wöch. (1)	UL 6, 3001	E. Haschemi Yekani
SE	Mo	12-14	wöch. (2)	UL 6, 2014A	R. Araya
SE	Fr	10-12	wöch. (3)	UL 6, 2014B	R. Araya
SE	Mi	10-12	wöch.	UL 6, 1072	A. Zirker

1) Beginn in der 2. Semesterwoche

2) Frühe Neuzeit

3) Moderne

detaillierte Beschreibung siehe S. 4

5250092 Einführung in die Literaturwissenschaft (deutsch-englisch)

2 SWS

VL	Do	10-12	wöch.	UL 6, 3075	R. Isensee
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detaillierte Beschreibung siehe S. 4

5250098 Textanalyse (englisch)

2 SWS

SE	Di	16-18	wöch.	DOR 24, 1.601	A. Boss
SE	Fr	10-12	wöch.	DOR 24, 1.601	M. Neüff
SE	Mi	12-14	wöch.	DOR 24, 1.501	D. Löbbermann

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 für den BA Englisch ist auf 10 beschränkt. **Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Studierende ohne AGNES-Zugang und "Härfälle" 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.

Modul 3: Introduction to Culture

5250058 British Cultural History (englisch)

2 SWS
VL Di 10-12 wöch. I 110, 190 S. Lieske
detaillierte Beschreibung siehe S. 5

5250059 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS
SE Di 14-16 wöch. DOR 24, 1.501 K. Tordasi
SE Di 16-18 wöch. DOR 24, 1.501 E. Kilian
SE Mi 10-12 wöch. DOR 24, 1.601 K. Frisch
detaillierte Beschreibung siehe S. 5

5250091 American Cultural History (englisch)

2 SWS 2 LP
VL Fr 12-14 wöch. HE 1, 1.06 M. Klepper
detaillierte Beschreibung siehe S. 5

5250096 American Cultural Theory (englisch)

2 SWS
SE Di 12-14 wöch. (1) DOR 24, 1.501 E. Haschemi Yekani
SE Mi 12-14 wöch. (2) DOR 24, 1.601 A. Potjans
1) Beginn in der 2. Semesterwoche
2) Beginn: 2. Semesterwoche (25.10.)
detaillierte Beschreibung siehe S. 5

Modul 4: Literary History

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

5250060 Female Characters in 19th- and 20th- Century English Fiction (englisch)

2 SWS
SE Mi 08-10 wöch. DOR 24, 1.601 B. Schnabel
detaillierte Beschreibung siehe S. 6

5250061 The Theme of Education in 20th-Century Play and Fiction (englisch)

2 SWS
SE Fr 08-10 wöch. DOR 24, 1.601 B. Schnabel
detaillierte Beschreibung siehe S. 6

5250074 George Orwell: Literature and Politics (englisch)

2 SWS
SE Mi 16-18 wöch. DOR 24, 1.601 N., B. Wünnenberg
detaillierte Beschreibung siehe S. 6

5250075 Contemporary Feminist Fiction (englisch)
 2 SWS
 SE Do 10-12 wöch. UL 6, 2094 M. Alexopoulos,
 N.

detaillierte Beschreibung siehe S. 6

5250088 American Literary History I: Beginnings to 1918 (englisch)
 1 SWS 1 LP
 VL Mo 15-16 wöch. UL 6, 3038/035 E. Boesenberg

detaillierte Beschreibung siehe S. 7

5250090 Lektüreseminar: American Literary History I (englisch)
 1 SWS
 SE Di 14-16 14tgl./2 DOR 24, 1.601 E. Boesenberg
 SE Mi 14-16 14tgl./1 DOR 24, 1.601 D. Stonecipher
 SE Mi 14-16 14tgl./2 DOR 24, 1.601 D. Stonecipher
 SE Do 12-14 14tgl./1 (1) DOR 24, 1.601 A. Potjans
 SE Do 12-14 14tgl./2 (2) DOR 24, 1.601 A. Potjans

1) Beginn: 2. Semesterwoche (26.10.) Erste Sitzung am 26.10. von 13-14 Uhr

2) Beginn: 2. Semesterwoche (26.10.) Erste Sitzung am 26.10. von 12-13 Uhr

detaillierte Beschreibung siehe S. 7

Modul 5: Linguistics: History and Variation of English

5250027 Old English (englisch)
 2 SWS
 UE Di 10-12 wöch. UL 6, 1072 M. Egg

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

5250032 English historical linguistics and dialectology (englisch)
 2 SWS
 SE Di 16-18 wöch. UL 6, 1072 A. McIntyre

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

Modul 6: Linguistics: Grammar

5250033 English Phonetics and Phonology (englisch)
 2 SWS
 SE Do 12-14 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 6

5250035 Introduction to Semantics (englisch)
 2 SWS
 SE Do 14-16 wöch. DOR 24, 1.502 W. Roberts
detaillierte Beschreibung siehe S. 6

5250036 Pragmatics (englisch)
 2 SWS
 SE Mo 10-14 wöch. (1) UL 6, 3001 N. Scherf
 1) findet vom 16.10.2017 bis 18.12.2017 statt
detaillierte Beschreibung siehe S. 7

5250122 Introduction to Syntax (englisch)

2 SWS
SE Fr 14-16 wöch. UL 6, 2014A T. McFadden
detaillierte Beschreibung siehe S. 7

Modul 7: Advanced Language Studies

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002
BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072
(Hinweise und Formulare dort)
Hinweise zur Einschreibung in die Sprachpraxis [hier](#)

5250007 English Play: Frankenstein (englisch)

2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. I 110, 306 S. Ehlert
Do 12-14 wöch. I 110, 306 S. Ehlert

Join the Institute's English language theater group "Hubbub" in rehearsing and performing the American play "Frankenstein 1930." This modern version features grave robbing, brains in jars, disembodied limbs, a love triangle, a reanimated corpse – all of the required aspects for a good comedy!

Do not use the Sprachpraxis registration form for this course. Auditions (gender-blind casting) and further details for those interested are available during the informational meeting on **Thursday, October 12 at 9 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.

5250038 Language Awareness: Grammar in Context (englisch)

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

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

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250039 Language Awareness: Academic Vocabulary in Use (englisch)

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

The course aims to help participants understand and use general and discipline-specific vocabulary at university level, combining independent study and class activities. It provides ample opportunity to encounter the selected vocabulary in authentic academic texts and to practice it in different types of written exercises ranging from guided to semi-guided and free activities. A general goal is to help participants make more efficient use of monolingual dictionaries for text production.

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250040 Language Awareness: introduction to Academic Writing (englisch)

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

The course will introduce you to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. Special emphasis is on using effective templates for making arguments, introducing summaries and writing responses. Credits based on attendance and course work, including completion of assignments. Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to elisabeth.gibbels@hu-berlin.de

5250041 Language Awareness: From Sentence to Paragraph to Essay (englisch)

2 SWS 2 LP
UE Do 08-10 wöch. I 110, 347 M. Heinitz

Being able to write a good essay is a key skill to master if you want to succeed at university. This course aims to provide students with a variety of basic skills with regard to academic writing and to develop the participants' awareness of essential features of composition. Working on selected language aspects and making effective use of monolingual dictionaries will help course members to avoid the pitfalls of mother-tongue interference, in turn helping to improve lexical and stylistic accuracy. In addition to writing essays, students will also practice other aspects of writing such as summarizing, paraphrasing, quoting, comparing and contrasting. Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250042 Language Awareness: The Language of Cultural Studies (englisch)

2 SWS	2 LP					
UE	Mo	16-18	wöch.	UL 6, 2004A	E. Gibbels	

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

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to elisabeth.gibbels@hu-berlin.de

5250043 Language Awareness: Notes in Academic Contexts (englisch)

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

This course provides students guidance and practice in various methods of notetaking across a variety of situations. Course participants will develop their individual notetaking methods both for themselves as well as for distribution to others (e.g. abbreviations, written summaries, lecture notes, presentation notes, and handouts) with a focus on clarity, consistency, and register. Course participants will be exposed to both oral and written materials from largely, but not exclusively, academic contexts. Course activities will encourage and support vocabulary development in an academic environment.

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250044 Oral Skills: Presentation Practice (englisch)

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

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

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250045 Oral Skills: Culture and Society in Great Britain and Ireland (englisch)

2 SWS	2 LP					
UE	Do	10-12	wöch.	I 110, 347	M. Heinitz	
UE	Do	12-14	wöch.	I 110, 347	M. Heinitz	

This seminar aims to have a look at modern-day Britain and Ireland, delving into issues of culture, politics, society, sport and the media. Our time span will cover the post-World War II era all the way to Brexit. During the first sessions we'll have look back at the shared history of the British Isles in order to better understand modern-day Britain and Ireland. Similarities as well as differences between the two "British Isles" will be discussed and worked on. Be prepared to actively participate in class and to give oral presentations as well as handing in written work, receiving feedback from both the instructor and your peers.

Please register by 30 September 2017 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 12 October 2017 (4 pm) via email to howie00@zedat.fu-berlin.de

5250046 Oral Skills: Literary Literacy in Academic Discussions (englisch)

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

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

Please register by 30 September 2017 using the printed form you can find at "Weitere Links" (see top of page).
Exchange students only: Please register by 12 October 2017 (4pm) via email to faussera@hu-berlin.de

5250047 Oral Skills: Note Taking and Discussion Skills (englisch)

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

Taking efficient notes in lectures, participating in seminar discussions in various roles and making effective contributions are essential study skills that will help you in your work at university. Clips from lectures, podcasts and broadcasts are used to introduce and practice various note-taking strategies as well as expand students' range of academic vocabulary and discussion moves.

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

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

5250048 Oral Skills: Current Trends and Developments in the USA - Cultural Perspectives (englisch)

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

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

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

Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250049 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)

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

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

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

Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

Modul 8: Vertiefungsmodul

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

5250028 Theories of Affixation (englisch)

2 SWS
SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
1) Raum 2004A
detaillierte Beschreibung siehe S. 7

5250029 Language Acquisition (englisch)

2 SWS
SE Mo 10-12 wöch. DOR 24, 1.601 K. Yatsushiro
detaillierte Beschreibung siehe S. 7

5250030 Grammar of registers and urban varieties (englisch)

2 SWS
SE Di 12-14 wöch. (1) UL 6, 3001 A. Alexiadou
1) findet vom 24.10.2017 bis 13.02.2018 statt ; Seminar beginnt in der 2. Vorlesungswoche
detaillierte Beschreibung siehe S. 8

5250037 Processes of language change (englisch)

2 SWS
SE Di 14-16 wöch. I 110, 347 J. Hopperdietzel,
B. Lowell Sluckin
detaillierte Beschreibung siehe S. 8

5250050 Written Academic Discourse: Academic Essays (englisch)

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

The course practices effective writing strategies, clear organizational principles and stylistic devices in writing academic essays. You will write essays relating to your academic seminars as well as other selected fields in the humanities. Essays will mostly be written in class.

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

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

5250051 Written Academic Discourse: Writing Academic Essays (englisch)

2 SWS	2 LP				
UE	Fr	08-10	wöch.	I 110, 353	A. Fausser

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

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

Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250052 Written Academic Discourse: Writing and Revising the Essay (englisch)

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

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

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

Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250054 Contrastive Language Analysis: Translation (englisch)

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

The course looks into differences between German and English academic prose. Students will identify and practice typical features of academic papers in the humanities by translating passages of academic texts, both their own and from other sources into English. Fields include linguistics, didactics, literary history and cultural studies.

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

5250055 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS	2 LP				
UE	Di	10-12	wöch.	DOR 24, 3.019	K. Heukroth
UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth
UE	Mo	16-18	wöch.	DOR 65, 325	K. Heukroth

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

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

5250076 Utopian Thought in 16th- and 17th- Century Writing (englisch)

2 SWS					
SE	Do	08-10	wöch.	DOR 24, 1.601	B. Schnabel

detaillierte Beschreibung siehe S. 8

5250131 Syntactic Variation (englisch)

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

detaillierte Beschreibung siehe S. 8

Modul 9: Praxismodul

5250021 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. 10

5250023 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. 10

5250024 Introduction to Consecutive Interpreting (englisch)
 2 SWS 2 LP
 UE Mo 08-10 wöch. DOR 24, 1.601 A. Johannsen
detaillierte Beschreibung siehe S. 10

5250025 Introduction to Consecutive Interpreting (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. UL 6, 2004A A. Johannsen
detaillierte Beschreibung siehe S. 10

Modul 10: Research Methodology and Research Skills

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

5250050 Written Academic Discourse: Academic Essays (englisch)
 2 SWS 2 LP
 UE Mi 16-18 wöch. DOR 65, 325 E. Gibbels
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 16

5250051 Written Academic Discourse: Writing Academic Essays (englisch)
 2 SWS 2 LP
 UE Fr 08-10 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 17

5250052 Written Academic Discourse: Writing and Revising the Essay (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 17

5250054 Contrastive Language Analysis: Translation (englisch)
 2 SWS 2 LP
 UE Di 14-16 wöch. DOR 65, 325 E. Gibbels
 UE Mi 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 17

5250055 Contrastive Language Analysis: Learning from Differences (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 3.019 K. Heukroth
 UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 17

5250121 Research Methods (englisch)
 2 SWS
 SE Mi 10-12 wöch. UL 6, 3001 C. Wilde

Modul 11: Focus Module Linguistics I (Cognitive Linguistics)

5250028 Theories of Affixation (englisch)
 2 SWS
 SE Fr 10-12 wöch. (1) UL 6, 2004A S. Olsen
 1) Raum 2004A
detaillierte Beschreibung siehe S. 7

5250030 Grammar of registers and urban varieties (englisch)
 2 SWS
 SE Di 12-14 wöch. (1) UL 6, 3001 A. Alexiadou
 1.) findet vom 24.10.2017 bis 13.02.2018 statt ; Seminar beginnt in der 2. Vorlesungswoche
detaillierte Beschreibung siehe S. 8

5250131 Syntactic Variation (englisch)
 2 SWS
 SE Mi 12-14 wöch. DOR 24, 1.502 B. Kamali
detaillierte Beschreibung siehe S. 8

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

5250029 Language Acquisition (englisch)
 2 SWS
 SE Mo 10-12 wöch. DOR 24, 1.601 K. Yatsushiro
detaillierte Beschreibung siehe S. 7

5250037 Processes of language change (englisch)
 2 SWS
 SE Di 14-16 wöch. I 110, 347 J. Hopperdietzel,
 B. Lowell Sluckin
detaillierte Beschreibung siehe S. 8

Modul 15: Fachdidaktik Englisch

5250062 Einführung in die Fachdidaktik Englisch
 2 SWS
 GK Di 14-16 wöch. HV 5, 0007 U. Leusch
detaillierte Beschreibung siehe S. 10

5250063 Ausgewählte Kapitel des Fremdsprachenunterrichts
 2 SWS
 SE Di 16-18 wöch. HV 5, 0007 U. Leusch
 SE Fr 08-10 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 10

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007

Modul 3: American Arts and Media in Context

Modul 4: Literary and Cultural Representations of American Society

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

Modul 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.

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5250021 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. 10

5250023	Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)	2 SWS UE	3 LP Fr	12-14	wöch.	DOR 24, 1.302	M. Davies
<i>detaillierte Beschreibung siehe S. 10</i>							
5250024	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	08-10	wöch.	DOR 24, 1.601	A. Johannsen
<i>detaillierte Beschreibung siehe S. 10</i>							
5250025	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	10-12	wöch.	UL 6, 2004A	A. Johannsen
<i>detaillierte Beschreibung siehe S. 10</i>							
5250104	Praxiskolloquium (englisch)	2 SWS PCO	Mo	14-16	wöch.	DOR 24, 1.601	D. Löbbermann

Erste Sitzung: 25.10.2017!

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 Praxiserfahrungen 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.

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

Modul 1: American Literary and Cultural History

5250088	American Literary History I: Beginnings to 1918 (englisch)	1 SWS VL	1 LP Mo	15-16	wöch.	UL 6, 3038/035	E. Boesenberg
<i>detaillierte Beschreibung siehe S. 7</i>							
5250089	Lektüreübung: American Literary History I (englisch)	1 SWS UE	2 LP Mo	12-14	14tgl. (1)	DOR 24, 1.601	MA-Studierende
		UE	Mi	10-12	14tgl. (2)	UL 6, 2004A	MA-Studierende
		UE	Di	14-16	14tgl./1	DOR 24, 1.601	E. Boesenberg
1) Beginn: 2. Semesterwoche (23.10.) 2) Beginn: 2. Semesterwoche (25.10.)							

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.

5250091	American Cultural History (englisch)	2 SWS VL	2 LP Fr	12-14	wöch.	HE 1, 1.06	M. Klepper
<i>detaillierte Beschreibung siehe S. 5</i>							

5250094 Orientierungskurs (englisch)

1 SWS	1 LP				
UE	Fr	10-18	Einzel (1)	UL 6, 1085	E. Boesenberg
	Sa	10-18	Einzel (2)	UL 6, 1085	E. Boesenberg
UE	Fr	10-18	Einzel (3)	UL 6, 1085	E. Boesenberg
	Fr	10-18	Einzel (4)	UL 6, 1085	E. Boesenberg

1) findet am 27.10.2017 statt
2) findet am 28.10.2017 statt
3) findet am 17.11.2017 statt
4) findet am 24.11.2017 statt

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

It is organized as a "Blockseminar", i.e. it takes place on two full days. There are two dates you can choose from: either October 27 and 28 (Friday and Saturday), OR November 17 and November 24 (two Fridays). We will meet in room 1085 in the main building from 10:15 to 17:45 on each of the days. You do not have to register for the course. Diversity is a central feature of US American literature and culture – but how can we engage with this in an appropriate way, given that such diversity is organized through social hierarchies such as racism, sexism, classism, ableism, cis- and heterosexism, and that we are ourselves part of such hierarchies as well? And what does all of this have to do with the manner in which knowledge is produced in the university, in American Studies in particular? Which 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 can we contribute to making this a learning environment that is productive for people of different genders, sexual orientation, abilities, class, ethnic and racial positions? These are some of the questions we will discuss in this course.

To prepare for the course, please read either the excerpt from Julian Carter's *The Heart of Whiteness* or the one from Robin DiAngelo's *What Does It Mean to Be White?* Please highlight **one sentence** that you think is particularly important and be prepared to read it aloud in class. The texts are available on the electronic platform Moodle (password: "start") or in the office of Sigrid Venuß, room 3011a, main building.

Room 1085 is located on the ground floor in the west wing of the main building. When you enter from the courtyard (through the same entrance that leads to Café Wilhelmine), it's the first door to the right.

Modul 2: American Literary and Cultural Theory

5250007 English Play: Frankenstein (englisch)

2 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert
	Do	12-14	wöch.	I 110, 306	S. Ehlert

detaillierte Beschreibung siehe S. 14

5250092 Einführung in die Literaturwissenschaft (deutsch-englisch)

2 SWS	2 LP				
VL	Do	10-12	wöch.	UL 6, 3075	R. Isensee

detaillierte Beschreibung siehe S. 4

5250097 Textanalyse (englisch)

2 SWS	3 LP				
SE	Di	16-18	wöch.	DOR 24, 1.601	A. Boss
SE	Fr	10-12	wöch.	DOR 24, 1.601	M. Neüff
SE	Mi	12-14	wöch.	DOR 24, 1.501	D. Löbberrmann

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 20 beschränkt. **Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Studierende 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:

- Michael Meyer, *English and American Literatures*. Tübingen: Francke, 2011. 4. Auflage.
- Vera and Ansgar Nünning, *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2009.

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: American Literary and Cultural History II

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

5250038	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. 14</i>					
5250039	Language Awareness: Academic Vocabulary in Use (englisch)	2 SWS UE	2 LP Fr	10-12	wöch.	DOR 65, 325	K. Heukroth
		<i>detaillierte Beschreibung siehe S. 14</i>					
5250040	Language Awareness: introduction to Academic Writing (englisch)	2 SWS UE	2 LP Do	16-18	wöch.	UL 6, 3001	E. Gibbels
		<i>detaillierte Beschreibung siehe S. 14</i>					
5250041	Language Awareness: From Sentence to Paragraph to Essay (englisch)	2 SWS UE	2 LP Do	08-10	wöch.	I 110, 347	M. Heinitz
		<i>detaillierte Beschreibung siehe S. 14</i>					
5250042	Language Awareness: The Language of Cultural Studies (englisch)	2 SWS UE	2 LP Mo	16-18	wöch.	UL 6, 2004A	E. Gibbels
		<i>detaillierte Beschreibung siehe S. 15</i>					
5250043	Language Awareness: Notes in Academic Contexts (englisch)	2 SWS UE	2 LP Mi	14-16	wöch.	I 110, 353	A. Fausser
		<i>detaillierte Beschreibung siehe S. 15</i>					

Modul 4: Culture and Context

Nur im Sommer

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

5250044	Oral Skills: Presentation Practice (englisch)	2 SWS UE	2 LP Mi	12-14	wöch.	I 110, 353	A. Fausser
		<i>detaillierte Beschreibung siehe S. 15</i>					
5250045	Oral Skills: Culture and Society in Great Britain and Ireland (englisch)	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 347	M. Heinitz
		UE	Do	12-14	wöch.	I 110, 347	M. Heinitz
		<i>detaillierte Beschreibung siehe S. 15</i>					
5250046	Oral Skills: Literary Literacy in Academic Discussions (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	I 110, 353	A. Fausser
		<i>detaillierte Beschreibung siehe S. 15</i>					

5250047 Oral Skills: Note Taking and Discussion Skills (englisch)
 2 SWS 2 LP
 UE Di 16-18 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 15

5250048 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
detaillierte Beschreibung siehe S. 16

5250049 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 16

Modul 5: Language

Das Modul besteht aus dem Seminar "Introduction to Language" und einem Seminar zur Sprachvariation. Das Seminar "Introduction to Language" ist zuerst jeweils im Sommersemester zu absolvieren. Erst nach dessen erfolgreichem Besuch kann im darauffolgenden Wintersemester das Seminar zur Sprachvariation besucht werden.

Einschreibung für Erstsemester nach der **Einführungsveranstaltung**:

BA Englisch: 10.10. von 14-16 Uhr, UL 6, 2002

BA Amerikanistik: 10.10. von 10-12 Uhr, UL 6, 1072

(Hinweise und Formulare dort)

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

5250050 Written Academic Discourse: Academic Essays (englisch)
 2 SWS 2 LP
 UE Mi 16-18 wöch. DOR 65, 325 E. Gibbels
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 16

5250051 Written Academic Discourse: Writing Academic Essays (englisch)
 2 SWS 2 LP
 UE Fr 08-10 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 17

5250052 Written Academic Discourse: Writing and Revising the Essay (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 17

5250053 Written Academic Discourse: Academic Writing for American Studies (englisch)
 2 SWS 2 LP
 UE Do 12-14 wöch. I 110, 353 A. Fausser

This course will introduce students to the formal conventions of writing in an academic context, such as structure and development of argumentation in an essay, incorporating research effectively, and adhering to MLA style. The course will also expose participants to the conventions of language use and allow them opportunities to practice those conventions through essays and targeted writing practice as well as evaluation of both peer writing and scholarly articles. Additional course work will guide students in their language development through activities focused on expanding higher register vocabulary, employing the typical linguistic conventions of academic writing, and varying linguistic expression. Students will compose two short argumentative essays in this course, one of which will be focused on comparing/contrasting.

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

Exchange students only: Please register by 12 October 2017 (4 pm) via email to faussera@hu-berlin.de

5250099 Varieties of English in North America and the Caribbean (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. UL 6, 1072 L. Peter
 SE Do 10-12 wöch. DOR 24, 1.501 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](#)

5250004 Writing the Term Paper (englisch)

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

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

Students from the second term onwards: Please register by 30 September 2017 using the printed form you can find at "Weitere Links" (see top of page).

5250054 Contrastive Language Analysis: Translation (englisch)

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

detaillierte Beschreibung siehe S. 17

5250055 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS	2 LP					
UE	Di	10-12	wöch.	DOR 24, 3.019		K. Heukroth
UE	Fr	08-10	wöch.	DOR 65, 325		K. Heukroth
UE	Mo	16-18	wöch.	DOR 65, 325		K. Heukroth

detaillierte Beschreibung siehe S. 17

5250093 Global Education in the 21st Century: A Joint Course of NYU Berlin an HU Students (englisch)

2 SWS						
SE	Mi	17-20	wöch.	DOR 24, 1.502		R. Isensee

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 global-izing national models of education. Among others, we will address questions such as: How are modes of producing and disseminating knowledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet, debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education. In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The class discussion will culminate in a colloquium (December 13, 2017) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from October 25 to December 13, 2017.

Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) until October 1, 2017.

5250095 American Cultural Theory (englisch)

2 SWS	4 LP					
SE	Di	12-14	wöch. (1)	DOR 24, 1.501	E. Haschemi Yekani	
SE	Mi	12-14	wöch. (2)	DOR 24, 1.601	A. Potjans	

1) Beginn in der 2. Semesterwoche
2) Beginn: 2. Semesterwoche (25.10.)

This course introduces students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices.

5250100 American Romanticism (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.502	A. Boss	

detaillierte Beschreibung siehe S. 9

5250101 From Chop Suey to General Tso Chicken: A Cultural History of Chinese Food in the US (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch.	DOR 24, 1.501	S. Bidlingmaier	

detaillierte Beschreibung siehe S. 9

5250102 Fear of an Arab Planet (englisch)

2 SWS	4 LP					
SE	Do	18-20	wöch.	DOR 24, 1.501	I. Ben Mna	

detaillierte Beschreibung siehe S. 9

Modul 8: Research, Practice and Writing

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

5250054 Contrastive Language Analysis: Translation (englisch)

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

detaillierte Beschreibung siehe S. 17

5250055 Contrastive Language Analysis: Learning from Differences (englisch)

2 SWS	2 LP					
UE	Di	10-12	wöch.	DOR 24, 3.019	K. Heukroth	
UE	Fr	08-10	wöch.	DOR 65, 325	K. Heukroth	
UE	Mo	16-18	wöch.	DOR 65, 325	K. Heukroth	

detaillierte Beschreibung siehe S. 17

5250100 American Romanticism (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	DOR 24, 1.502	A. Boss	

detaillierte Beschreibung siehe S. 9

5250101 From Chop Suey to General Tso Chicken: A Cultural History of Chinese Food in the US (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch.	DOR 24, 1.501	S. Bidlingmaier	

detaillierte Beschreibung siehe S. 9

5250102 Fear of an Arab Planet (englisch)
 2 SWS 4 LP
 SE Do 18-20 wöch. DOR 24, 1.501 I. Ben Mna
detaillierte Beschreibung siehe S. 9

5250103 Explaining America? Public Diplomacy in the 21st Century. A Practical Approach. (englisch)
 2 SWS 4 LP
 SE Fr 15-17 wöch. DOR 24, 1.501 M. Kohl

A critical attitude towards the U.S. remains widespread among intellectuals and especially the young who have not experienced the strong engagement of the U.S. in Germany during the Cold War years. At the same time, there is a great fascination with everything "American." Though Europe and the U.S. share common democratic values and engage in close exchange on every level, cultural misunderstandings occur. Modern Public Diplomacy strategies are trying to take this into account.

In a workshop-type setting, we will reflect upon the image of the U.S. in the past and today through reading, intensive writing and discussions with practitioners (diplomats, journalists, writers and cultural negotiators). How do we explain cultural commonalities and differences to each other and what media do we employ? What are contested issues that need to be explored? Who is engaged in the transnational and intercultural exchange of ideas and to what purpose?

Students will identify their own topic within the context of international communication, deliver a short presentation and write a blog entry.

Please note that due to the instructor's professional engagement outside of the University and planned site visits that require more than 90 minutes (e.g. Alliierten-Museum; American Academy, U.S. Embassy), the schedule needs to be somewhat flexible.

Course Requirements

Students are required to

- attend class regularly and punctually;
- contribute to class discussions actively;
- give a 15-minute presentation
- develop a blog draft from their presentation
- engage in intensive peer critique of the blog drafts

Successful blog drafts will be submitted to the American Studies Blog (<http://blog.asjournal.org>) for review and possible publication.

You are encouraged to think creatively in this class!

Modul 10: Vertiefung/Schwerpunktbildung

5250099 Varieties of English in North America and the Caribbean (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. UL 6, 1072 L. Peter
 SE Do 10-12 wöch. DOR 24, 1.501 L. Peter
detaillierte Beschreibung siehe S. 23

5250100 American Romanticism (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.502 A. Boss
detaillierte Beschreibung siehe S. 9

5250101 From Chop Suey to General Tso Chicken: A Cultural History of Chinese Food in the US (englisch)
 2 SWS 4 LP
 SE Do 16-18 wöch. DOR 24, 1.501 S. Bidlingmaier
detaillierte Beschreibung siehe S. 9

5250102 Fear of an Arab Planet (englisch)
 2 SWS 4 LP
 SE Do 18-20 wöch. DOR 24, 1.501 I. Ben Mna
detaillierte Beschreibung siehe S. 9

Modul 11: Praxisorientierung

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

5250021	Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)	2 SWS UE	3 LP Mi	14-16	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 10</i>						
5250023	Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)	2 SWS UE	3 LP Fr	12-14	wöch.	DOR 24, 1.302	M. Davies
	<i>detaillierte Beschreibung siehe S. 10</i>						
5250024	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	08-10	wöch.	DOR 24, 1.601	A. Johannsen
	<i>detaillierte Beschreibung siehe S. 10</i>						
5250025	Introduction to Consecutive Interpreting (englisch)	2 SWS UE	2 LP Mo	10-12	wöch.	UL 6, 2004A	A. Johannsen
	<i>detaillierte Beschreibung siehe S. 10</i>						
5250123	„Diebstahl aus Liebe“: Intertextualität in Bob Dylans Songtexten	2 SWS QT	Di	16-18	wöch. (1)	DOR 24, 1.605	J. Reble, L. Schröer
	1) findet ab 24.10.2017 statt						

Der Begriff Intertextualität beschreibt den Bezug zwischen einem Text und anderen Texten. Während der poststrukturalistische Ansatz jeden Text als intertextuell betrachtet, beschränkt sich die engere Definition auf nachweisbare Bezüge zu konkreten literarischen Vorlagen.

Bob Dylan bedient sich für seine Songtexte literarischer Vorlagen von der Bibel über Shakespeare bis zur Beat Generation. Was im Frühwerk als literarischer Einfluss noch deutlich zu erkennen war, gipfelt im Spätwerk in wörtliche Zitate aus anderen Werken, die von der Antike bis hin zu zeitgenössischer Literatur reichen, und von Bob Dylan nicht gekennzeichnet wurden. Das Erscheinen seines Albums „Love and Theft“ im Jahr 2001 wurde von massiven Plagiatsvorwürfen begleitet.

Im Laufe des Semesters werden wir uns mit dem Begriff der Intertextualität und seinen verschiedenen Definitionen beschäftigen und Bob Dylans intertextuelle Verfahren offenlegen. In einem abschließenden Projekt wollen wir kreativ mit Dylans Texten arbeiten. Gute Englischkenntnisse sind Voraussetzung für die Teilnahme, da mit den Originaltexten und englischsprachigen Quellen gearbeitet wird. Das Tutorium ist ausdrücklich interdisziplinär und offen für Studierende aller Fachrichtungen.

Kontakt zu den TutorInnen:

reblejan@hu-berlin.de

und

schroerl@hu-berlin.de

Literaturempfehlungen:

Heinrich Detering: Die Stimmen aus der Unterwelt. Bob Dylans Mysterienspiele, München 2016.

Bob Dylan. Lyrics, hrsg. von Heinrich Detering, Stuttgart 2016.

Bob Dylan. Alle Songs. Die Geschichten hinter den Tracks, hrsg. von Philippe Margotin und Jean-Michel Guesdon, Bielefeld 2015.

Bob Dylan: Chronicles. Volume One, New York 2005.

Masterstudiengang Amerikanistik (MA Amerikanistik)

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

Studienordnung 2014

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

5250007 English Play: Frankenstein (englisch)

2 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert
	Do	12-14	wöch.	I 110, 306	S. Ehlert

detaillierte Beschreibung siehe S. 14

5250010 Academic Presentations and Discussions (englisch)

2 SWS	3 LP				
UE	Di	10-12	wöch.	DOR 24, 1.502	E. Fawcett

This course provides students with an opportunity to practice giving presentations of different genres on topics of their own choosing. A key component is active participation in seminar and conference-type discussions. As well as considering presentation structure and aspects such as signposting, feedback and active listening, the course also draws attention to academic vocabulary and appropriateness of register. **Registration required by 09 October 2017** via email to: emma.fawcett@hu-berlin.de

5250011 Academic Presentations and Discussions (englisch)

2 SWS	3 LP				
UE	Fr	10-12	wöch.	DOR 24, 1.502	E. Fawcett

This course provides students with an opportunity to practice giving presentations of different genres on topics of their own choosing. A key component is active participation in seminar and conference-type discussions. As well as considering presentation structure and aspects such as signposting, feedback and active listening, the course also draws attention to academic vocabulary and appropriateness of register. **Registration required by 09 October 2017** via email to: emma.fawcett@hu-berlin.de

5250105 Major Problems of American Literary and Cultural History: Visual America (englisch)

2 SWS	3 LP				
SE	Di	14-16	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 (Fr 12-14 in Hessische Straße 1, 1.06).

Reading:

- The texts for the class will be up-loaded onto the Moodle platform. Please register in Moodle (key: "interfilm") – if you do not have a Humboldt-ID yet, register as a guest.

5250114 Theories of American Studies: Queer America (englisch)

2 SWS	3 LP				
SE	Mi	14-16	wöch. (1)	UL 6, 3001	E. Haschemi Yekani

1) Beginn in der 2. Semesterwoche

Looking back at how queerness entered both the political realm and academic vocabulary in American Studies, this course will provide an overview of key concepts in queer theory from heteronormativity, the heterosexual matrix to queer of colour epistemologies. Revisiting central topics of American Studies, such as representation, memory and space, in relation to methodologies from narratology and media studies, we will analyse a range of cultural materials from the United States (including literary texts, TV shows and Internet memes). We will begin in the 1980s and 1990s and enquire how the AIDS crisis and activism, radical feminism by women and lesbians of color as well as transgender studies have shaped an understanding of sexuality and gender as culturally constructed and implicated in other processes of social stratification such as race, class and ability. In the 2000s, the introduction of gay marriage gave rise to a critical interrogation of notions such as progress and neoliberal inclusion of sexual minorities into the mainstream under the heading of homonormativity. More recently, the revoking of LGBTQI rights under the Trump administration poses a new set of challenges for queer activism, such as the so-called "bathroom bills" in the policing of transgender access to public spaces that need to come under scrutiny. In short, we will ask how the queering of identities has shaped contemporary America.

A reader with selected materials will be made available at the beginning of the term.

Recommended (Additional) Reading:

Abelove, Henry, Michèle Aina Barale, and David M. Halperin. *The Lesbian and Gay Studies Reader*. New York/London: Routledge, 1993.

Hall, Donald E., and Annamarie Jagose, eds. *The Routledge Queer Studies Reader*. London/New York: Routledge, 2012.

Jagose, Annamarie. *Queer Theory. An Introduction*. New York: New York University Press, 1996.

Stryker, Susan, and Aren Z. Aizura, eds. *The Transgender Studies Reader 2*. London/New York: Routledge, 2013.

Modul 2: Reading American Literature and Culture

5250111 Reading American Literature: Vorbereitung auf Lehrübung (englisch)

2 SWS	3 LP					
SE	Di	16-18	wöch.	DOR 24, 1.502	E. Boesenberg	

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

5250005 Advanced Writing: US Politics (englisch)

2 SWS	3 LP					
UE	Di	12-14	wöch.	DOR 24, 1.502	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) to apply for a place in the course.

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) to apply for a place in the course.

5250007 English Play: Frankenstein (englisch)

2 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert	
	Do	12-14	wöch.	I 110, 306	S. Ehlert	

detaillierte Beschreibung siehe S. 14

5250008 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Di	08-10	wöch.	UL 6, 2004A	E. Fawcett	

This course focuses on the building blocks common to various academic text types and allows for (indeed, requires!) extensive practice. Through analysis of examples and by preparing texts for peer review, students can improve the structure, style and effectiveness of their academic writing while increasing the range and accuracy of their language. **Registration required by 09 October 2017** via email to: emma.fawcett@hu-berlin.de

5250009 Academic Writing (englisch)

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

This course focuses on the building blocks common to various academic text types and allows for (indeed, requires!) extensive practice. Through analysis of examples and by preparing texts for peer review, students can improve the structure, style and effectiveness of their academic writing while increasing the range and accuracy of their language. **Registration required by 09 October 2017** via email to: emma.fawcett@hu-berlin.de

5250110 Transatlantic Symposium (englisch)

2 SWS	3 LP					
SE	Do	14-16	wöch.	DOR 24, 1.601	R. Isensee	

After World War II, transatlantic relations were seen as a necessity in the West in order to rebuild Europe, to locate Germany securely within a democratic frame-work, and to meet the challenges of the Cold War.

The Transatlantic Relationship was never free of conflicts, but in case of doubt, it was regarded as instrumental in promoting Western cooperation and security.

Now, 70 years after the Marshall Plan was implemented, the Transatlantic Relationship seems to be more in question than ever. It would be easy to attribute that situation to the agitations of few political leaders and demagogues, or to the short-term strategic interests of a few countries. A solid transatlantic framework should be able to meet such disturbances successfully.

Yet what appears to be visible now is probably a cultural shift, a notion that Transatlanticism itself is not only not any more important, but also not desirable. Indeed, such questioning seems to extend to the ideas of globalization, free trade and internationalism.

There has always been this criticism on the political left, but now the same critique can be heard, albeit in different tones, on the political right as well.

Faced with such an unusual bipartisan anti-global and anti-international coalition, we will need to investigate possible root causes of such changes in the political spectrum in an age of uncertainty in which every reliable societal marker seems to be under question. The upcoming 16th Transatlantic Students Symposium in New York will explore the cultural, social, economic and political dimensions of such a shift, and discuss possible remedies to restore and possibly re-envision the Transatlantic Relationship.

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

Please register for the course via AGNES.

Modul 4: American Identities

5250112 Contested National Identities in North America: Canada and the U.S.A. (englisch)

2 SWS	4 LP				
SE	Di	12-14	wöch.	DOR 24, 1.601	R. Isensee

Based on an initial discussion of the major political, social and cultural coordinates of the emergence of nation states in Canada and the United States the course explores similarities and dissimilarities in the formation and practice of concepts of nationhood and national identity and the constitutive ideologies they are informed by in a comparative perspective. Questions to be investigated include notions of the frontier and the American Dream in the United States and their counterparts in Canada, concepts of immigration, multiculturalism, religion as well as particularistic versus universalistic constructions of cultural self-definitions. The course concludes with a discussion of the divergent manifestations of national identity narratives on both sides of the border, particularly in terms of inclusion versus exclusion, as well as their repercussions on re-configurations of transatlantic relations in the light of the stark political shifts in the U.S. and Canadian governments.

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

Please register for the course via AGNES.

Modul 5: Diversity

weitere Angebote: siehe Gender Studies

5250106 The Progressive Era (englisch)

2 SWS	4 LP				
SE	Di	10-12	wöch.	I 110, 347	M. Klepper

In some aspects, the era of Populism and Progressivism has uncanny similarities with our own time. With the Populist Trump in power, elected to a large extent by a rural population that feels ignored and neglected and urban followers whose status condition appears to be precarious and anxiety-ridden, the problems of the "Age of Reform" (1877 to 1920) seem to be back on the American Agenda. To be sure, the Progressive Era resulted in a host of social reforms (taxation of personal incomes, corporations and estates; the dissolution of industrial combinations; the regulation of money and credit; workmen's compensation, the ban of child labor, compulsory education for children, inspection of factories, minimum wage and maximum hours, paid pensions etc.). But these reforms were enabled by exclusions and very problematic attitudes. Thomas C. Leonard writes: "There was a price to be paid ... the campaign of labor reformers to exclude the disabled, immigrants, African Americans, and women from the American work force." The anger, the racism, the nationalism, the classism, the Darwinism and the misogyny, which we have seen in Trump's campaign, was also the undercurrent of the Age of Progressive Reform.

In this seminar we will study some of the seminal documents of the culture of the Age of Reform: texts by Teddy Roosevelt and Woodrow Wilson (two famous progressives); the muckraking journalism of Ida Tarbell at McClure's magazine; the work of Jane Addams at Hull House; the ideas of 'efficiency' of Frederick Winslow Taylor; popular thoughts on eugenics and evolution; the theme of white (Anglo-Saxon) supremacy and Du Bois's counter-narratives; Texts on New Womanhood. We will attempt to understand the spirit of the time – to the point where it will sometimes hurt.

Texts:

Text material will be collected in a reader, which will be ready for students by October 1st. Please also have a look at the Moodle Site of the seminar for information: the keyword is "Hofstadter".

The one text, which you should buy is:

Edward Bellamy, *Looking Backward 2000 - 1887* (Ed. and with an introduction by Matthew Beaumont). Oxford: Oxford UP, 2007.

Course Requirements:

In-class you will have to prepare an outline (summary of the most important statements) of one of the texts discussed in class. The Module Exam (MAP) is a term paper in Module 5 (in one of your seminars) or a book review in Modules 9 or 10 (in one of your seminars).

5250113 Sports and Space (englisch)

2 SWS	4 LP					
SE	Mi	16-18	wöch.	DOR 24, 1.501	E. Boesenberg	

As Edward Soja, Michel de Certeau, and others have shown, space is constructed through "spatial practices" – not only built environments, but also people's interactions, language, etc. How does this contribute to an understanding of sports? Engaging with this question, we will look at "sports spaces" – playing fields, arenas, etc., but also connections between cities and sports clubs, as well as between nations and national teams. The course will focus on basketball and will include an excursion to a basketball game in Berlin.

5250115 Black Feminist Poetry (englisch)

2 SWS	4 LP					
SE	Do	16-18	wöch. (1)	DOR 24, 1.601	A. Potjans	

1) Beginn: 2. Semesterwoche (26.10.)

In her essay „Poetry is not a Luxury“ Audre Lorde describes the significance of poetic writing within the discourse of Black Feminism as the “revelation or distillation of experience, not the sterile word play that, too often, the white fathers distorted the word poetry to mean — in order to cover their desperate wish for imagination without insight“ (*Sister Outsider*, p.37). This quote gives direction to the aim of this class in two ways: for one, Lorde points out that for Black women poetic writing is not just a mere artistic form of expression but also a platform to explore and share their realities. For another, she hints at limitations posed by generic conventions that — derived from a Western literary tradition — render poetic writing a highly stylized literary art form to such an extent that it threatens to sever the link between poetic expression and the writer's lived reality. In this class, we will therefore not only look at the specific aesthetics and literary merit of poetry written by Black Feminist writers, but we will also explore these texts' political scope and activist endeavor in the specific context of their time. We will explore how Black Feminist poets make use of generic conventions and boundaries as they challenge, expand, and transgress them and work towards possibilities to communicate their multi-faceted life realities at the intersections of race, gender, sexuality, and beyond. While the focus of this seminar is on texts written in mid or late 20th century (e.g. Gwendolyn Brooks, Rita Dove, June Jordan, Nikki Giovanni, and Audre Lorde), we will also engage with earlier as well as more contemporary texts and look at different modes of poetic performance.

Seminar texts (both poems and secondary readings) will be provided as a reader in the beginning of the seminar, visual and audio material will be provided via Moodle

Modul 6: Mediality**5250005 Advanced Writing: US Politics (englisch)**

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

detaillierte Beschreibung siehe S. 29

5250006 Creative Writing (englisch)

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

detaillierte Beschreibung siehe S. 29

5250007 English Play: Frankenstein (englisch)

2 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert	
	Do	12-14	wöch.	I 110, 306	S. Ehlert	

detaillierte Beschreibung siehe S. 14

5250008 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Di	08-10	wöch.	UL 6, 2004A	E. Fawcett	

detaillierte Beschreibung siehe S. 29

5250009 Academic Writing (englisch)

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

detaillierte Beschreibung siehe S. 29

5250107 Graphic Literature (englisch)

2 SWS	4 LP					
SE	Fr	14-16	wöch.	DOR 24, 1.601	M. Klepper	

Graphic Literature has become a significant and respected mode of literature, and it covers considerable space in American Book Stores. And although it is a diverse and versatile mode, which extends from Superhero Comics to Queer Autobiography, it still appears to be geared toward niche, radical (and sometimes reactionary), critical, and marginalized contexts. In this class we will read a selection of Graphic narratives/essays and look at the strategies of the graphic mode (textual track/visual track and the interactions between them; the possibilities of an icon between total abstraction and realistic photograph; the management of time in and between panels; the significance of the gutter as a blanc space; composition and graphic styles; speech balloons and

text boxes; etc.) and their function within the respective texts. We will start with the classical *Maus*, proceed to the (meanwhile also classical) *Fun Home* and then look at 4 more recent texts of quite different looks and contents. At the end, we will hopefully understand the possibilities of the genre a little bit better than before. There will be a Moodle site for this class: key is "Scream Queen".

Texts in this class: (The excerpts from the last two books will be provided)

Art Spiegelman, *Maus. A Survivor's Tale* (1986)/ *Maus. And Here My Troubles Began* (1991)
 Alison Bechdel, *Fun Home* (2006)
 Ho Che Anderson, *Sand & Fury* (2010)
 Marinaomi, *Turning Japanese* (2016)
 Chris Hedges and Joe Sacco, *Days of Destruction/Days of Revolt* (2012) (Excerpts)
 Miriam Libicki, *Toward a Hot Jew* (2016) (Excerpts)

Requirements:

In-class you will have to organize one meeting together with the instructor (this includes being present in the other meetings on the same text!!!!). The Module Exam (MAP) is a multi-media presentation on a related topic or one of the texts from the class in Module 6 or a book review in Modules 9 or 10 (in one of your seminars).

5250120 Cinematic Chinatown: Renderings and Resistance (englisch)

2 SWS	4 LP					
SE	Mi	18-20	wöch.	DOR 24, 1.601	S. Bidlingmaier	

"Forget it, Jake. It's Chinatown."—the two lines of Roman Polanski's celebrated *Chinatown* (1974)—has often been hailed the greatest closing lines in cinematic history. There are two striking observations that can be made from these lines. First, the line's punch lies in the unstated, implicit shared understanding of what Chinatown symbolized to the American audience in the 1970s: a place of moral depravity, irrationality, indiscernibility, insularity, chaos, and ultimately death. The word "Chinatown" is not merely a geographical marker—it is a loaded sign that is made up of troupes of imaginaries, myths and knowledges of the Chinese in America. Second, part of the "timelessness" of this film can be attributed to the persistence of this sign and the ways it is read by contemporary audiences—four decades after *Chinatown's* release, audiences would continue to draw on the very same troupes in decoding the symbolism of the film. I would go so far as to argue that this film would have had the same effect if it was screened for audiences in 1900. The questions that arise here are: How and why have Chinatowns (lived, everyday spaces) been reduced to a sign of Otherness? How has this sign, imbued with very distinctive meanings, persisted throughout time and space (think about its currency in other "western nations")?

The work of this course is to examine the provenance and function of the representations of Chinatown in film from the early 20th century to the 1980s. Out of what historical, political, geopolitical, economic contexts do they arise? How does "Chinatown" enable and bolster larger constructions and imaginaries of what "America" means? Why is the sign of "Chinatown" so durable in North American and western cinema? And importantly, what forms of resistance toward this sign have been employed? How do they challenge and destabilize the myths of Chinatown and reclaim Chinatown as a vibrant lived space? Films that we will engage with include Terry O. Morse's *Shadows over Chinatown—Charlie Chan* (1946), Henry Koster's *The Flower Drum Song* (1961), Roman Polanski's *Chinatown* (1974), Michael Cimino's *The Year of the Dragon* (1985), John Carpenter's *Big Trouble in Little China* (1986), Wayne Wang's *Chan is Missing* (1982) and *Eat a Bowl of Tea* (1989), and Ang Lee's *The Wedding Banquet* (1993). Students are required to attend film screenings every two weeks and read accompanying theoretical and secondary texts that will be assigned for each session.

Modul 8: Research and Writing Skills

5250005 Advanced Writing: US Politics (englisch)

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

detaillierte Beschreibung siehe S. 29

5250006 Creative Writing (englisch)

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

detaillierte Beschreibung siehe S. 29

5250008 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Di	08-10	wöch.	UL 6, 2004A	E. Fawcett	

detaillierte Beschreibung siehe S. 29

5250009 Academic Writing (englisch)

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

detaillierte Beschreibung siehe S. 29

5250109 Research and Writing (englisch)

2 SWS	3 LP					
SE	Mo	16-18	wöch.	DOR 24, 1.601	M. Klepper	

BEGINS SECOND WEEK OF SEMESTER!

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

Support:

There will be a Moodle site with information and links. The key is "cum laude". No registration through Agnes.

Requirements:

Every student is required to post two questions on one of the subjects in the seminar. You will also have to turn in a real or imaginary thesis statement/argumentation for a thesis. Ideally you should also present your work in progress.

Modul 9: Individual Focus I

5250106	The Progressive Era (englisch) 2 SWS 4 LP SE Di 10-12 wöch. I 110, 347 M. Klepper <i>detaillierte Beschreibung siehe S. 30</i>
5250107	Graphic Literature (englisch) 2 SWS 4 LP SE Fr 14-16 wöch. DOR 24, 1.601 M. Klepper <i>detaillierte Beschreibung siehe S. 31</i>
5250112	Contested National Identities in North America: Canada and the U.S.A. (englisch) 2 SWS 4 LP SE Di 12-14 wöch. DOR 24, 1.601 R. Isensee <i>detaillierte Beschreibung siehe S. 30</i>
5250113	Sports and Space (englisch) 2 SWS 4 LP SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg <i>detaillierte Beschreibung siehe S. 31</i>
5250115	Black Feminist Poetry (englisch) 2 SWS 4 LP SE Do 16-18 wöch. (1) DOR 24, 1.601 A. Potjans 1) Beginn: 2. Semesterwoche (26.10.) <i>detaillierte Beschreibung siehe S. 31</i>
5250120	Cinematic Chinatown: Renderings and Resistance (englisch) 2 SWS 4 LP SE Mi 18-20 wöch. DOR 24, 1.601 S. Bidlingmaier <i>detaillierte Beschreibung siehe S. 32</i>

Modul 10: Individual Focus II

5250106	The Progressive Era (englisch) 2 SWS 4 LP SE Di 10-12 wöch. I 110, 347 M. Klepper <i>detaillierte Beschreibung siehe S. 30</i>
5250107	Graphic Literature (englisch) 2 SWS 4 LP SE Fr 14-16 wöch. DOR 24, 1.601 M. Klepper <i>detaillierte Beschreibung siehe S. 31</i>

- 5250112 Contested National Identities in North America: Canada and the U.S.A. (englisch)**
 2 SWS 4 LP
 SE Di 12-14 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 30
- 5250113 Sports and Space (englisch)**
 2 SWS 4 LP
 SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 31
- 5250115 Black Feminist Poetry (englisch)**
 2 SWS 4 LP
 SE Do 16-18 wöch. (1) DOR 24, 1.601 A. Potjans
 1) Beginn: 2. Semesterwoche (26.10.)
detaillierte Beschreibung siehe S. 31
- 5250120 Cinematic Chinatown: Renderings and Resistance (englisch)**
 2 SWS 4 LP
 SE Mi 18-20 wöch. DOR 24, 1.601 S. Bidlingmaier
detaillierte Beschreibung siehe S. 32

Modul 11: American Studies: Identities

- 5250112 Contested National Identities in North America: Canada and the U.S.A. (englisch)**
 2 SWS 4 LP
 SE Di 12-14 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 30
- 5250120 Cinematic Chinatown: Renderings and Resistance (englisch)**
 2 SWS 4 LP
 SE Mi 18-20 wöch. DOR 24, 1.601 S. Bidlingmaier
detaillierte Beschreibung siehe S. 32

Modul 12: American Studies: Diversity

- 5250106 The Progressive Era (englisch)**
 2 SWS 4 LP
 SE Di 10-12 wöch. I 110, 347 M. Klepper
detaillierte Beschreibung siehe S. 30
- 5250113 Sports and Space (englisch)**
 2 SWS 4 LP
 SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 31
- 5250115 Black Feminist Poetry (englisch)**
 2 SWS 4 LP
 SE Do 16-18 wöch. (1) DOR 24, 1.601 A. Potjans
 1) Beginn: 2. Semesterwoche (26.10.)
detaillierte Beschreibung siehe S. 31
- 5250120 Cinematic Chinatown: Renderings and Resistance (englisch)**
 2 SWS 4 LP
 SE Mi 18-20 wöch. DOR 24, 1.601 S. Bidlingmaier
detaillierte Beschreibung siehe S. 32

Masterstudiengang Englische Literaturen (MA English Literatures)

Studienordnung 2007

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250008 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Di 08-10 wöch. UL 6, 2004A E. Fawcett
detaillierte Beschreibung siehe S. 29

5250009 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Fr 08-10 wöch. DOR 24, 1.502 E. Fawcett
detaillierte Beschreibung siehe S. 29

5250016 Presentation Skills for Academic Purposes (englisch)

2 SWS 2 LP
UE Di 12-14 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 academic English-speaking 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., 12. Oktober 2017 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. 29

5250007 English Play: Frankenstein (englisch)

2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. I 110, 306 S. Ehlert
Do 12-14 wöch. I 110, 306 S. Ehlert
detaillierte Beschreibung siehe S. 14

5250015 Snapshots of the UK (englisch)

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

Drawing on sources from Charles Dickens to the Sex Pistols, Margaret Thatcher to Benjamin Zephaniah, this course ventures a look at key topics, influences and attitudes that have shaped and that continue to shape the UK. Various text types, audio and video provide the basis for students to improve their receptive and productive language skills via extensive discussion and reflection of the issues presented. **Registration required by 09 October 2017** via email to: emma.fawcett@hu-berlin.de

5250019 Written Skills for Culture and Media Professions (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 practise and develop their written competence in English by investigating text types typically found in cultural and media-related professions and by writing texts of their own in professional contexts requiring cross-cultural exchange. Text types produced will include summaries, reviews, reports and critiques for publication in literary or cultural journals as well as position papers for conferences. There will also be an opportunity to practise translating from German into English. 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., 12. Oktober 2017 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang.

Modul II: Authors, Periods, Genres

5250079 The Canterbury Tales (englisch)

2 SWS 4 LP
SE Mo 10-12 wöch. DOR 24, 1.501 W. Keller

In this seminar, we shall read Geoffrey Chaucer's *Canterbury Tales* primarily with a view to constructions of individuality, including poetic individuality. After a brief introduction to late fourteenth-century English (literary) culture, we will discuss selected tales (e.g., Knight, Miller, Wife of Bath, Clerk, Merchant, Prioress) regarding the respective representations of individuals (tellers as well as characters). Also of interest will be the poetological dimension of Chaucer's works, that is, the way in which the tales engage

with the nature of literary authorship. We will read Chaucer's works in Middle English in Jill Mann's edition: *Geoffrey Chaucer: The Canterbury Tales* (Harmondsworth: Penguin, 2005). Students interested in the seminar should contact me by email by [10 October 2017](#).

5250079 The Canterbury Tales (englisch)

2 SWS	4 LP				
LK	Mo	12-14	14tgl.	DOR 24, 1.502	W. Keller

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5250080 Poetry of the Romantic Period (englisch)

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

When *Lyrical Ballads* first appeared in 1798 the word 'romantic' was no compliment. According to Thomas Paine, it meant 'fanciful', 'light', even 'inconsequential'. Wordsworth and Coleridge resisted its application, and - twenty years later - the second generation of romantic writers recognized romanticism only as an element in a critical debate conducted against what August Wilhelm Schlegel considered the "mechanical" tendencies in classicism.

In accordance with more recent criticism that has seriously challenged the notion of a monolithic Romantic school, the course will explore the diversity of poetry and poetic theory produced in the period between the 1790s and the Reform Act of 1832. We will focus on texts written by the canonical 'big six' male poets - Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley - as well as by women poets, such as Anna Laetitia Barbauld, Hannah More, Charlotte Smith, and Felicia Dorothea Hemans, and others.

Students interested in the course should contact me by e-mail: October 1, 2017.

Lektürekurs: close reading of additional texts

Useful anthologies: *Romanticism. An Anthology*, ed. Duncan Wu (Oxford: Blackwell, 1998); *Romantic Women Poets. An Anthology*, ed. Duncan Wu (Oxford: Blackwell, 1997).

5250080 Poetry of the Romantic Period (englisch)

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

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Lektürekurs: close reading of additional texts

Useful anthologies: *Romanticism. An Anthology*, ed. Duncan Wu (Oxford: Blackwell, 1998); *Romantic Women Poets. An Anthology*, ed. Duncan Wu (Oxford: Blackwell, 1997).

5250081 John Donne (englisch)

2 SWS	4 LP				
SE	Di	14-16	wöch.	UL 6, 3001	A. Zirker

In this class we will look into the work of John Donne, one of the metaphysical poets who lived and wrote in the late 16th and early 17th century. Not only is he one of the prominent writers of love poetry but also a religious writer: as Dean of St Paul's, for example, he wrote sermons, but even before that he composed a number of religious sonnets as well philosophical texts. We will read closely and discuss a number of them to gain an insight into the life and work of John Donne.

Please buy before the beginning of term: John Donne, *The Complete English Poems*, ed. A. Smith (Penguin Classics). 978-0140422092

Other texts will be provided.

5250081 John Donne (englisch)

2 SWS	4 LP				
LK	Di	16-18	14tgl./1	UL 6, 3001	A. Zirker

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Please buy before the beginning of term: John Donne, *The Complete English Poems*, ed. A. Smith (Penguin Classics). 978-0140422092

Other texts will be provided.

5250082 Modernist Narratives: Virginia Woolf and James Joyce (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. I 110, 343 C. Wilde

Virginia Woolf and James Joyce are canonical writers, they are literary titans of the 20th century. They were born in the same year, 1882, and they both died in 1941. They knew one another and they knew one another's work. As modernist writers, they experiment with literary techniques and challenge narrative "realist" conventions: they change the way stories were told by focussing on their characters' consciousness and on the manifold ways reality could be perceived and presented. Yet, their texts differ widely.

In this class, we will read short and epic modernist narratives: We will start with examples from Joyce's *Dubliners* and Woolf's short stories, before we will delve into Woolf's *Mrs Dalloway* and Joyce's *Ulysses* (yes, we will!). We will read these texts with a very close look at their literary techniques and narrative structures, as well as their presentation of human consciousness and their characterisation of early 20th-century societies.

Please get your own copy of the following books – and start reading Woolf's *Mrs Dalloway* and Joyce's *Ulysses* now (!).
Virginia Woolf, *Mrs Dalloway* (e.g. Penguin Modern Classics or Oxford World's Classics edition).
James Joyce, *Dubliners*, (e.g. Penguin Classics or Oxford World's Classics edition).
James Joyce, *Ulysses* (e.g. the Penguin Classics or Oxford World's Classics edition).
There will be additional critical texts in the course of the seminar.

5250082 Modernist Narratives: Virginia Woolf and James Joyce (englisch)

2 SWS 4 LP
LK Do 12-14 14tgl. I 110, 343 C. Wilde

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James Joyce, *Dubliners*, (e.g. Penguin Classics or Oxford World's Classics edition).
James Joyce, *Ulysses* (e.g. the Penguin Classics or Oxford World's Classics edition).
There will be additional critical texts in the course of the seminar.

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

5250083 "Lanval": Translation, Transformation, Transfer (englisch)

2 SWS 4 LP
SE Mo 14-16 wöch. UL 6, 3001 W. Keller

This seminar deals with the Middle English versions of the story of Lanval, a knight associated with the court of King Arthur. The story of Lanval occurs first in one of Marie de France's Anglo-Norman *Lais*, which were 'translated' into Middle English as *Sir Landevale* and *Sir Launfal*, respectively. At the beginning of the semester, we will focus on medieval and modern theories of translation and the cultural contexts in which Anglo-Norman texts were 'translated' into Middle English. During the remainder of the semester, we will discuss the transformations Marie de France's text undergoes in the mentioned Middle English works. The difficulties of translation/adaptation will also concern us in our attempt at rendering passages of the Middle English texts into modern German. Students enrolled in this seminar will collaborate with students of a seminar taught at the University of Halle by Robert Fajen, which focusses on Marie de France's *lai* and the problems attendant upon translating the latter. Students interested in this seminar should contact me by email by [10 October 2017](#).

5250083 "Lanval": Translation, Transformation, Transfer (englisch)

2 SWS 4 LP
LK Mo 16-18 14tgl. UL 6, 3001 W. Keller

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

5250084 Ambiguity: From Early Modern to Contemporary Literature (englisch)

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

Ambiguity has long been identified as one of the major characteristics of literary works of art. Yet often the term is used in a vague or underspecified (if not ambiguous) way. Can ambiguity in and of literary texts be dealt with in a systematic way? And what does it in fact mean if we describe a text as being 'ambiguous'?

This class will focus on ambiguity in literary works on different levels of analysis: from lexical to syntactical ambiguity, from ambiguity of character to ambiguity of narrator or narration, and ambiguity on/between various communication levels. We will address the phenomenon in a literary historical perspective and include examples from all genres.

Please buy and read in advance:

Charlotte Brontë, *Villette* (Oxford World Classics). ISBN 978-0199536658

William Shakespeare, *Julius Caesar*, ed. by David Daniell (The Arden Shakespeare). ISBN 978-1903436219

Poems and further reading will be provided.

5250084 Ambiguity: From Early Modern to Contemporary Literature (englisch)

2 SWS 4 LP
LK Di 16-18 14tgl./2 UL 6, 3001 A. Zirker

Ambiguity has long been identified as one of the major characteristics of literary works of art. Yet often the term is used in a vague or underspecified (if not ambiguous) way. Can ambiguity in and of literary texts be dealt with in a systematic way? And what does it in fact mean if we describe a text as being 'ambiguous'?

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Charlotte Brontë, *Villette* (Oxford World Classics). ISBN 978-0199536658

William Shakespeare, *Julius Caesar*, ed. by David Daniell (The Arden Shakespeare). ISBN 978-1903436219

Poems and further reading will be provided.

Modul IV: Literary Interactions

5250085 Unlearning the Binary: Postcolonial Encounters between Texts and Concepts (englisch)

2 SWS 4 LP
SE Mo 14-16 wöch. (1) DOR 24, 1.502 E. Haschemi
Yekani

1) Beginn in der 2. Semesterwoche

In an Interview with Elizabeth Grosz, Gayatri C. Spivak called "unlearning" a fundamental component of a postcolonial pedagogy ("unlearning of one's own privileges as a loss", Spivak 1990: 14). This course provides an overview of postcolonial key concepts which emerged from different geographical locations and histories of colonial contact but share reservations about (cultural) binaries. In this context, literary writing itself is considered a driving force in the formation of postcolonial concepts, a catalyst for "unlearning binaries". Literary representations of intercultural contact range from renunciation and reinterpretation to assimilation and blending of cultural identities, always expanding aesthetic categories in a form of postcolonial intertextuality: from the anticolonial francophone *writing backs* of the *négritude* movement in Aimé Césaire's rewriting of William Shakespeare's *Tempest* to the relational Caribbean poetics of Édouard Glissant in Derek Walcott's epic poem "The Schooner *Flight*". Moreover, we will discuss excerpts from Gloria Anzaldúa's *Borderlands*, Ayub Khan-Din's tragicomedy *East is East* as well as a short story from the collection *Too Asian, Not Asian Enough* edited by Kavita Bhanot and Chimamanda Ngozi Adichie's *Afropolitan* novel *Americanah*, set in the United States, London and Lagos. By positioning these generically diverse literary texts in relation to key terms, such as Homi Bhabha's *hybridity*, Stuart Hall's *new ethnicities*, Paul Gilroy's *Black Atlantic* and the more recent *Afropolitanism* (Mbembe and Nuttall 2004), we will interrogate the shifts in conceptualisations of cultures, postcoloniality, Blackness and diaspora as well as in the aesthetic framing of intertextuality.

Literatur:

William Shakespeare: *The Tempest* (please use critical editions only such as The Norton Shakespeare, Oxford World's Classics or the Arden Shakespeare)

Aimé Césaire: *A Tempest*

Chimamanda Ngozi Adichie: *Americanah*

A reader with additional texts will be provided at the beginning of the semester. It is strongly recommended to read some of the texts before the new semester starts.

Lektürekurs

Close reading of (additional) texts.

5250085 Unlearning the Binary: Postcolonial Encounters between Texts and Concepts (englisch)

2 SWS 4 LP
LK Mo 16-18 14tgl. (1) DOR 24, 1.502 E. Haschemi
Yekani

1) Beginn in der 2. Semesterwoche

In an Interview with Elizabeth Grosz, Gayatri C. Spivak called "unlearning" a fundamental component of a postcolonial pedagogy ("unlearning of one's own privileges as a loss", Spivak 1990: 14). This course provides an overview of postcolonial key concepts which emerged from different geographical locations and histories of colonial contact but share reservations about (cultural) binaries. In this context, literary writing itself is considered a driving force in the formation of postcolonial concepts, a catalyst for "unlearning binaries". Literary representations of intercultural contact range from renunciation and reinterpretation to assimilation and blending of cultural identities, always expanding aesthetic categories in a form of postcolonial intertextuality: from the anticolonial francophone *writing backs* of the *négritude* movement in Aimé Césaire's rewriting of William Shakespeare's *Tempest* to the relational Caribbean poetics of Édouard Glissant in Derek Walcott's epic poem "The Schooner *Flight*". Moreover, we will discuss excerpts from Gloria Anzaldúa's *Borderlands*, Ayub Khan-Din's tragicomedy *East is East* as well as a short story from the collection *Too Asian, Not Asian Enough* edited by Kavita Bhanot and Chimamanda Ngozi Adichie's *Afropolitan* novel *Americanah*, set in the United States, London and Lagos. By positioning these generically diverse literary texts in relation to key terms, such as Homi Bhabha's *hybridity*, Stuart Hall's *new ethnicities*, Paul Gilroy's *Black Atlantic* and the more recent *Afropolitanism* (Mbembe and Nuttall 2004), we will interrogate the shifts in conceptualisations of cultures, postcoloniality, Blackness and diaspora as well as in the aesthetic framing of intertextuality.

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Aimé Césaire: *A Tempest*

Chimamanda Ngozi Adichie: *Americanah*

A reader with additional texts will be provided at the beginning of the semester. It is strongly recommended to read some of the texts before the new semester starts.

Lektürekurs

Close reading of (additional) texts.

Modul VI: Forschungskolloquium

5250086 Literature Review (englisch)

2 SWS 4 LP
CO Di 10-12 wöch. UL 6, 2004A E. Kilian

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.

Studienordnung 2014

Modul 1a: Academic Skills

5250008 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Di 08-10 wöch. UL 6, 2004A E. Fawcett
detaillierte Beschreibung siehe S. 29

5250009 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Fr 08-10 wöch. DOR 24, 1.502 E. Fawcett
detaillierte Beschreibung siehe S. 29

5250016 Presentation Skills for Academic Purposes (englisch)

2 SWS 2 LP
UE Di 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 35

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. 29

5250007 English Play: Frankenstein (englisch)

2 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert	
	Do	12-14	wöch.	I 110, 306	S. Ehlert	

detaillierte Beschreibung siehe S. 14

5250015 Snapshots of the UK (englisch)

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

detaillierte Beschreibung siehe S. 35

5250019 Written Skills for Culture and Media Professions (englisch)

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

detaillierte Beschreibung siehe S. 35

Modul 2: Authors, Periods, Genres (Basics)

5250078 Forms of the Novel in English (englisch)

2 SWS	4 LP					
SE	Mo	14-16	wöch.	DOR 24, 1.501	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 – Winterson).

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*

Jeanette Winterson, *Written on the Body*

5250078 Forms of the Novel in English (englisch)

2 SWS	4 LP					
LK	Mo	16-18	14tgl.	DOR 24, 1.501	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 – Winterson).

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*

Jeanette Winterson, *Written on the Body*

Modul 3a: Authors, Periods, Genres I

5250079 The Canterbury Tales (englisch)

2 SWS	4 LP					
SE	Mo	10-12	wöch.	DOR 24, 1.501	W. Keller	

detaillierte Beschreibung siehe S. 35

5250079 The Canterbury Tales (englisch)

2 SWS	4 LP					
LK	Mo	12-14	14tgl.	DOR 24, 1.502	W. Keller	

detaillierte Beschreibung siehe S. 36

5250080	Poetry of the Romantic Period (englisch)	2 SWS SE	4 LP Mi	10-12	wöch.	I 110, 343	S. Lieske
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250080	Poetry of the Romantic Period (englisch)	2 SWS LK	4 LP Mi	12-14	14tgl.	I 110, 343	S. Lieske
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250081	John Donne (englisch)	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3001	A. Zirker
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250081	John Donne (englisch)	2 SWS LK	4 LP Di	16-18	14tgl./1	UL 6, 3001	A. Zirker
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250082	Modernist Narratives: Virginia Woolf and James Joyce (englisch)	2 SWS SE	4 LP Do	10-12	wöch.	I 110, 343	C. Wilde
	<i>detaillierte Beschreibung siehe S. 37</i>						
5250082	Modernist Narratives: Virginia Woolf and James Joyce (englisch)	2 SWS LK	4 LP Do	12-14	14tgl.	I 110, 343	C. Wilde
	<i>detaillierte Beschreibung siehe S. 37</i>						
Modul 3b: Authors, Periods, Genres II							
5250079	The Canterbury Tales (englisch)	2 SWS SE	4 LP Mo	10-12	wöch.	DOR 24, 1.501	W. Keller
	<i>detaillierte Beschreibung siehe S. 35</i>						
5250079	The Canterbury Tales (englisch)	2 SWS LK	4 LP Mo	12-14	14tgl.	DOR 24, 1.502	W. Keller
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250080	Poetry of the Romantic Period (englisch)	2 SWS SE	4 LP Mi	10-12	wöch.	I 110, 343	S. Lieske
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250080	Poetry of the Romantic Period (englisch)	2 SWS LK	4 LP Mi	12-14	14tgl.	I 110, 343	S. Lieske
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250081	John Donne (englisch)	2 SWS SE	4 LP Di	14-16	wöch.	UL 6, 3001	A. Zirker
	<i>detaillierte Beschreibung siehe S. 36</i>						
5250081	John Donne (englisch)	2 SWS LK	4 LP Di	16-18	14tgl./1	UL 6, 3001	A. Zirker
	<i>detaillierte Beschreibung siehe S. 36</i>						

5250082 Modernist Narratives: Virginia Woolf and James Joyce (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. I 110, 343 C. Wilde
detaillierte Beschreibung siehe S. 37

5250082 Modernist Narratives: Virginia Woolf and James Joyce (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. I 110, 343 C. Wilde
detaillierte Beschreibung siehe S. 37

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

5250083 "Lanval": Translation, Transformation, Transfer (englisch)
 2 SWS 4 LP
 SE Mo 14-16 wöch. UL 6, 3001 W. Keller
detaillierte Beschreibung siehe S. 37

5250083 "Lanval": Translation, Transformation, Transfer (englisch)
 2 SWS 4 LP
 LK Mo 16-18 14tgl. UL 6, 3001 W. Keller
detaillierte Beschreibung siehe S. 37

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

5250084 Ambiguity: From Early Modern to Contemporary Literature (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.501 A. Zirker
detaillierte Beschreibung siehe S. 38

5250084 Ambiguity: From Early Modern to Contemporary Literature (englisch)
 2 SWS 4 LP
 LK Di 16-18 14tgl./2 UL 6, 3001 A. Zirker
detaillierte Beschreibung siehe S. 38

Modul 6: Literary Interactions

5250085 Unlearning the Binary: Postcolonial Encounters between Texts and Concepts (englisch)
 2 SWS 4 LP
 SE Mo 14-16 wöch. (1) DOR 24, 1.502 E. Haschemi Yekani
 1) Beginn in der 2. Semesterwoche
detaillierte Beschreibung siehe S. 38

5250085 Unlearning the Binary: Postcolonial Encounters between Texts and Concepts (englisch)
 2 SWS 4 LP
 LK Mo 16-18 14tgl. (1) DOR 24, 1.502 E. Haschemi Yekani
 1) Beginn in der 2. Semesterwoche
detaillierte Beschreibung siehe S. 39

Modul 8: Research Colloquium

5250086 Literature Review (englisch)
 2 SWS 4 LP
 CO Di 10-12 wöch. UL 6, 2004A E. Kilian
detaillierte Beschreibung siehe S. 39

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

5250064 Praxissemester Englisch (deutsch-englisch)

2 SWS 7 LP
PR - Block (1)

A. Hirschfelder,
F. Klimczak,
A. Mihan,
K. Schultze,
M. Vos

1) findet vom 04.09.2017 bis 26.01.2018 statt

5250065 Nachbereitung des Praxissemesters Englisch

1 SWS 1 LP

SE	-	Einzel (1)	HV 5, 0122-23	A. Mihan
SE	-	Einzel (2)	HV 5, 0122-23	A. Mihan
SE	-	Einzel (3)	HV 5, 0122-23	F. Klimczak
SE	-	Einzel (4)	HV 5, 0122-23	F. Klimczak

1) findet am 24.10.2017 statt ; Di 24.10., 21.11., 12.12.17: 15-18 Uhr und Di 20.02.2018: 10-16:15

2) findet am 26.10.2017 statt ; Do 26.10., 23.11., 14.12.17: 15-18 Uhr und Do 22.02.2018: 10-16:15

3) findet am 25.10.2017 statt ; Mi 25.10., 22.11., 13.12.17: 15-18 Uhr und Mi, 21.02.2018: 10-16:15

4) findet am 27.10.2017 statt ; Fr 27.10., 24.11., 15.12.17: 15-18 Uhr und Fr, 23.02.2018: 10-16:15

Modul Literatur und Medien im Kontext des Englischunterrichts

5250007 English Play: Frankenstein (englisch)

2 SWS 2 LP / 3 LP

UE	Mo	12-14	wöch.	I 110, 306	S. Ehlert
	Do	12-14	wöch.	I 110, 306	S. Ehlert

detaillierte Beschreibung siehe S. 14

5250087 Annotating Metaphysical Poetry (englisch)

2 SWS 4 LP

SE	Do	10-12	wöch.	DOR 24, 1.601	A. Zirker
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The seminar will address the theory and practice of explanatory annotation, using and reflecting on the Tübingen System of Explanatory Annotation (TEASys) as a learning and teaching tool.

The purpose of the seminar is threefold:

(1) To learn how to understand "difficult" texts by actively engaging in the process of annotating them.

(2) To learn to know one of the most interesting and significant periods/kinds of English poetry.

(3) To see the best results of our work published at www.annotating-literature.org.

"Metaphysical Poetry" is term referring to the works of several seventeenth-century English poets, such as John Donne, George Herbert, and Henry Vaughan, but has also been used for some kinds of modern poetry. When it first came up, it was meant as a derogatory term for love poetry that introduced "nice speculations of philosophy" (Dryden) to a sphere where the heart only should be engaged. Only since the twentieth century has "Metaphysical Poetry" become a more clearly defined term in literary history; it began to be seen as a "peculiar blend of passion and thought" (Grierson) that comprises religion and love and in which language is pushed to new limits of expression.

This is a class for dedicated participants, as they will be asked to work continuously (in small groups) on the annotations of poems, as well as take minutes in one session.

All participants should own a copy of *Metaphysical Poetry*, ed. Colin Burrow (London: Penguin, 2006). ISBN-13: 978-0140424447

Modul Kompetenzorientierung im Englischunterricht

5250001 Classroom Discourse (englisch)

2 SWS 2 LP

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

5250018 Culture and Language Learning (englisch)

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

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

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.10.2017

5250067 Problemfelder des Fremdsprachenlehrens und -lernens I: Learning Discursive Competences in the EFL Classroom in a Language-Sensitive Way (englisch)

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

Both the European Union and the city-state of Berlin have made the implementation of academic language (= „*Bildungssprache*“) a major goal of their educational systems; not least because classrooms have become more and more heterogeneous. The Council of Europe has established a task force of experts to introduce the notion of „school language“ in the curricula of its member states; and the Berlin government has decided to replace the „*DaZ-Modul*“ in conjunction with elements of „*Bildungssprache*“ (which in English normally translates as „academic literacy“, „language of schooling“ or „CALP / Cognitive / Academic Language Proficiency“). The idea behind this strategy is that subject-matter content gets mediated via language at all levels and in all areas of the curriculum (= verbal thought); which is to say that we need a language-based approach to content learning (= „*Durchgängige Sprachbildung*“). Halliday's „Systemic Functional Linguistics“ (= *SFL*) offers such a theory oriented towards educational linguistics, and Vygotsky's „Sociocultural Theory“ contributes additional valuable insights taken from the psychology of learning and developmental psychology. A central feature of this theory is the construct of a „Zone of Proximal Development“, for which Jerome Bruner at Harvard University coined the term „scaffolding“ (= „*Lerngerüste*“ in German); also known as „assisted performance“ or „challenge zone“ (Gibbons) in other versions of the theory. This is to say that there is no curricular content learning without language learning (Halliday 1993); ie. subject-matter learning (regardless of the curricular domain) has to be 'language-sensitive' (J. Leisen's term). The basic theoretical term in Halliday's SFL is the notion of 'variability', for which he uses the metaphor of „register“ (taken from 'playing the organ'). The basic unit of communicative language use in a context of situation (*parole* in de Saussure's structural linguistic approach) is – in a functional linguistic approach – the genre (a discursive construct); thus learners need not only lexical scaffolding but also grammatical and generic scaffolding. The notion of scaffolding has been extended further (beyond linguistic scaffolding) into visual and social scaffolding, but also into 'designed-in' and 'contingent scaffolding'; including functional recasts and language awareness. – Note that (esp. as learners get older and progress in the school system: to the lower and upper secondary level and into vocational training) the language of schooling is not necessarily identical with the everyday, colloquial language used among peers in the school yard or in the street; particularly when its written genres are relevant to the marks and grades (given in a class). This is why the anglo-phone educational linguistics has developed the so-called „genre approach to writing“; ie. learners get instructed in producing the particular genres of each and every curricular domain (also known as the „Teaching / Learning Cycle“). 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 genres to be mastered in the EFL classroom at different stages of the school system. This 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 pay attention to the development of discursive, academic language (what Halliday calls „*logogenesis*“); ie. the generic macro-functions (known as „*Anforderungsbereiche*“ in the German tradition of dealing with school language). The main problem, I would think, is the attitude of the educational system to consider academic language as part of the 'cultural capital' (Bourdieu) learners should have when they enter school. Thus, this variant does (quite often) not get promoted by way of deliberate instruction in each subject (teaching the specific genres of a domain). – 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 (= double articulation) producing coherent and cohesive discursive structures paying due attention to the conventions of the genre and the expectations of the audience.

Literatur:

Michael Halliday (1985 / 1994): *Introduction to Functional Grammar*. London: Edward Arnold. – Thomas & Meriel Bloor (2013): *The Functional Analysis of English*. London & New York: Routledge [3rd Edition]. – Mary Schleppegrell (2004/2010): *The Language of Schooling: A Functional Linguistic Perspective*. Routledge. – Lev Vygotsky (1962): *Language and Thought*. Harvard Univ. Press. – Lev Vygotsky (1978): *Mind in Society*. Harvard Univ. Press. – Wolfgang Hallet (2016): *Genres im fremdsprachlichen und bilingualen Unterricht*. Klett-Kallmeyer. – Pauline Gibbons (2002): *Scaffolding Language. Scaffolding Learning*. Portsmouth, NH: Heinemann. – dies. (2009): *English Learners' Academic Literacy and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

Organisatorisches:

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform or provide handouts and use English in class. For various reasons I will only accept a written assignment (normally by mid-April 2018), if you decide to do the „*MAP*“ in this course. – Please, register on „*Agnes*“ and turn up on the first Monday.

5250068 **Problemfelder des Fremdsprachenlehrens und -lernens II: Children's, Teenage and Young Adults' Literature Across the EFL Curriculum (englisch)**

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

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 and contextualized syntax plus natural, idiomatic language use). There is a vast generic range of fictional texts: think of humour and comic relief, ads and commercials, satire and crime plus, of course, the works of „the Bard“ himself (ie. William Shakespeare, who was ever so fond of puns).

Literatur:

Andrew Wright (1995): *Storytelling with Children*. Oxford Univ. Press. – dto. (1997): *Creating Stories with Children*. Oxford Univ. Press. – J. Morgan / Mario Rinvuluceri (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: CLIL [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.

Organisatorisches:

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform or provide handouts and hand in a written assignment by, preferably, mid-April 2018 (if you decide to write the MAP in this area). Please, register with „Agnes“ and turn up on the first Monday.

5250069 **Problemfelder des Fremdsprachenlehrens und -lernens III: Debating as a means of teaching for democracy and 'Bildung' in the EFL classroom (englisch)**

2 SWS 2 LP
SE Di 16-18 wöch. HV 5, 0122-23 K. Schultze

Problemfelder des Fremdsprachenlehrens und -lernens III: *Debating as a means of teaching for democracy and 'Bildung' in the EFL classroom* (Nr. 5250069)

Mündlichen Gesprächsformaten wie Rollenspielen, Simulationen und Debatten wird im kommunikativ bzw. handlungsorientiert ausgerichteten Fremdsprachenunterricht ein hoher Stellenwert beigemessen. In diesem Seminar wird uns speziell die Frage beschäftigen, welchen Beitrag das Debattieren (Debating) zu individueller Bildung und Demokratieerziehung im Englischunterricht leisten kann. Das Seminar wird in Kooperation mit einer erfahrenen Lehrkraft der Leibniz-Schule Berlin (Kreuzberg) stattfinden, wo Debating seit vielen Jahren in Form von AGs, Schulwettbewerben und auch Oberstufenkursen betrieben wird.

Zu Beginn des Semesters werden wir uns mit den bildungstheoretischen und fremdsprachendidaktischen Grundlagen des Debattierens beschäftigen. Anschließend werden wir unter Anleitung der kooperierenden Lehrerin Selbstversuche im Debattieren unternehmen sowie Hospitationen an der Leibniz-Schule durchführen, um Schüler*innen beim Debattieren zu beobachten und ggf. zu unterstützen.

Denkbare Seminarprodukte sind Unterrichtsmaterialien, die beim fremdsprachlichen Debating an Schulen oder Hochschulen eingesetzt werden können (z.B. thematische Dossiers, Scaffolding-Konzepte etc.) oder fremdsprachendidaktische Analysen von videografierten Debatten.

Voraussetzung zur Seminarteilnahme ist eine hohe Bereitschaft, sich am Seminargeschehen zu beteiligen und sich intensiv in theoretische und unterrichtspraktische Bezugstexte einzulesen. Seien Sie bitte auch darauf eingestellt, dass das Seminar an einigen Terminen direkt an der Leibniz-Schule stattfinden wird und dass Sie ggf. Hospitationstermine abweichend von den regulären Seminarzeiten einzurichten haben.

Verpflichtende vorbereitende Lektüre:

„A Quick Introduction to Debating in Schools: WSDC Format and Club or Classroom Implementation“ (veröffentlicht von Christopher Sanchez, Debating Society Germany e.V., Max-Born-Gymnasium, Backnang, August 2012-2014) – Download unter:

http://www.schoolsdebate.org/images/pdf/DSG_Intro%20to%20Debating.pdf

Sehr sehenswert sind auch die Videos, auf die in dieser Einführung verwiesen werden!

5250071 **Perspektiven Fremdsprachendidaktischer Forschung (Theoriegeleitetes Forschen und Handeln): The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL) (englisch)**

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

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 Bildungsgang: 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“ / „*Mehrsprachigkeitsdidaktik*“ or „*Kombistunden*“) 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, production of domain-specific (written) genres, study skills, scaffolding & a language-sensitive attitude towards content teaching in general.

Literatur:

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.

Organisatorisches:

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform or provide handouts and hand in (if you decide to do the MAP in this course) a written assignment (normally by mid-April 2018). Please register with *Agnes* and turn up on the first Monday.

5250072 Masterkolloquium: (Fokus Bilingualer Unterricht / CLIL) (deutsch-englisch)

2 SWS	2 LP				
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 „Lehramtsstudium“ in der Fachdidaktik Englisch; und zwar vornehmlich im Gegenstandsbereich „Integriertes Sach-Sprachlernen / CLIL / bilingualer Unterricht / Immersion / Zweisprachigkeitserziehung / fachbezogene 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. – 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.

Modul Sprachwissenschaftliche Methoden und Englischunterricht

5250002 Grammar in The Classroom (englisch)

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

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

5250017 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

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

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

situations, paying careful attention to how performance may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as **valid** and **reliable** as possible, how to mark **fairly** and **accurately**, and how to structure feedback strategies to enable pupils to **learn** from errors.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.10.2017

5250022 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

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

In this course, students will take a critical look at conventional methods of assessment in foreign language education and consider how measuring 'grammatical' competence needs to allow for **learner-related** factors. Students will investigate the various causes and types of errors (including grammatical and pragmatic errors) made in the spoken and written output of pupils learning English at German schools. Here, participants will analyse and mark different types of output in a variety of spoken and written testing situations, paying careful attention to how performance may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as **valid** and **reliable** as possible, how to mark **fairly** and **accurately**, and how to structure feedback strategies to enable pupils to **learn** from errors.

Interested students should register using the *MA Education Sprachpraxis Form* available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.10.2017

5250031 Tense and Aspect (englisch)

2 SWS 3 LP
SE Mo 12-14 wöch. (1) DOR 24, 1.501 A. Alexiadou
1) findet vom 23.10.2017 bis 12.02.2018 statt ; Seminar beginnt in der 2. Vorlesungswoche

In this course, we will discuss the role of temporal categories such as Tense, grammatical and lexical aspect in natural language. We will focus on areas where German and English show interesting contrasts (e.g. Progressive, the interpretation of Present Tense and Present Perfect).

5250034 English in Contrast (englisch)

2 SWS 3 LP
SE Do 16-18 wöch. DOR 24, 1.502 B. Kamali

In this course we examine properties of English phonology and morphosyntax from the perspective of where they stand within the limits of linguistic variation. We discuss the ramifications of such an approach in language acquisition and teaching.

Kleiner Master (60SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250064 Praxissemester Englisch (deutsch-englisch)

2 SWS 7 LP
PR - Block (1) A. Hirschfelder,
F. Klimczak,
A. Mihan,
K. Schultze,
M. Vos

1) findet vom 04.09.2017 bis 26.01.2018 statt
detaillierte Beschreibung siehe S. 43

5250065 Nachbereitung des Praxissemesters Englisch

1 SWS 1 LP
SE - Einzel (1) HV 5, 0122-23 A. Mihan
SE - Einzel (2) HV 5, 0122-23 A. Mihan
SE - Einzel (3) HV 5, 0122-23 F. Klimczak
SE - Einzel (4) HV 5, 0122-23 F. Klimczak

1) findet am 24.10.2017 statt ; Di 24.10., 21.11., 12.12.17: 15-18 Uhr und Di 20.02.2018: 10-16:15
2) findet am 26.10.2017 statt ; Do 26.10., 23.11., 14.12.17: 15-18 Uhr und Do 22.02.2018: 10-16:15
3) findet am 25.10.2017 statt ; Mi 25.10., 22.11., 13.12.17: 15-18 Uhr und Mi, 21.02.2018: 10-16:15
4) findet am 27.10.2017 statt ; Fr 27.10., 24.11., 15.12.17: 15-18 Uhr und FR, 23.02.2018: 10-16:15
detaillierte Beschreibung siehe S. 43

Modul Kompetenzorientierung im Englischunterricht

5250001	Classroom Discourse (englisch) 2 SWS UE <i>detaillierte Beschreibung siehe S. 43</i>	2 LP Mo 08-10	wöch.	DOR 24, 1.502	S. Ehlert
5250018	Culture and Language Learning (englisch) 2 SWS UE <i>detaillierte Beschreibung siehe S. 44</i>	2 LP Di 16-18	wöch.	DOR 24, 1.302	M. Davies
5250067	Problemfelder des Fremdsprachenlehrens und -lernens I: Learning Discursive Competences in the EFL Classroom in a Language-Sensitive Way (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 44</i>	2 LP Mo 08-10	wöch.	HV 5, 0122-23	W. Zydatið
5250068	Problemfelder des Fremdsprachenlehrens und -lernens II: Children's, Teenage and Young Adults' Literature Across the EFL Curriculum (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 45</i>	2 LP Mo 14-16	wöch.	HV 5, 0122-23	W. Zydatið
5250069	Problemfelder des Fremdsprachenlehrens und -lernens III: Debating as a means of teaching for democracy and 'Bildung' in the EFL classroom (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 45</i>	2 LP Di 16-18	wöch.	HV 5, 0122-23	K. Schultze
5250071	Perspektiven Fremdsprachendidaktischer Forschung (Theoriegeleitetes Forschen und Handeln): The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL) (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 45</i>	2 LP Mo 10-12	wöch.	HV 5, 0122-23	W. Zydatið
5250072	Masterkolloquium: (Fokus Bilingualer Unterricht / CLIL) (deutsch-englisch) 2 SWS CO <i>detaillierte Beschreibung siehe S. 46</i>	2 LP Mo 12-14	wöch.	HV 5, 0122-23	W. Zydatið

Studienordnung 2015

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

5250031	Tense and Aspect (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 47</i>	3 LP Mo 12-14	wöch. (1)	DOR 24, 1.501	A. Alexiadou
5250034	English in Contrast (englisch) 2 SWS SE <i>detaillierte Beschreibung siehe S. 47</i>	3 LP Do 16-18	wöch.	DOR 24, 1.502	B. Kamali
5250087	Annotating Metaphysical Poetry (englisch) 2 SWS SE	4 LP Do 10-12	wöch.	DOR 24, 1.601	A. Zirker

detaillierte Beschreibung siehe S. 43

Modul 3/4: Sprachpraxis

5250001 Classroom Discourse (englisch)

2 SWS 2 LP
UE Mo 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 43

5250002 Grammar in The Classroom (englisch)

2 SWS 2 LP
UE Do 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 46

5250003 Written Expression: US Topics (englisch)

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

This course is designed to help participants learn to 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.

5250007 English Play: Frankenstein (englisch)

2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. I 110, 306 S. Ehlert
Do 12-14 wöch. I 110, 306 S. Ehlert
detaillierte Beschreibung siehe S. 14

5250012 Written Expressions: UK Topics (englisch)

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

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by engaging with various journalistic, academic and literary texts on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other's work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250013 Written Expression: UK Topics (englisch)

2 SWS 2 LP
UE Do 08-10 wöch. UL 6, 2004A E. Fawcett

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by engaging with various journalistic, academic and literary texts on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other's work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250014 Inclusion in the English Classroom (englisch)

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

For some panic-inducing or a mere buzzword, for others the very core of good pedagogy, 'inclusion' is a hotly-debated issue – and one that teachers undoubtedly need to understand. This course provides an insight into English-speaking discourses surrounding inclusion and inclusive education. The focus is on discussion of key concepts such as barriers, difference and accommodations, and on their relevance for the teaching of English as a foreign language. MA Education students only. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.

5250017 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

2 SWS 2 LP
UE Di 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 46

5250018 Culture and Language Learning (englisch)
 2 SWS 2 LP
 UE Di 16-18 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 44

5250020 Written Expression (UK Topics) (englisch)
 2 SWS 2 LP
 UE Mi 12-14 wöch. DOR 24, 1.302 M. Davies

In this course, students will have an opportunity to practise and improve their own written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. In addition to producing 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: 12.10.2017

5250022 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)
 2 SWS 2 LP / 3 LP
 UE Fr 10-12 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 47

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

5250064 Praxissemester Englisch (deutsch-englisch)
 2 SWS 7 LP
 PR - Block (1) A. Hirschfelder,
 F. Klimczak,
 A. Mihan,
 K. Schultze,
 M. Vos

1) findet vom 04.09.2017 bis 26.01.2018 statt
detaillierte Beschreibung siehe S. 43

5250065 Nachbereitung des Praxissemesters Englisch
 1 SWS 1 LP
 SE - Einzel (1) HV 5, 0122-23 A. Mihan
 SE - Einzel (2) HV 5, 0122-23 A. Mihan
 SE - Einzel (3) HV 5, 0122-23 F. Klimczak
 SE - Einzel (4) HV 5, 0122-23 F. Klimczak
 1) findet am 24.10.2017 statt ; Di 24.10., 21.11., 12.12.17: 15-18 Uhr und Di 20.02.2018: 10-16:15
 2) findet am 26.10.2017 statt ; Do 26.10., 23.11., 14.12.17: 15-18 Uhr und Do 22.02.2018: 10-16:15
 3) findet am 25.10.2017 statt ; Mi 25.10., 22.11., 13.12.17: 15-18 Uhr und Mi, 21.02.2018: 10-16:15
 4) findet am 27.10.2017 statt ; Fr 27.10., 24.11., 15.12.17: 15-18 Uhr und FR, 23.02.2018: 10-16:15
detaillierte Beschreibung siehe S. 43

Modul 6: Aufbauomodul Fachdidaktik

5250066 Inklusion und Heterogenität im Englischunterricht
 2 SWS 2 LP
 SE Di 10-12 wöch. HV 5, 0122-23 A. Mihan
 SE Fr 10-12 wöch. HV 5, 0122-23 F. Klimczak
 SE Mi 10-12 wöch. HV 5, 0122-23 A. Hirschfelder

5250067 Problemfelder des Fremdsprachenlehrens und -lernens I: Learning Discursive Competences in the EFL Classroom in a Language-Sensitive Way (englisch)
 2 SWS 2 LP
 SE Mo 08-10 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 44

5250068 Problemfelder des Fremdsprachenlehrens und -lernens II: Children's, Teenage and Young Adults' Literature Across the EFL Curriculum (englisch)
 2 SWS 2 LP
 SE Mo 14-16 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 45

5250069 Problemfelder des Fremdsprachenlehrens und -lernens III: Debating as a means of teaching for democracy and 'Bildung' in the EFL classroom (englisch)
 2 SWS 2 LP
 SE Di 16-18 wöch. HV 5, 0122-23 K. Schultze
detaillierte Beschreibung siehe S. 45

Modul 7: Transfermodul Fachdidaktik

5250071 Perspektiven Fremdsprachendidaktischer Forschung (Theoriegeleitetes Forschen und Handeln): The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als Content and Language Integrated Learning / CLIL) (englisch)
 2 SWS 2 LP
 SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 45

5250072 Masterkolloquium: (Fokus Bilingualer Unterricht / CLIL) (deutsch-englisch)
 2 SWS 2 LP
 CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 46

Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können

Register by email with the instructor

Although exchange students are generally required to complete whole modules, as an exception to the rule, it is possible for them to attend individual English language courses which will still be recognised within the ECTS system. The individual courses available to exchange students are listed below:

5250021 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. 10

5250023 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. 10

5250038 Language Awareness: Grammar in Context (englisch)
 2 SWS 2 LP
 UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
 UE Di 08-10 wöch. DOR 24, 1.502 K. Heukroth
detaillierte Beschreibung siehe S. 14

5250039 Language Awareness: Academic Vocabulary in Use (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 14

5250040 Language Awareness: introduction to Academic Writing (englisch)
 2 SWS 2 LP
 UE Do 16-18 wöch. UL 6, 3001 E. Gibbels

detaillierte Beschreibung siehe S. 14

- 5250041 Language Awareness: From Sentence to Paragraph to Essay (englisch)**
2 SWS 2 LP
UE Do 08-10 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 14
- 5250042 Language Awareness: The Language of Cultural Studies (englisch)**
2 SWS 2 LP
UE Mo 16-18 wöch. UL 6, 2004A E. Gibbels
detaillierte Beschreibung siehe S. 15
- 5250043 Language Awareness: Notes in Academic Contexts (englisch)**
2 SWS 2 LP
UE Mi 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 15
- 5250044 Oral Skills: Presentation Practice (englisch)**
2 SWS 2 LP
UE Mi 12-14 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 15
- 5250045 Oral Skills: Culture and Society in Great Britain and Ireland (englisch)**
2 SWS 2 LP
UE Do 10-12 wöch. I 110, 347 M. Heinitz
UE Do 12-14 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 15
- 5250046 Oral Skills: Literary Literacy in Academic Discussions (englisch)**
2 SWS 2 LP
UE Mi 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 15
- 5250047 Oral Skills: Note Taking and Discussion Skills (englisch)**
2 SWS 2 LP
UE Di 16-18 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 15
- 5250048 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
detaillierte Beschreibung siehe S. 16
- 5250049 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)**
2 SWS 2 LP
UE Fr 10-12 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 16

Personenverzeichnis

Person	Seite
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de (Grammar of registers and urban varieties)	8
Alexiadou, Artemis, Tel. 2093-2316, artemis.alexiadou@hu-berlin.de (Tense and Aspect)	47
Alexopoulos, Maria, mariaolive.alexopoulos@gmail.com (Contemporary Feminist Fiction)	6
Araya, Rebeca, arayaacr@cms.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	4
Ben Mna, Ilias, bemnaili@hu-berlin.de (Fear of an Arab Planet)	9
Bidlingmaier, Selma, selma.bidlingmaier@nyu.edu (From Chop Suey to General Tso Chicken: A Cultural History of Chinese Food in the US)	9
Bidlingmaier, Selma, selma.bidlingmaier@nyu.edu (Cinematic Chinatown: Renderings and Resistance)	32
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-  Rollstuhlgerechter Aufzug
(Fahrkorb mindestens 110 cm breit und 140 cm tief, Türbreite mindestens 80 cm, Bedienelemente höchstens 110 cm hoch)
-  WC für Rollstuhlfahrer
(Zugang ebenerdig, Türbreite mindestens 80 cm, WC-Becken mindestens rechts oder links anfahrbar, Haltegriffe rechts und/oder links klappbar)
-  Einrichtungen für Blinde
(z. B. tastbare Orientierungstafeln, Raumnummern und Etagenangaben, Etagenansagen in Aufzügen, mobiles Blindenleitsystem)
-  Ausgewiesener Behindertenparkplatz

Kürzel	Zugang	Straße / Ort	Objektbezeichnung
DOR 24		Dorotheenstraße 24	Universitätsgebäude am Hegelplatz
DOR 65		Dorotheenstraße 65	Boeckh-Haus
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

Veranstaltungsartenverzeichnis

CO	Colloquium
GK	Grundkurs
LK	Lektürekurs
PCO	Praxiskolloquium
PR	Praktikum
QT	Q-Tutorium
SE	Seminar
UE	Übung
VL	Vorlesung