

Sommersemester 2016

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Philosophische Fakultät II, Institut für Anglistik und Amerikanistik
Unter den Linden 6, 10099 Berlin, Sitz: Unter den Linden 6, 10099 Berlin

Direktor	Prof. Dr. phil. Markus Egg, UL 6, 2008A, Tel. 2093-2295
Stellvertretender Direktor	Prof. Dr. phil. Stephan Breidbach, UL 6, 3019, Tel. 2093-2768
Geschäftsführende Mitarbeiterin	Dipl.-Sprachm. Kornelia Heukroth, UL 6, 2001A, Tel. 2093-2441, Fax 2093-2405
Sekretariat	Silke Stutzke, UL 6, 2004, Tel. 2093-2488, Fax 2093-2405
Studentische Mitarbeiterin	Hariklia Woutsas, UL 6, 2004, Tel. 20932488
Prüfungsausschuss Fremdsprachliche Philologien	
Vorsitzender	Prof. Dr. phil. Lutz Küster, DOR 65, 427, Tel. 2093-5123, Fax 2093-5125
Studienfachberatung	
Studienfachberaterin BA Englisch/MA English Literatures	Dr. phil. Brigitte Schnabel, UL 6, 3018B, Tel. 2093-2291
Studienfachberaterin BA/MA Amerikanistik	Dr. phil. Dorothea Löbbermann, UL 6, 2001C, Tel. 2093-2250
Studienfachberaterin MEd Englisch	Dr. phil. Anne Mihan, UL 6, 2004, Tel. 2093-2767
Verantwortliche der Philosophischen Fak. II	
Referentin für Lehre und Studium	Dr. phil. Barbara Gollmer, DOR 24, 3.205, Tel. 2093-9606, Fax 2093-9602 Sprechzeit: Do 11-13
Studentische Studienfachberaterin	Stefanie Meißner, DOR 24, 3.206, Tel. 2093-9735
Koordinatorin für internationale Angelegenheiten	M.A. Stephanie Trigoudis, DOR 24, 3.411, Tel. 2093-9798 Sprechzeit: Do 13-15
Leiter der Praktikumsbörse "Sprungbrett"	Dr. phil. Rainer Fecht, FRS191, 3008B, Tel. 2093-70504, Fax 2093-70640

Inhalte

Überschriften und Veranstaltungen

Institut für Anglistik und Amerikanistik	5
Bachelorstudiengang Englisch (BA Englisch)	5
Studienordnung 2008	5
Modul 1: Introduction to Linguistics	5
Modul 3: Introduction to English and American Cultural Studies	5
Modul 4: History and Varieties of English	5
Modul 5: Survey of English Literatures	5
Modul 6: Levels of Linguistic Analysis	7
Modul 7: American Literary History	8
Modul 8: Oral Skills and Language Awareness	8
Modul 9: English Language in Social and Cultural Context	9
Modul 10: Linguistics as a Cognitive Science	10
Modul 11: English Literary and Cultural History: Texts, Periods, Theories	10
Modul 12: Paradigms of American Literature and Culture	11
Modul 13: Writing Skills	12
Modul 15a: Schulpraktische Studien	12
Modul 15: Fachdidaktik Englisch	13
Modul 16: Berufsfeldbezogene Studien	14
Individuelle Vertiefung	16
Studienordnung 2014	16
Modul 1: Introduction to Linguistics	16
Modul 3: Introduction to Culture	16
Modul 4: Literary History	16
Modul 5: Linguistics: History and Variation of English	17
Modul 6: Linguistics: Grammar	19
Modul 7: Advanced Language Studies	19
Modul 8: Vertiefungsmodul	22
Modul 9: Praxismodul	23
Modul 10: Research Methodology and Research Skills	23
Modul 11: Focus Module Linguistics I (Cognitive Linguistics)	24
Modul 12: Focus Module Linguistics II (Language in Context)	25
Modul 13: Focus Module English Literature and Culture	25
Modul 14: Focus Module American Literature and Culture	26
Modul 15: Fachdidaktik Englisch	26
Bachelorstudiengang Amerikanistik (BA Amerikanistik)	26
Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007	26
Individuelle Vertiefung	27
Modul 3: American Arts and Media in Context	27
Modul 4: Literary and Cultural Representations of American Society	27
Modul 5: Paradigms of American Literature and Culture	27
Modul 6: American Studies: European Contexts and Intercultural Relations	28
Modul 7: Research and Writing Skills	28
Modul 9: Berufsfeldbezogene Zusatzqualifikation	29
Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014	29
Modul 3: American Literary and Cultural History II	30
Modul 4: Culture and Context	31
Modul 5: Language	32
Modul 6: Paradigms of American Literature and Culture	32
Modul 7: Literature, Culture and Media in American Society	33
Modul 8: Research, Practice and Writing	33

Modul 10: Vertiefung/Schwerpunktbildung	34
Modul 11: Praxisorientierung	34
Modul 13: Introduction to American Studies	34
Masterstudiengang Amerikanistik (MA Amerikanistik)	35
Studienordnung 2007	35
Modul 3: Intercultural Relations	35
Modul 4: Identities	35
Modul 5: Diversity in American Literature and Culture	36
Modul 6: Mediality	37
Modul 7: Identities, Diversity, Mediality: Other Perspectives	37
Modul 8: Research and Writing Skills	37
Studienordnung 2014	37
Modul 2: Reading American Literature and Culture	37
Modul 3: Intercultural Relations	38
Modul 4: American Identities	38
Modul 5: Diversity	38
Modul 6: Mediality	38
Modul 8: Research and Writing Skills	39
Modul 9: Individual Focus I	39
Modul 10: Individual Focus II	40
Masterstudiengang Englische Literaturen (MA English Literatures)	41
Studienordnung 2007	41
Modul Ia: Sprachpraxis Essay Composition/Text Production	41
Modul Ib: Sprachpraxis: Textsortenkompetenz	41
Modul II: Authors, Periods, Genres	42
Modul IIIb: Texts, Contexts, Cultures. Literatur und Wissensordnungen	45
Modul IV: Literary Interactions	45
Modul V: Texts and Theories	46
Modul VI: Forschungskolloquium	46
Studienordnung 2014	46
Modul 1a: Academic Skills	46
Modul 1b: Professional Communication Skills - Textual Competence	47
Modul 2: Authors, Periods, Genres (Basics)	47
Modul 3a: Authors, Periods, Genres I	47
Modul 3b: Authors, Periods, Genres II	48
Modul 5: Texts, Contexts, Cultures: Literature and Systems of Knowledge	49
Modul 6: Literary Interactions	49
Modul 7: Texts and Theories	50
Modul 8: Research Colloquium	50
Masterstudiengang für das Lehramt (MA of Education)	50
Studienordnung 2008	50
Großer Master (120SP)	50
Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht	50
Modul Literatur und Medien im Kontext des Englischunterrichts	51
Modul Kompetenzorientierung im Englischunterricht	52
Modul Sprachwissenschaftliche Methoden und Englischunterricht	55
Kleiner Master (60SP)	55
Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht	55
Modul Kompetenzorientierung im Englischunterricht	56
Studienordnung 2015	57
Modul 1/2: Sprach- und Literatur-/ Kulturwissenschaft	57

Modul 3/4: Sprachpraxis	57
Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)	58
Modul 6: Aufbaumodul Fachdidaktik	59
Modul 7: Transfermodul Fachdidaktik	60
Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können	60
Personenverzeichnis	63
Gebäudeverzeichnis	69
Veranstaltungsartenverzeichnis	70

Institut für Anglistik und Amerikanistik

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

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

Bachelorstudiengang Englisch (BA Englisch)

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

Studienordnung 2008

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

Modul 1: Introduction to Linguistics

5250072 Introduction to Linguistics (englisch)

4 SWS	3 LP / 4 LP					
SE	Di	08-10	wöch.	UL 6, 2014B		M. Egg
SE	Do	08-10	wöch.	UL 6, 2014B		M. Egg

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

Modul 3: Introduction to English and American Cultural Studies

5250111 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 LP					
SE	Do	10-12	wöch.	I 110, 343		J. Schoen

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

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

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

5250121 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 LP					
SE	Mo	14-16	wöch.	UL 6, 3001		R. Araya

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

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

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

5250146 American Cultural Theory (englisch)

2 SWS	3 LP					
SE	Mo	16-18	wöch.	DOR 24, 1.601		K. Tan

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

kathy-ann.tan@uni-tuebingen.de

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.

5250023 Survey of English Literature (englisch)

2 SWS 2 LP
VL Di 12-14 wöch. (1) UL 6, 3075 Ringvorlesung
1.) Beginn in der 2. Woche

In dieser Ringvorlesung wird ein einführender, selektiver und exemplarischer Überblick über die englische Literaturgeschichte vom Mittelalter bis zur Gegenwart gegeben. Ausgewählte Texte der englischen Literatur von Chaucer bis Kureishi (und anderen) werden in ihren Kontexten vorgestellt und in ihrer spezifischen Ästhetik sowie als Repräsentanten der jeweiligen Epoche interpretiert. — Die Veranstaltung ist Teil des Moduls 5 "Survey of English Literatures" bzw. Des Moduls 4 "Literary History" des Bachelorkombinationsstudiengangs Englisch, steht aber Studierenden aller Studiengänge offen.
Beginn: 2. Unterrichtswoche

5250024 John Milton's Paradise Lost (englisch)

2 SWS 2 LP / 3 LP
SE Mi 10-12 wöch. UL 6, 3001 A. Kludies

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Reading *Paradise Lost*, John Milton's biblical epic (1667/1674), is a challenge – and meant to be one since the poem aims to transform its reader in the process of its reception. Today, however, readers might find the poem challenging in still other ways than Milton could have foreseen as it liberally draws on spheres of knowledge which were natural and evident to him and his contemporaries but not necessarily to the 21st-century reader, e.g. the Bible and its exegesis or the epic tradition. However, it needs to be emphasised from the outset that one does not need to be an expert in such matters before one can understand and enjoy Milton's poetry – and the annotations in the critical editions of the poem (cf. below) provide one with ready information on these and many other topics.
Therefore accept the challenge and do not despair (too easily)! Understanding *Paradise Lost* is 'a lifelong adventure' (G. Teskey) and we will embark on this adventure together (at least for the period of a semester). We will discuss, where necessary, the political beliefs, theological assumptions and general 'world view' shaping and finding expression in the poem as well as the literary traditions it draws on and more often than not creatively remodels. The bulk of our time, however, will be dedicated to reading and analysing the poem itself.
Since time is short and the poem long, there will be no shortened first session spent exclusively on the introduction of the syllabus and the general topic. Instead, we will – after such a brief introduction – immediately begin discussing the work. Therefore participants are required to have read (at least) the first six books of *Paradise Lost* by the beginning of the semester. Students must use and therefore purchase the Norton Critical Edition of *Paradise Lost*: Milton, John. *Paradise Lost*. Ed. Gordon Teskey. New York/London: Norton, 2005 (ca. 12 €). Strictly no other editions are allowed since we will be needing the secondary material this edition amply provides. Further primary and secondary texts will be made available on Moodle over the course of the semester.

5250026 Shakespeare Now! (englisch)

2 SWS 2 LP / 3 LP
SE Di 10-12 wöch. I 110, 343 C. Wilde

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Changes to our syllabus: We cut out Shakespeare's "Winter's Tale" and Jeannette Winterson's novel "The Gap of Time" and reduce our syllabus to two Shakespeare plays!

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

In this course, we are going to read **two** of Shakespeare's plays: *The Tempest* and a second play – depending on what Berlin's theatres have to offer. We will read the plays very carefully with an eye to their dramatic language, the constellations of their characters and the dynamics of their conflicts, and also with regard to Elizabethan theatrical practices. In a second step, we will watch contemporary cinematic adaptations and theatrical performances of these plays: quite recently, in 2010, *The Tempest* has been turned into a film by writer-director Julie Taymor – with Helen Mirren acting as Prospera; furthermore, we will go to one of Berlin's theatres and see a performance on stage. So by the end of our course, we will have made Shakespeare our contemporary.

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

William Shakespeare, *The Tempest*, The Arden Shakespeare. Ed. Virginia M. Vaughan /Alden T. Vaughan (1999/2011); or: The Oxford Shakespeare. Ed. Stephen Orgel. (2008).

5250055 British Literary Fairytale and Short Story (englisch)

2 SWS 2 LP / 3 LP
SE Mi 08-10 wöch. DOR 24, 1.501 B. Schnabel

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Der Kurs befasst sich mit den Genres Literary Fairytale and Shortstory in der englischen Literatur des 19. und 20. Jahrhunderts. Er stellt Varianten der klassischen und modernen Kurzerzählung vor und setzt Innovationen des 20. Jahrhunderts vergleichend ins Verhältnis zu Texten des vorangegangenen Jahrhunderts. Der Autor Charles Dickens wird dabei als Vertreter des 19. Jahrhunderts

mit einem seiner phantasievollen sozialen Märchen im Zentrum unserer Seminardiskussion stehen. Shortstorytexte von AutorInnen wie Virginia Woolf und H.G. Wells zeigen anschließend die literarischen Innovationen des 20. Jahrhunderts auf. Das Seminar findet in englischer Sprache statt. Die Texte werden in einem Reader zur Verfügung gestellt.

5250056 Country and City in Thomas Hardy's Writing (englisch)

2 SWS	2 LP / 3 LP					
SE	Fr	08-10	wöch.	DOR 24, 1.501	B. Schnabel	

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Der englische Schriftsteller Thomas Hardy ist für die Beschreibung der Schönheit des Südwestens Englands bekannt. In seinen Texten gestaltet er die Region Wessex zum Schauplatz seiner Geschichten. Er vereint auf beeindruckende Weise Dichtung und Sozialkritik. Die Begriffe Country und City stehen dabei für den sozio-ökonomischen Wandel der sich in der zweiten Hälfte des 19. Jahrhunderts in England vollzieht. Industrialisierung, verbunden mit dem Begriff der City, übt nicht nur Einfluss auf die Lebensweise der urbanen Bevölkerung aus, sondern tangiert auch die sozialen und persönlichen Lebensbedingungen der Landbevölkerung. Wir werden uns mit zwei Romanen und einem Essay Hardys befassen, in denen sowohl Fragen von Naturschönheit und Industrialisierung, als auch die Themen Liebe, weibliche Emanzipation und viktorianische Sexualmoral thematisiert werden. Dabei wird die künstlerische Entwicklung Hardys vom anfangs humoristischen Autor eines Pastoralromans bis hin zum engagierten Verfasser sozialkritischer Literatur aufgezeigt. Das Seminar findet in englischer Sprache statt. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt.

5250058 Public Self-Fashioning: The English Periodical in the 18th Century (englisch)

2 SWS	3 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601	R. Araya	

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an. The year is 1709. England has left the turmoils of civil war behind, the unprecedented assassination of a monarch and the foreign take-over of the kingdom. The Glorious Revolution belongs in the past. But the consequences linger. London society has turned into a seismograph for political strife, commercial excess and moral decadence. The remedy? Periodical public censorship by two of England's most prominent moral and aesthetic reformers, and polite connoisseurs – Richard Steele and Joseph Addison. Through their periodicals The Tatler and The Spectator respectively Steele and Addison find a way to re-fashion English morals and to make a media success of it. Building up on the genre of the question-answer periodical of the previous century, Steele and Addison turn the essay periodical into a highly marketable and publicly influential form of literature. The seminar aims at filtering out the specificities that made this genre so popular and the corresponding discourses – both on moral-philosophical and aesthetic grounds – that made a lasting contribution to establishing the canon of eighteenth-century English literature. A reader with a selection of the essays to be discussed will be made available at the beginning of term.

Modul 6: Levels of Linguistic Analysis

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

5250006 English Syntax (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Mi	14-16	wöch.	UL 6, 3038/035	A. McIntyre	
SE	Di	14-16	wöch.	UL 6, 2014B	A. McIntyre	
SE	Di	16-18	wöch.	UL 6, 2014B	A. McIntyre	
SE	Mi	16-18	wöch.	UL 6, 2014B	A. McIntyre	

This seminar aims to give participants a good understanding of a broad range of issues in syntax. After revising the material covered in the introductory courses, the course will cover (among other things) functional categories (determiners, auxiliaries and complementizers), passive, question formation, infinitives, negation and relative clauses. We will focus on English data, using data from other languages (including German) as a basis for comparison. The seminar will introduce students to aspects of the approach associated with Noam Chomsky (variously known as the "principles and parameters theory", "generative grammar" and, in its more recent versions, "minimalism"). Part of the rationale for using this approach is that it (rightly or wrongly) enjoys mainstream status and is the only theory with which familiarity is presupposed in international linguistics journals.

5250076 Pragmatics (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Mo	12-14	wöch.	DOR 24, 1.601	N. Scherf	

Pragmatics is the field of linguistics that is concerned with usage of language and how utterances are influenced by context and knowledge of the participants in conversation. We will read some of the most influential works in the field and discuss topics such as: deixis, implicatures, presuppositions and speech acts.

In order to require the credit points, active participation in the class discussions and the participation in the practical session and the poster session are required.

5250080 Introduction to Semantics (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Do	12-14	wöch.	DOR 24, 1.601	W. Roberts	

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

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

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

5250081 Introduction to Morphology (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Di	14-16	wöch.	I 110, 343	F. Schäfer	
SE	Mi	14-16	wöch.	I 110, 343	F. Schäfer	

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

5250084 Introduction to Formal Semantics (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Do	12-14	wöch.	I 110, 343	G. Spathas	

This course investigates how natural language conveys meaning. We focus on so-called 'structural meaning'. This is that part of the meaning of a sentence that is determined by the literal meaning of the words inside it and the way these words are syntactically combined. At the end of the class we should have a formal account of, e.g., why the sentences The dog bit the man and The man bit the dog have radically different meanings even though they are comprised of the same set of words. We will also investigate sentences with quantifiers, as in Every/ No/ Some student will pass the exam, sentences with connectives, as in John will call Mary and invite her to the party, and sentences with adverbial modification, as in John broke the vase intentionally. In doing so we will develop simple formal tools, like Propositional and Predicate Logic, Set Theory, and Lambda Calculus. If time permits, we will discuss briefly the so-called 'pragmatic meaning', i.e. the way in which context (roughly, the specific circumstances under which a sentence is uttered) modifies, enriches or extends the structural meaning of a sentence.

Modul 7: American Literary History

5250132 American Literary History II: 1918 to the Present (englisch)

1 SWS	2 LP					
VL	Mo	16-17	wöch.	UL 6, 1115	E. Boesenberg	

The lecture offers an overview of U.S. American literary history since World War I. It is complemented by a Lektüreseminar in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (6th edition), which is an essential text for the study of American literature. Additional texts will be available in a folder in the library.

Credits are based on regular attendance, participation in class discussions, an oral presentation or, in exceptional cases, a short written assignment. B.A. students in American Studies will be tutored by more advanced students in the Master program.

5250133 Lektüreseminar: American Literary History II: 1918 to the Present (englisch)

2 SWS	2 LP					
SE	Mo	10-12	14tgl./1	DOR 24, 1.501	D. Rose	
SE	Mo	10-12	14tgl./2	DOR 24, 1.501	D. Rose	
SE	Di	10-12	14tgl./1	DOR 24, 1.601	R. Isensee	
SE	Di	10-12	14tgl./2	DOR 24, 1.601	R. Isensee	
SE	Di	16-18	14tgl./1	DOR 24, 1.601	E. Boesenberg	
SE	Di	16-18	14tgl./2	DOR 24, 1.601	E. Boesenberg	
SE	Di	12-14	14tgl./2	DOR 24, 2.102	K. Graaff	
SE	Di	12-14	14tgl./1	DOR 24, 2.102	K. Graaff	

In this course, which is offered in conjunction with the lecture on American Literary History from World War I until today, we will look more closely at selected texts from literary Modernism to early 21st century literature. Specifically, we will situate the works in their historical contexts and discuss salient themes as well as narrative technique. In order to receive credit for this course, you will have to take part in a group presentation of a specific text. Registration via AGNES

Modul 8: Oral Skills and Language Awareness

Hinweise zum Lehrangebot im Modul 8 im Sommersemester 2016: [hier](#)

Modul 9: English Language in Social and Cultural Context

5250001 Complementation and Modification in Lexical Configurations (englisch)

2 SWS	4 LP					
SE	Fr	10-12	wöch.	UL 6, 2004A		S. Olsen

In this seminar we will study the processing and comprehension of combined concepts in the conceptual system (and their lexical labels in the form of compound words in the language system) from a psycholinguistic perspective and with respect to their relevance for the mental lexicon. Different approaches will be examined such as the schema modification theory of Murphy (1988, 1990), the dual access theory of Wisniewski (1996, 1997) and the relation-based theories of Gagné and Shoben (1997), Gagné (2000, 2001, 2002), Spalding et al. (2010), etc. These theories offer competing views about how conceptual combinations are interpreted and how the combined concepts are altered and elaborated in the combination process with respect to the uncombined head concept. Furthermore, the question will be asked whether these theories can accommodate both novel and familiar/lexicalized compounds.

5250005 Argument Structure (englisch)

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

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

5250074 Heritage Languages (englisch)

2 SWS	4 LP					
SE	Di	12-14	wöch.	DOR 24, 1.501		A. Alexiadou

A heritage language is normally defined as a language that someone learns at home as a child, and which is crucially not the dominant language of the society. Because of the fact that heritage languages are minority languages, it has been argued that they change under the influence of the majority/dominant language. Heritage languages have recently emerged as the focus of linguistic research and in this course we are going to examine their properties, and their complex relationship to majority/dominant languages.

5250077 Speaking: How monolinguals and bilinguals put thoughts into words (englisch)

2 SWS	4 LP					
SE	Do	14-16	wöch.	UL 6, 3075		S. Repp

In this seminar we shall investigate the process of speaking. How do we transform a thought into a chain of sounds? How does our mind traverse the linguistic levels - from semantics to phonetics - during this transformation? And how do researchers acquire knowledge about this process? In this seminar we will look at the speaking process itself (especially with regard to the word and the clause), and we will learn about psycholinguistic methods that researchers apply to elucidate this process: for instance, we shall learn about reaction time studies, sentence completion tasks, eye movement studies, electrophysiological investigations of brain activity. We shall both consider the speaking process in monolingual speakers - which will serve as the blueprint for a model of the speech production process -, and in bilingual speakers. For the latter, we shall discuss questions like: Do bilinguals have one mental lexicon or two? Are both languages active all the time during production? How do bilinguals categorize things in the world that are categorized differently in the two languages they speak (e.g. colour terms are different in the world's languages, terms for cups/mugs/glasses are different)?

Requirements for credit points: There will be homework assignments that mainly require reading (parts of) research papers and answering short questions about these research papers in written form.

5250078 Suprasegmental Phonology (englisch)

2 SWS	4 LP					
SE	Do	10-12	wöch.	UL 6, 3001		S. Repp

This course looks at the sound of English both in a practical hands-on way, and from a more theoretical point of view. The practical hands-on way will train our ears and sharpen our views on what exactly stress is and what accents are. Comparing e.g. 'GREEN house' (the house we grow tomatoes in) to 'green HOUSE' (a house that was painted green) we will investigate parameters like duration, loudness and tone height. Comparing 'JOHN came to the party?' to 'JOHN came to the party!' will tell us something about different accents (here: rising and falling accents). With regard to the theory side we shall look at phonological theories that tell us why we place the stress in the places we do. Why is it 'GREEN house' vs. 'green HOUSE'? Why is it 'ACCident' but 'accIDENTal'? Why is it 'Pete is nineTEEN' but 'This book costs NINEteen dollars'. Above the word level, we shall look at theories that investigate the interaction of accent placement and phrasing with syntax and semantics. Why is it that 'John only introduced BILL to Ann' means something different from 'John only introduced Bill to ANN'? And why is it that 'John gave BILL a PICTURE and PETE a VASE' often (but not always) is understood as meaning something different from 'JOHN gave Bill a PICTURE and PETE a VASE'? Literature will be made available on Moodle. Course credits are given for homework and discussion in class.

Modul 10: Linguistics as a Cognitive Science

- 5250001 Complementation and Modification in Lexical Configurations (englisch)**
2 SWS 4 LP
SE Fr 10-12 wöch. UL 6, 2004A S. Olsen
detaillierte Beschreibung siehe S. 9
- 5250005 Argument Structure (englisch)**
2 SWS 4 LP
SE Mi 12-14 wöch. UL 6, 2014B A. McIntyre
detaillierte Beschreibung siehe S. 9
- 5250074 Heritage Languages (englisch)**
2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.501 A. Alexiadou
detaillierte Beschreibung siehe S. 9
- 5250078 Suprasegmental Phonology (englisch)**
2 SWS 4 LP
SE Do 10-12 wöch. UL 6, 3001 S. Repp
detaillierte Beschreibung siehe S. 9

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

- 5250025 The Victorian Future: 19th-Century Time Travel Stories Part I (englisch)**
2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.501 D. Steglich

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

Imagine yourself as a gentleman of the late 19th century. You come from money, so you don't have to worry about it. You really don't have to worry about anything. Perhaps you are aware of the struggle those beneath you are facing. Perhaps you are aware of nothing but the next game of golf. Most likely you are a bit bored. And what could be a better cure for boredom than waking up in an entirely different century? Throughout the ages mankind has been puzzled by questions that could not be answered in the present – and consequently looked to either the past or the future for answers. Fictitious accounts of time travel in which social, economical or personal problems are rethought by giving the protagonist a new perspective on his own time have been told for centuries. But nowhere more than towards the end of the Victorian Era, a time of peace and prosperity – if you were lucky enough to be one of the aforementioned British gentlemen –, which takes on a special place in the history of time travel stories. In this class we will be discussing British stories of time travel written in the 19th century. Changing morals and forms of government, the role of women, class and race, paradoxes or the consequences that time travel itself brings with it will be featured as well as an outlook towards the evolution of time travel stories as an early part of science fiction literature. The following books will be read in full and must therefore be acquired by the students: Edward Bellamy: *Looking Backward* William Morris: *News from Nowhere* H.G. Wells: *The Time Machine* Further texts as well as theoretical material will be provided on moodle.

- 5250057 Anglo-Irish Innovative Twentieth Century Theatre (englisch)**
2 SWS 4 LP
SE Do 08-10 wöch. DOR 24, 1.601 B. Schnabel

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

Der Expressionismus und das Theater des Absurden gehören im 20. Jahrhundert zu den interessantesten neuen und experimentellen Formen des zeitgenössischen Dramas. Unser Kurs präsentiert zwei anglo-irische Vertreter dieser Kunstform, Sean O'Casey und Samuel Beckett.

Das Seminar wird die künstlerische und ideologische Entwicklung verfolgen, die das experimentelle Theater von O'Casey bis Beckett nahm und ebenso die Anti-Kriegshaltung beider Autoren einschließen. Textanalyse sowie Aspekte von Transformation und Performanz werden dabei in engem Zusammenhang mit ihrem spezifischen ästhetischen und historischen Kontext gesehen. Zu letzterem gehören die sogenannten „Roaring Twenties“, sowie die beiden Weltkriege des 20. Jahrhunderts. Das Seminar findet in englischer Sprache statt. Die Texte werden zum Teil in einem Reader zur Verfügung gestellt.

- 5250109 Angels, Orphans, Madwomen: Revisions of Victorian Gender Tropes in 20th-Century Literature (Part 1) (englisch)**
2 SWS 4 LP
SE Di 14-16 wöch. DOR 24, 1.601 K. Tordasi

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

This seminar investigates the portrayal of women in nineteenth and early twentieth century literature. In a first step, we will examine contested yet popular Victorian gender tropes such as "the angel in the house" and "the fallen women". Drawing on lectures, conduct books, medical texts and literature, we will relate these images of women to nineteenth century discussions of gender and sexuality. In a second step, we will examine twentieth century novels that responds to Victorian gender tropes by re-invoking "the angel in the house" and also – primarily – by subverting the trope and its associations. We will compare and contrast the portrayal of women in the novels we read and further consider how these portrayals relate to (and possibly anticipate) contemporary gender theory.

The aim of this seminar is to familiarise students with the historical and literary development of gender discourses and to help them advance their critical research and close reading skills.

In preparation of the seminar please acquire and read:

Charlotte Brontë, *Jane Eyre* (1847)

Jean Rhys, *Wide Sargasso Sea* (1966)

Virginia Woolf, *To the Lighthouse* (1927)

Additional material will be made available on Moodle at the beginning of the semester.

5250119 The Pre-Raphaelites (Part I) (englisch)

2 SWS

4 LP

SE

Mo

12-14

wöch.

UL 6, 3001

S. Lieske

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

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

The aim of the course is to investigate the contribution of the Pre-Raphaelites who were very influential on the arts and crafts and aesthetic movements of the second half of the 19th century. Moreover, we will study a number of critical texts and poetry by writers, such as John Ruskin, Dante Gabriel Rossetti, Christina Rossetti and William Morris.

Modul 12: Paradigms of American Literature and Culture

5250138 Fictions of Adolescence (englisch)

2 SWS

4 LP

SE

Do

14-16

wöch.

DOR 24, 1.601

R. Isensee

In his essay "The Idea of Adolescence in American Fiction" Ihab Hassan's argues that "the cult of adolescence" has played a constitutive role in the emergence of a distinctive-ly American literature. Similarly, Leslie Fiedler has suggested that the themes of American literature "belong to the pre-adult world" as a reflection of an ongoing effort to come to terms with the ideas of innocence and experience as crucial coordinates of American cultural history. Based upon a critical discussion of these assumptions the course will explore various literary representations of the theme of adolescence and their corresponding aesthetic functions in selected novels and short stories and evaluate their relevance for the formation of American literature in the 19th and 20th century.

Among others, writings by M. Twain, St. Crane, S. Anderson, W. Faulkner, C. McCullers, J.D. Salinger, R. Cormier, L. Lowry, N. Garden will serve as case studies for a comparative analysis of the themes and narrative strategies underlying the construction of adolescent images in texts intended for both adult and young adult readers.

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

Please register for the course via AGNES.

5250139 Henry James: Texts and Contexts (englisch)

2 SWS

4 LP

SE

Di

10-12

wöch.

UL 6, 3075

M. Klepper

Henry James (1843-1916) was one of the most prolific American writers between the Civil War and World War I. In his fiction he traversed four literary historical styles: from sentimental writing through realism and naturalism to the modernist novel. Apart from his fiction, the (self-styled) "master" also contributed to literary theory, notably an early theory of point of view, which he also developed in his narratives from an authorial perspective to multiple forms of internal focalization. He became famous as a transatlantic writer (he lived most of his life in Europe) and prominently features the so-called "international theme" in his novels. However, in the last decades critics have also unearthed a plethora of other concerns such as gender, performance, race and homosexuality. In this seminar we will immerse ourselves in James's writings with an emphasis on the novels *Washington Square*, *The Portrait of a Lady*, the story "The Figure in the Carpet," the modernist novel *The Wings of the Dove* and his last, *The Outcry* (in this sequence). Students should bring to the seminar a motivation for sustained and difficult reading and a curiosity for possible approaches to James's oeuvre. Please start reading before the semester break is over!

Course requirements are active participation, 4 one-page responses to a text, a close reading of one passage in class and, as a module exam, a term paper with relation to one of the seminars in the module.

Literatur:

Literature:

-- *Washington Square* (any edition)

-- *The Portrait of a Lady* (if possible: Norton Critical Edition)

-- *The Wings of the Dove* (if possible: Norton Critical Edition)

-- *The Outcry* (any edition)

The text of "The Figure in the Carpet" will be provided

5250140a Critical Prison Studies (englisch)

2 SWS

4 LP

SE

Do

12-14

wöch.

DOR 24, 1.308

K. Graaff

Despite current talks about criminal justice reforms and decarceration, the U.S. prison system still negatively affects the lives of millions of people - especially from communities of color. After historically situating current systems of confinement, we will investigate the U.S. prison apparatus in all its complexity (e.g. underlying legislation and law enforcement, types of prisons, for-

profit incarceration, aging prison populations, long-term effects of imprisonment). We will address the system from a variety of perspectives and positionalities, including those of prisoners and their relatives, prison staff, activists, policy makers and politicians. Throughout the course, a particular focus will be placed on cultural and media (re)presentations of the prison system, including TV series, documentaries, writings, photography and paintings. Arts produced by prisoners will play a central role

Modul 13: Writing Skills

Hinweise zum Lehrangebot im Modul 13 im Sommersemester 2016: [hier](#)

5250165 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS
UE Di 08-10 wöch. DOR 24, 1.502 K. Heukroth

This course is a hands-on introduction to German-English translation. Specific grammatical, structural and lexical problem areas will be dealt with in connection with the texts, on a contrastive basis where appropriate. Emphasis is put on the effective use of English shadow texts and monolingual dictionaries supported by bilingual ones, rather than the other way around. Apart from translating shorter texts in class, you will be expected to prepare a translation task at home each week. The texts for translation are about literature and language (e.g. biographical sketches of authors, book announcements, reviews, articles from periodicals).

Modul 15a: Schulpraktische Studien

5250086 Nachbereitung des Unterrichtspraktikums

1 SWS 4 LP
BS Fr 12-18 Einzel (1) HV 5, 0122-23 K. Schultze
Sa 10-16 Einzel (2) HV 5, 0122-23 K. Schultze
1) findet am 22.04.2016 statt
2) findet am 23.04.2016 statt

Im Nachbereitungsseminar werden Sie Gelegenheit erhalten, Praxiserfahrungen aus Ihrem Unterrichtspraktikum vor dem Hintergrund aktueller fremdsprachendidaktischer Theoriebildung vorzustellen und gemeinsam zu reflektieren. Am ersten Tag des Blockseminars steht die Analyse von Schlüsselerlebnissen Ihres eigenen Unterrichtshandelns anhand der critical incident technique im Mittelpunkt, am zweiten Tag beschäftigen wir uns intensiv mit Methodik und Inhalten Ihres Beobachtungsprojekts.

5250089 Vorbereitung auf das Unterrichtspraktikum / Praxissemester (deutsch-englisch)

2 SWS 2 LP / 3 LP
SE Mo 16-18 wöch. HV 5, 0122-23 K. Schultze

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

Zur Vorbereitung auf das Seminar sollten Sie

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

5250100 Unterrichtspraktikum

1 SWS 4 LP
PR (1) F. Klimczak
1) findet vom 12.09.2016 bis 07.10.2016 statt

5250101 Vorbereitung auf das Unterrichtspraktikum / Praxissemester II (deutsch-englisch)

2 SWS 2 LP / 3 LP
SE Mi 10-12 wöch. HV 5, 0122-23 F. Klimczak

In diesem Seminar analysieren und diskutieren Sie theoretische Grundlagen des modernen Fremdsprachenunterrichts mit dem Ziel, sich Werkzeuge für Ihre eigene Lehrtätigkeit und Ihre Unterrichtsbeobachtungen im Rahmen des Praxissemesters (Fach Englisch) zu erarbeiten. Anhand eines komplexen Unterrichtsgegenstandes werden im Laufe des Semesters zentrale Anliegen des Fremdsprachenunterrichts (z.B. Binnendifferenzierung und Inklusion, Kompetenzorientierte Unterrichtsplanung) erarbeitet und (kooperativ) in Unterrichtssequenzen bzw. -stunden überführt. Diese Unterrichtseinheiten werden im Rahmen des Seminars erprobt; dabei setzen Sie sich zugleich mit typischen Herausforderungen des Unterrichtshandelns (z.B. Feedback, Impulsgebung,

Unterrichtsinteraktionen etc.) auseinander. Des Weiteren dient das Seminar der Vorbereitung eines kleinen empirischen Vorhabens (z.B. Beobachtung, Befragung) mit fremdsprachendidaktischer Fragestellung, das die Grundlage Ihrer Seminararbeit in diesem Modul bilden wird.

Zur Vorbereitung auf das Seminar sollten Sie

1) mit den Inhalten des folgenden Einführungswerks vertraut sein:

Decke-Cornill/Küster (2015): Fremdsprachendidaktik. (3., vollst. überarb. u. erw. Aufl.) Tübingen: Narr.

2) den folgenden Spielfilm auf Englisch gesichtet haben:

L.A. Crash (2004, Regie: Paul Haggis).

5250102 Vorbereitung auf das Unterrichtspraktikum / Praxissemester III (deutsch-englisch)

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

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

Zur Vorbereitung auf das Seminar sollten Sie

1) mit den Inhalten des folgenden Einführungswerks vertraut sein:

Decke-Cornill/Küster (2015): Fremdsprachendidaktik. (3., vollst. überarb. u. erw. Aufl.) Tübingen: Narr.

2) den folgenden Spielfilm auf Englisch gesichtet haben:

L.A. Crash (2004, Regie: Paul Haggis).

5250105 Vorbereitung auf das Unterrichtspraktikum/Praxissemester IV (deutsch-englisch)

2 SWS 2 LP / 3 LP
SE Do 12-14 wöch. HV 5, 0122-23 A. Mihan

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

Zur Vorbereitung auf das Seminar sollten Sie

1) mit den Inhalten des folgenden Einführungswerks vertraut sein:

Decke-Cornill/Küster (2015): Fremdsprachendidaktik. (3., vollst. überarb. u. erw. Aufl.) Tübingen: Narr.

2) den folgenden Spielfilm auf Englisch gesichtet haben:

L.A. Crash (2004, Regie: Paul Haggis).

Modul 15: Fachdidaktik Englisch

5250095 Grundkurs: "Einführung in die Fachdidaktik Englisch"

2 SWS 3 LP
GK Do 10-12 wöch. DOR 24, 1.501 S. Breidbach

Eine Anmeldung über AGNES ist erforderlich.

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

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

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

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

Literatur:

Als Grundlagenliteratur sind die folgenden Bücher anzuschaffen:

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

5250097 Ausgewählte Kapitel des Fremdsprachenunterrichts II

2 SWS	2 LP / 3 LP				
SE	Di	14-16	wöch.	HV 5, 0122-23	U. Leusch

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden 3 Begleitseminare angeboten. Die Anmeldung für das Begleitseminar erfolgt über AGNES.

5250098 Ausgewählte Kapitel des Fremdsprachenunterrichts I

2 SWS	2 LP / 3 LP				
SE	Di	12-14	wöch.	HV 5, 0122-23	U. Leusch

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden 3 Begleitseminare angeboten. Die Anmeldung für das Begleitseminar erfolgt über AGNES.

5250101 Vorbereitung auf das Unterrichtspraktikum / Praxissemester II (deutsch-englisch)

2 SWS	2 LP / 3 LP				
SE	Mi	10-12	wöch.	HV 5, 0122-23	F. Klimczak

detaillierte Beschreibung siehe S. 12

5250102 Vorbereitung auf das Unterrichtspraktikum / Praxissemester III (deutsch-englisch)

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

detaillierte Beschreibung siehe S. 13

5250103 Ausgewählte Kapitel des Fremdsprachenunterrichts III

2 SWS	2 LP / 3 LP				
SE	Mi	08-10	wöch.	HV 5, 0122-23	F. Klimczak

Das Begleitseminar zum Grundkurs „Einführung in die Fachdidaktik Englisch“ beschäftigt sich vertiefend mit den Kernthemen des Grundkurses. Vor dem Hintergrund der Theoriebildung werden vor allem die Themen "Task-based Language Learning", "Binnendifferenzierung" und "Kompetenzorientierung" diskutiert und mit Bezug zur Unterrichtspraxis reflektiert. Es werden 3 Begleitseminare angeboten. Die Anmeldung für das Begleitseminar erfolgt über AGNES.

Modul 16: Berufsfeldbezogene Studien

5250007 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS	3 LP				
UE	Do	12-14	wöch.	DOR 65, 459	E. Affandi

We'll be translating short texts taken from various sources, predominantly English to German. The texts will be unknown to the participants who will be required to translate orally without any previous preparation, a valuable skill in a number of professions. Our translations will be group efforts with heavy emphasis on cooperation and peer assessment. Registration required by 14 April 2016 via email to: eva.affandi@rz.hu-berlin.de

5250008 Introduction to conference Interpreting (englisch)

2 SWS	3 LP				
UE	Do	10-12	wöch.	DOR 65, 459	E. Affandi

Introductory course to explore interpreting as a viable career option; to provide an introduction to the main modes of interpreting, the interpreter's roles and responsibilities; to equip students with the basic generic skills and procedural knowledge relevant to consecutive interpreting (memory training, notetaking, public speaking); to practice (basic) Consecutive and Simultaneous Interpreting English-German/German-English. Registration required by 14 April 2016 via email to: eva.affandi@rz.hu-berlin.de

5250012 Interpreting Discussions (englisch)

2 SWS	3 LP				
UE	Mi	14-16	wöch.	DOR 65, 459	E. Affandi

This course is ideally based on the knowledge and skills acquired in "Introduction to Interpreting". Participants will learn how to interpret discussions (and negotiations) effectively. The course begins with informal discussions of topics of historical and cultural interest. It then goes on to include simulations of real-life interpreting situations. Students' interpreting performance will be assessed with regard to the completeness and correctness of content and language. Registration required by 14 April 2016 via email to: eva.affandi@rz.hu-berlin.de

5250016 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.306 M. Davies

This practical course offers students interested in translation as a professional activity an opportunity to develop their translation skills by working on a variety of texts from journalistic and media-related sources. Working in both directions between German and English, students will practise written and at-sight translation (including adaptation of culturally-specific texts) and will be sensitised to important textual and linguistic differences between journalistic styles in English and German that will need to be considered by translators in this field. Throughout the semester, students will develop a range of translation strategies they could readily transfer to texts translated in journalistic/media-related environments.
 Registration per email by Thursday, 14th April 2016: michael.davies@rz.hu-berlin.de

5250017 Professional Translation Skills (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies

In this practical course, students interested in specialised translation as a professional activity will have an opportunity to develop their initial competence in this field by working with selected texts from key areas of economics and technology. Texts translated will be from German into English and vice versa. The course aims to sensitise students to important textual and linguistic differences between economic and scientific/technical discourse in English and German. Participants will deepen their understanding of procedural aspects of the work of a specialised translator such as researching the source text and using translation resources effectively. They will also gain an initial insight into broader commercial aspects of the profession, including terminology management and quality control.
 PL (3SP) Mi.: 14:00 – 16:00 wöch. DOR. 24, 1.302 M. Davies
 Registration per email by Thursday, 14th April 2016: michael.davies@rz.hu-berlin.de

5250028 Die lange Nacht der Wissenschaften 2016: Projektseminar des Instituts für Anglistik und Amerikanistik
 2 SWS 4 LP / 5 LP
 SE Do 12-14 wöch. UL 6, 2004A C. Wilde

Wissenschaftskommunikation: Die Lange Nacht der Wissenschaften 2016
 Projekt des Instituts für Anglistik und Amerikanistik: Ozeane
 Ozeane. Räume zwischen Leben und Tod, historisch geprägt durch Entdeckungen, Handel und den Kampf um Kontrolle. Zugleich sind sie seit jeher Projektionsfläche für literarisches Schaffen: Ihre Weite weckt Sehnsüchte, ihre Tiefe gebiert Ungeheuer und über ihre Wellen begegnen und zerstören sich Kulturen.
 Gerade in den englischsprachigen Literaturen und Kulturen sind Ozeane Räume vielfältiger und bisweilen widersprüchlicher Darstellungen: Bis heute sind sowohl Großbritannien als auch die USA geprägt von Küstenkulturen, wie auch von der historischen Hypothek imperialer Expansion und des Sklavenhandels.
 Mit den daraus hervorgehenden literarischen, künstlerischen und filmischen Thematisierungen der Ozeane beschäftigt sich unser Projekt. Im Wintersemester haben die Studierenden und Lehrenden der AG Wissenschaftskommunikation ein erstes Konzept erarbeitet, um den Besuchern der „Lange Nacht der Wissenschaften“ anglistische und amerikanistische Perspektiven auf dieses Thema zu eröffnen. Dieses Konzept wollen wir in unserem Projektseminar weiter ausarbeiten und umsetzen. Ihre kreativen Ideen sind gefragt und Ihr organisatorisches Geschick ist gefordert. Stellen Sie mit uns ein wissenschaftlich-unterhaltsames Programm und eine Bar für die „Lange Nacht der Wissenschaften 2016“ auf die Beine.
 Die „Lange Nacht der Wissenschaften“ findet am Samstag, 11. Juni 2016 von 17-24:00 Uhr statt.
 Dieses Seminar ist für Studierende der Bachelor- und Masterstudiengänge geöffnet. Sie erhalten 3 Leistungspunkte für BZQ/Praxis-Module sowie als Master-Studierende für den überfachlichen Wahlpflichtbereich.

5250147 Creative and Critical Writing (englisch)
 2 SWS 3 LP
 SE Mo 10-14 14tgl. UL 6, 2004A D. Stonecipher

In this class, students will explore creative writing from both sides of the coin: as creators and as critics. They will both write poetry and fiction themselves, and learn how to write about poetry and fiction, in the form of short book reviews. The class will be run in a workshop format: each week there will be a small amount of assigned reading (poems, fiction, book reviews) that we will discuss together; during the second half of each session, students will present their own work for critique by the rest of the class in an informal, supportive environment. During the course of the semester, students will be expected to write two poems, one story, and one book review (on a book of their choice, chosen in consultation with the instructor).

5250162 Generations of Postmemory (englisch)
 2 SWS 3 LP
 QT Mo 16-18 wöch. UL 6, 3001 F. Schulze

The Q-tutorial "Generations of Postmemory" focuses on the topic of trauma and its manifestations in visual art and literature, produced by so-called generations of postmemory. In this research tutorial, students critically assess Marianne Hirsch's concept of postmemory, which she used as a framework to analyze the intergenerational legacy of the Holocaust and how visual art and literature of the so-called post generation bear traces of passed down trauma.

Through critical engagement with Hirsch's work but also other scholarly texts such as Avery Gordon's *Ghostly Matters*, students rethink the concept of postmemory in a larger historical context, which therefore also includes other traumata. Thus, students engage with larger theoretical questions such as:

What constitutes a post generation? Are there several generations (legacies), which could be covered by this term? How is memory shaped by trauma? Who is allowed to tell their stories in what way? How are these stories narrated? Are there specific artistic conventions, themes and motifs that can be found in works of post-generations across cultural, political, social and national contexts? Can narratives of postmemory be a productive way of coping with trauma? Can these narratives challenge or alter the official narration of history? What roles do gender, class and race play in narratives of postmemory?

The research character of this tutorial encourages students to find a piece of visual art or literature of their own interest, produced by artists who belong to so-called generations of postmemory. This might include visual and textual narratives by second- or third-generation Holocaust survivors. However, students might also be interested in artists who belong to the African diaspora or indigenous populations of former British, French, Dutch and German colonies. These projects can focus on a variety of aspects such as gender, class and race and their connection to postmemory.

The tutorial gives time to students to prepare and present their research in form of essays, which will later be posted on a blog.

Individuelle Vertiefung

5250162 Generations of Postmemory (englisch)

2 SWS	3 LP					
QT	Mo	16-18	wöch.	UL 6, 3001		F. Schulze

detaillierte Beschreibung siehe S. 16

Studienordnung 2014

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

Modul 1: Introduction to Linguistics

5250072 Introduction to Linguistics (englisch)

4 SWS	3 LP / 4 LP					
SE	Di	08-10	wöch.	UL 6, 2014B		M. Egg
SE	Do	08-10	wöch.	UL 6, 2014B		M. Egg

detaillierte Beschreibung siehe S. 5

Modul 3: Introduction to Culture

5250111 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 LP					
SE	Do	10-12	wöch.	I 110, 343		J. Schoen

detaillierte Beschreibung siehe S. 5

5250121 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 LP					
SE	Mo	14-16	wöch.	UL 6, 3001		R. Araya

detaillierte Beschreibung siehe S. 5

5250146 American Cultural Theory (englisch)

2 SWS	3 LP					
SE	Mo	16-18	wöch.	DOR 24, 1.601		K. Tan

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.

5250023	Survey of English Literature (englisch)	2 SWS VL	2 LP Di	12-14	wöch. (1)	UL 6, 3075	Ringvorlesung
		1.) Beginn in der 2. Woche <i>detaillierte Beschreibung siehe S. 6</i>					
5250024	John Milton's Paradise Lost (englisch)	2 SWS SE	2 LP / 3 LP Mi	10-12	wöch.	UL 6, 3001	A. Kludies
		<i>detaillierte Beschreibung siehe S. 6</i>					
5250026	Shakespeare Now! (englisch)	2 SWS SE	2 LP / 3 LP Di	10-12	wöch.	I 110, 343	C. Wilde
		<i>detaillierte Beschreibung siehe S. 6</i>					
5250055	British Literary Fairytale and Short Story (englisch)	2 SWS SE	2 LP / 3 LP Mi	08-10	wöch.	DOR 24, 1.501	B. Schnabel
		<i>detaillierte Beschreibung siehe S. 6</i>					
5250056	Country and City in Thomas Hardy's Writing (englisch)	2 SWS SE	2 LP / 3 LP Fr	08-10	wöch.	DOR 24, 1.501	B. Schnabel
		<i>detaillierte Beschreibung siehe S. 7</i>					
5250058	Public Self-Fashioning: The English Periodical in the 18th Century (englisch)	2 SWS SE	3 LP Fr	10-12	wöch.	DOR 24, 1.601	R. Araya
		<i>detaillierte Beschreibung siehe S. 7</i>					
5250132	American Literary History II: 1918 to the Present (englisch)	1 SWS VL	2 LP Mo	16-17	wöch.	UL 6, 1115	E. Boesenberg
		<i>detaillierte Beschreibung siehe S. 8</i>					
5250133	Lektüreseminar: American Literary History II: 1918 to the Present (englisch)	2 SWS SE	2 LP Mo	10-12	14tgl./1	DOR 24, 1.501	D. Rose
		SE	Mo	10-12	14tgl./2	DOR 24, 1.501	D. Rose
		SE	Di	10-12	14tgl./1	DOR 24, 1.601	R. Isensee
		SE	Di	10-12	14tgl./2	DOR 24, 1.601	R. Isensee
		SE	Di	16-18	14tgl./1	DOR 24, 1.601	E. Boesenberg
		SE	Di	16-18	14tgl./2	DOR 24, 1.601	E. Boesenberg
		SE	Di	12-14	14tgl./2	DOR 24, 2.102	K. Graaff
		SE	Di	12-14	14tgl./1	DOR 24, 2.102	K. Graaff
		<i>detaillierte Beschreibung siehe S. 8</i>					

Modul 5: Linguistics: History and Variation of English

5250002	The Era of Grammaticalisation - from later Middle English to Late Modern English (englisch)	2 SWS UE	2 LP Do	08-10	wöch.	DOR 24, 1.501	L. Peter
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The seminar describes the development of the English language between ca. 1400 and 1900, i.e. in post-medieval and modern times. In its initial part students deepen their knowledge of problems and methods of historical language description. Then they examine issues of change in the English language in the given period of time, esp. in Early/Late Modern English. The

major structural changes are demonstrated by examples taken from all linguistic levels. However, focus is on the processes of grammaticalisation, a core element of the fundamental change of English morpho-syntax. Here the field of auxiliary, i.e. the emergence and development of auxiliaries (e.g. have and be) and similar functional elements (e.g. be going to) is of fundamental relevance. In this context, students examine the contribution of such expressions to a more highly differentiated system of verbal forms (Aspect, Perfect, Voice, etc.).

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

5250003 Varieties of English in the British Isles (englisch)

2 SWS	2 LP					
UE	Mi	12-14	wöch.	UL 6, 1072	L. Peter	

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

5250004 English Historical Linguistics and Dialectology (englisch)

2 SWS	3 LP					
SE	Mo	12-14	wöch.	UL 6, 1072	A. McIntyre	
SE	Mo	14-16	wöch.	UL 6, 1072	A. McIntyre	
SE	Mo	16-18	wöch.	UL 6, 2014B	A. McIntyre	
SE	Di	10-12	wöch.	DOR 24, 1.501	L. Peter	
SE	Mi	10-12	wöch.	UL 6, 1072	L. Peter	

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.

5250071 Old English (englisch)

2 SWS	2 LP					
UE	Di	10-12	wöch.	UL 6, 2014B	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.

5250075 Middle English (englisch)

2 SWS	2 LP					
UE	Mi	10-12	wöch.	I 110, 347	J. Darby	

This course will provide an overview of the linguistic developments in the Middle English period (approx. 1066-1500). We will discuss the socio-historical context surrounding these developments, as well as major areas of contrast between both Old and Modern English. More detailed discussions will focus on prominent syntactic and lexical changes, such as changes in word order and the loss of impersonal verbs. We will examine these changes through the lens of historical and socio-linguistic theories, and discuss the possible language internal and external factors which may have driven them.

5250083 Introduction to Contact Linguistics (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.601	T. Veenstra	

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

Principal reading: Velupillai, Viveka (2015) *Pidgins, Creoles and Mixed Languages: an introduction*. Amsterdam, John Benjamins.

Modul 6: Linguistics: Grammar

5250006 English Syntax (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Mi	14-16	wöch.	UL 6, 3038/035	A. McIntyre	
SE	Di	14-16	wöch.	UL 6, 2014B	A. McIntyre	
SE	Di	16-18	wöch.	UL 6, 2014B	A. McIntyre	
SE	Mi	16-18	wöch.	UL 6, 2014B	A. McIntyre	

detaillierte Beschreibung siehe S. 7

5250076 Pragmatics (englisch)

2 SWS	2 / 3 LP / 3 LP				
SE	Mo	12-14	wöch.	DOR 24, 1.601	N. Scherf

detaillierte Beschreibung siehe S. 7

5250080 Introduction to Semantics (englisch)

2 SWS	2 / 3 LP / 3 LP				
SE	Do	12-14	wöch.	DOR 24, 1.601	W. Roberts

detaillierte Beschreibung siehe S. 8

5250081 Introduction to Morphology (englisch)

2 SWS	2 / 3 LP / 3 LP				
SE	Di	14-16	wöch.	I 110, 343	F. Schäfer
SE	Mi	14-16	wöch.	I 110, 343	F. Schäfer

detaillierte Beschreibung siehe S. 8

5250084 Introduction to Formal Semantics (englisch)

2 SWS	2 / 3 LP / 3 LP				
SE	Do	12-14	wöch.	I 110, 343	G. Spathas

detaillierte Beschreibung siehe S. 8

Modul 7: Advanced Language Studies

5250029 Language Awareness: Working with Words (englisch)

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

Encourages participants to make more effective use of various types of dictionaries; aims to assist students looking to expand their vocabulary in order to express their ideas appropriately and accurately; helps to develop skills and strategies to expand their own vocabulary from authentic sources and to recall new vocabulary.

Students from the second term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 14th April 2016 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250030 Language Awareness: Academic Vocabulary (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 and practice the selected vocabulary in a variety of contexts. A general goal is to help participants develop strategies to continue increasing their vocabulary and become more proficient in the use of monolingual dictionaries.

Students from the second term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 14th April 2016 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250033 Language Awareness: Grammar in Context (englisch)

2 SWS	2 LP				
UE	Mo	14-16	wöch.	DOR 65, 325	K. Heukroth

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

Students from the second term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 14th April 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250035 Oral Skills: Contemporary Australian Society (englisch)

2 SWS	2 LP				
UE	Fr	14-16	wöch.	I 110, 343	C. Suntinger

In this class you will be able to develop your academic discussion and debating skills in a relaxed environment. You have the opportunity to work on your communication strategies and receive feedback on your presentation style. The topics are derived from current affairs in Australian society today and are introduced through the reader. By familiarising yourself with the texts in the reader each week, you will be empowering yourself to take part in the discussions. The cultural knowledge and vocabulary you will need are available in the reader articles.

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

Exchange students only: Please register by xxx via email to clarewsanders@googlemail.com

5250036 Language Awareness: From Sentence to Paragraph to Essay (englisch)

2 SWS	2 LP				
UE	Do	10-12	wöch.	I 110, 347	M. Heinitz
	Do	12-14	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. Students from the second term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 14th April 2016 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250037 Oral Skills: Presentation, Discussion and Listening Skills (englisch)

2 SWS	2 LP				
UE	Do	10-12	wöch.	I 110, 306	E. Fawcett
	Do	12-14	wöch.	I 110, 306	E. Fawcett

This course provides ample opportunity to practice the main skills required for successful participation in academic seminars and conferences. As well as making presentations and taking part in student-led debates and discussions, participants will also become acquainted with other aspects of communication such as active listening, giving feedback and moderating.

Students from the second term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 14th April 2016 (4 pm) via email to emma.j.fawcett@gmail.com

5250041 Oral Skills: Voices of Great Britain, Ireland and the United States of America (englisch)

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

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

Students from the second term onwards: Please register by 1st April 2016 using the printed form you can find at "Weitere Links" (see top of page)

5250042 Oral Skills: Public Speaking Skills (englisch)

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

This course takes students through the key stages of presenting such as planning an outline, employing effective presentation techniques, controlling anxiety and fielding questions. In-class debates give students the opportunity to develop debating techniques such as the formulation of convincing arguments and the analysis of competing ideas. Students are required to prepare and deliver a 20-minute presentation and take part in class debates and panel discussions.

Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 14th April (4pm) via email to Eimear.Kelly@staff.hu-berlin.de .

5250043 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)

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

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

Students from the second term onwards: Please register by 1st April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 14th April 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de .

5250044 Oral Skills: Britain in Brief (englisch)

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

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

Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page)

Exchange students only: Please register by 14 April 2016 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

5250045 Language Awareness: Learning Language with Literature (englisch)

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

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

Students from the second term onwards: Please register by 1st April 2016 using the printed form you can find at "Weitere Links" (see top of page)

5250047 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)

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

This course gives students the opportunity to explore the divisive issues currently being debated in the USA. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how political and socially relevant issues intersect. Course participants will determine the foci of the topics covered (e.g. immigration, rights, race/ethnicity) and address them in informative presentations. In addition, participants will individually explore the broader course topics within a particular state. Both activities will provide students with ample material to strengthen their discussion skills, to further develop their presentation and language skills, as well as to expand their knowledge on the current issues, both at the national and state levels.

Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 14th April (4pm) via email to faussera@hu-berlin.de

5250050 Oral Skills: Presentation Practice (englisch)

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

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

Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 14th April (4pm) via email to faussera@hu-berlin.de

5250052 Language Awareness: Notes in Academic Contexts (englisch)

2 SWS	2 LP					
UE	Mi	12-14	wöch.	I 110, 353	A. Fausser	
	Do	14-16	wöch.	I 110, 353	A. Fausser	

This course gives students guidance and practice in various methods of notetaking. Course participants will be exposed to both oral and written materials from largely, but not exclusively, academic contexts. Additional course activities will afford students opportunities to use notes in a meaningful way, for example through preparing summaries and outlines. Course activities will encourage and support vocabulary development in an academic environment.

Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 14th April (4pm) via email to faussera@hu-berlin.de

5250054 Oral Skills: Current Trends and Developments in The USA - Cultural Perspectives (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. I 110, 353 A. Fausser

This course gives students the opportunity to explore current culturally relevant issues and topics. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how cultural questions are being approached. Course participants will determine the foci of the topics covered (e.g. education, health, the arts) and address them in persuasive 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 current cultural topics, both at the national and state levels. Students from the second term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).
 Exchange students only: Please register by 14th April (4pm) via email to faussera@hu-berlin.de

Modul 8: Vertiefungsmodul

5250031 Contrastive Language Analysis: Learning from Differences (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 3.021 K. Heukroth
 Fr 08-10 wöch. DOR 65, 325 K. Heukroth

This course is intended to help students make appropriate linguistic choices in written text production for academic and professional contexts. A number of recurring semantic, grammatical and syntactic features of relevant English texts are studied through exercises involving both intralingual and interlingual comparison and through the translation of authentic German texts. Students from the fourth term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

5250038 Written Academic Discourse: Academic Writing (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. I 110, 347 E. Fawcett
 Mo 12-14 wöch. I 110, 347 E. Fawcett

This course presents students with the opportunity to hone their skills to produce competent, stylish and effective writing. We will analyse the building blocks common to various academic text types, gain awareness of audience, purpose and register, and work on pre-composition skills such as formulating a thesis statement and avoiding plagiarism. Students are expected to prepare pieces of writing for peer review and discussion and will receive detailed individual feedback in return. Students from the fourth term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page).
 Exchange students only: Please register by 14th April 2016 (4 pm) via email to emma.j.fawcett@gmail.com

5250039 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Do 08-10 wöch. UL 6, 2004A E. Kelly
 Do 10-12 wöch. UL 6, 2004A E. Kelly

Students will be required to translate a certain number of academic texts from German into English on this course. We will compare the stylistic conventions of academic texts in both languages and analyse typical German-English translation problems. Students from the fourth term onwards: Please register by 1st April 2016 using the printed form you find at "Weitere Links" (see top of the page)

5250046 Written Academic Discourse: Writing Academic Essays (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. UL 6, 2014A E. Kelly
 Di 14-16 wöch. I 110, 353 A. Fausser
 Fr 10-12 wöch. DOR 24, 1.502 A. Fausser

This course gives students the opportunity to identify, analyze, and practice a variety of skills necessary for writing in academia. The course will guide participants through the process of writing an essay. Peer review and revision activities will aid participants in honing their skills in terms of language use and vocabulary development, narrowing a topic, and argumentation. The course will address conventions of academic writing, for example political correctness, tone, and register. Current topics and articles from scholarly journals will provide ample material for students to engage with in further developing their writing skills. Students from the fourth term onwards: Please register by 1st April 2016 using the printed form you can find at "Weitere Links" (see top of page).
 Exchange students only: Please register by 14th April (4pm) via email to faussera@hu-berlin.de

5250057 Anglo-Irish Innovative Twentieth Century Theatre (englisch)
 2 SWS 4 LP
 SE Do 08-10 wöch. DOR 24, 1.601 B. Schnabel
detaillierte Beschreibung siehe S. 10

5250067 Writing Tools and Strategies: Writing the Term Paper (englisch)

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

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

Students from the third term onwards : Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

Modul 9: Praxismodul**5250007 Sight Translation/Übersetzen vom Blatt (englisch)**

2 SWS	3 LP					
UE	Do	12-14	wöch.	DOR 65, 459		E. Affandi

detaillierte Beschreibung siehe S. 14

5250008 Introduction to conference Interpreting (englisch)

2 SWS	3 LP					
UE	Do	10-12	wöch.	DOR 65, 459		E. Affandi

detaillierte Beschreibung siehe S. 14

5250012 Interpreting Discussions (englisch)

2 SWS	3 LP					
UE	Mi	14-16	wöch.	DOR 65, 459		E. Affandi

detaillierte Beschreibung siehe S. 15

5250016 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS	3 LP					
PL	Fr	12-14	wöch.	DOR 24, 1.306		M. Davies

detaillierte Beschreibung siehe S. 15

5250017 Professional Translation Skills (Fachsprache: Economic and Technical Translation) (englisch)

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

detaillierte Beschreibung siehe S. 15

5250028 Die lange Nacht der Wissenschaften 2016: Projektseminar des Instituts für Anglistik und Amerikanistik

2 SWS	4 LP / 5 LP					
SE	Do	12-14	wöch.	UL 6, 2004A		C. Wilde

detaillierte Beschreibung siehe S. 15

5250162 Generations of Postmemory (englisch)

2 SWS	3 LP					
QT	Mo	16-18	wöch.	UL 6, 3001		F. Schulze

detaillierte Beschreibung siehe S. 16

Modul 10: Research Methodology and Research Skills**5250027 Research Methodology and Research Skills (englisch)**

2 SWS	2 LP					
SE	Do	10-12	wöch.	I 110, 353		C. Wilde

This research/writing Seminar helps to prepare and supports your work on larger academic papers – such as a BA thesis. We will cover topics such as: how to find an appropriate topic, how to come up with a first set of ideas, how to imagine an outline for a paper, how to write a first draft. We will discuss the structure, possible thesis, main questions of imaginary and (your) real papers. We will talk about the language, the methodology, the theoretical grounding and contextualisation of your work. Every student is supposed to present parts of their work and we will review and discuss excerpts from former papers.
Requirements:

Bibliographic exercises
Presentation of your own ideas for a thesis project

5250031 Contrastive Language Analysis: Learning from Differences (englisch)
2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 3.021 K. Heukroth
Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 22

5250038 Written Academic Discourse: Academic Writing (englisch)
2 SWS 2 LP
UE Mo 10-12 wöch. I 110, 347 E. Fawcett
Mo 12-14 wöch. I 110, 347 E. Fawcett
detaillierte Beschreibung siehe S. 22

5250039 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 08-10 wöch. UL 6, 2004A E. Kelly
Do 10-12 wöch. UL 6, 2004A E. Kelly
detaillierte Beschreibung siehe S. 22

5250046 Written Academic Discourse: Writing Academic Essays (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 2014A E. Kelly
Di 14-16 wöch. I 110, 353 A. Fausser
Fr 10-12 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 22

5250067 Writing Tools and Strategies: Writing the Term Paper (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 23

5250085 Research Methods (Linguistics) (englisch)
2 SWS 2 LP
SE Mi 10-12 wöch. DOR 24, 1.601 N. Hirsch

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

Johnson, Keith. 2008. Quantitative Methods in Linguistics. Oxford and Malden, MA: Blackwell.

Podesva, Robert J. and Devyani Sharma (eds.). 2014. Research Methods in Linguistics. Cambridge: Cambridge University Press.

Wray, Alison and Aileen Bloomer. 2006. Projects in Linguistics. A Practical Guide to Researching Language. 2nd edition. London: Hodder.

5250149 UE Research Practice (BA) (englisch)
2 SWS 2 LP
SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg

Modul 11: Focus Module Linguistics I (Cognitive Linguistics)

5250001 Complementation and Modification in Lexical Configurations (englisch)
2 SWS 4 LP
SE Fr 10-12 wöch. UL 6, 2004A S. Olsen
detaillierte Beschreibung siehe S. 9

5250005 Argument Structure (englisch)
2 SWS 4 LP
SE Mi 12-14 wöch. UL 6, 2014B A. McIntyre
detaillierte Beschreibung siehe S. 9

5250078 Suprasegmental Phonology (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. UL 6, 3001 S. Repp
detaillierte Beschreibung siehe S. 9

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

5250074 Heritage Languages (englisch)
 2 SWS 4 LP
 SE Di 12-14 wöch. DOR 24, 1.501 A. Alexiadou
detaillierte Beschreibung siehe S. 9

5250077 Speaking: How monolinguals and bilinguals put thoughts into words (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. UL 6, 3075 S. Repp
detaillierte Beschreibung siehe S. 9

Modul 13: Focus Module English Literature and Culture

5250025 The Victorian Future: 19th-Century Time Travel Stories Part I (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. DOR 24, 1.501 D. Steglich
detaillierte Beschreibung siehe S. 10

5250109 Angels, Orphans, Madwomen: Revisions of Victorian Gender Tropes in 20th-Century Literature (Part 1) (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.601 K. Tordasi
detaillierte Beschreibung siehe S. 10

5250110 Angels, Orphans, Madwomen: Revisions of Victorian Gender Tropes in 20th-Century Literature (Part 2) (englisch)
 2 SWS 4 LP
 SE Di 16-18 wöch. DOR 24, 1.604 K. Tordasi

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
 This seminar builds on and deepens the historical, cultural and theoretical context students establish in "Angels, Orphans, Madwomen (Part 1)". The course will expand the investigation of women's portrayal in literature by considering further cultural and social issues of the nineteenth and early twentieth century (e.g. the extension of empire, the economics of industrial society, the progress of political and social reform, and debates over women's roles, rights, and responsibilities).
 Providing a theoretical focus, the seminar will also offer exercises and room for discussion with regards to academic writing and working with secondary texts (specifically on the topic of gender theory and literary studies).
 Reading material will be made available on Moodle at the beginning of the semester.

5250119 The Pre-Raphaelites (Part I) (englisch)
 2 SWS 4 LP
 SE Mo 12-14 wöch. UL 6, 3001 S. Lieske
detaillierte Beschreibung siehe S. 11

5250120 The Pre-Raphaelites (Part II) (englisch)
 2 SWS 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.604 S. Lieske

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
 This seminar builds on and deepens the historical, cultural and theoretical context students establish in Part 1. The course will expand the investigation of women's portrayal in both painting and poetry by considering further cultural and social issues of the nineteenth century.
 Providing a theoretical focus, the seminar will also offer exercises and room for discussion with regard to academic writing and working with secondary texts.

5250161 The Victorian Future: 19th-Century Time Travel Stories Part II (englisch)
 2 SWS 4 LP
 SE Do 16-18 wöch. DOR 24, 1.501 D. Steglich

This seminar stands on the shoulders of "The Victorian Future: 19th Century Time Travel Stories (Part I)": Here the time travellers' accounts we discussed in Part I will be contextualized by comparison with scientific and revolutionary writing of the same period, discussions will be extended to include further secondary reading and the results will be tested in creative methods (f. ex. in a meeting of "Time Travellers Anonymous"). At the same time this class will offer exercises in academic writing (f. ex. how to research, find the perfect topic, structure your argument, etc.) in order to prepare students for their term papers as well as any future academic writing. All reading material will be provided on moodle.

Modul 14: Focus Module American Literature and Culture

5250144 American Novels of Adoption (englisch)

2 SWS	4 LP					
SE	Mi	14-16	wöch.	UL 6, 3001	C. Vogt-William	

Adoption novels raise questions about the sanctity of biocentric normative models of family, community and the self. Indeed matters of national and cultural roots, birthrights, citizenship and bloodlines are pivotal concerns of modern societies – concerns that become complicated when, as John McCleod observes that 'This imaginative synchronizing of the birth of the body with the origins of identity is both disrupted and confirmed by adoption, because the meaning and the experience of adoption is always circumvented by the norms it seems to dispense with' (McCleod 2015: 15). Adoption could be read as a rite of passage from one mode of belonging into another, where memories of former natal contexts are embedded in traumatic experiences of separation and loss. This seminar investigates how adoption is implemented in a number of novels from the United States which address relations to new home spaces which may or may not facilitate realignments of kinship patterns and connected strategies of self-definition. Students are required to have acquired the novels listed and read them before class takes place (they are available on amazon.de as used books at affordable prices). Do consider getting the text editions specified below to facilitate text references for class work. A reader with secondary material will be made available. Class presentations are a requirement for attendance in this seminar.

Texts:

Eleanor H. Porter. Pollyanna. Sterling Unabridged Classics. 2013 [1913]

Monique Truong. Bitter in the Mouth. Chatto & Windus. 2010.

Barbara Kingsolver. The Bean Trees. HarperTorch. 1998.

Bharti Kirchner. Shiva Dancing. Dutton Adult. 1998.

Toni Morrison. Jazz. Vintage International. 2004.

5250145 American Novels of Adoption: Erweiterte Lektüre (englisch)

2 SWS	4 LP					
SE	Mi	16-18	wöch.	UL 6, 3001	C. Vogt-William	

Modul 15: Fachdidaktik Englisch

5250095 Grundkurs: "Einführung in die Fachdidaktik Englisch"

2 SWS	3 LP					
GK	Do	10-12	wöch.	DOR 24, 1.501	S. Breidbach	

detaillierte Beschreibung siehe S. 13

5250097 Ausgewählte Kapitel des Fremdsprachenunterrichts II

2 SWS	2 LP / 3 LP					
SE	Di	14-16	wöch.	HV 5, 0122-23	U. Leusch	

detaillierte Beschreibung siehe S. 14

5250098 Ausgewählte Kapitel des Fremdsprachenunterrichts I

2 SWS	2 LP / 3 LP					
SE	Di	12-14	wöch.	HV 5, 0122-23	U. Leusch	

detaillierte Beschreibung siehe S. 14

5250103 Ausgewählte Kapitel des Fremdsprachenunterrichts III

2 SWS	2 LP / 3 LP					
SE	Mi	08-10	wöch.	HV 5, 0122-23	F. Klimczak	

detaillierte Beschreibung siehe S. 14

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007

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

Individuelle Vertiefung

5250162 Generations of Postmemory (englisch)

2 SWS 3 LP
QT Mo 16-18 wöch. UL 6, 3001 F. Schulze
detaillierte Beschreibung siehe S. 16

Modul 3: American Arts and Media in Context

5250142 American Media Today: Televangelism (englisch)

2 SWS 3 LP / 4 LP
SE Mo 14-16 wöch. DOR 24, 1.601 A. Boss

This seminar aims to provide a forum for the discussion and the analysis of televangelism as a cultural and media phenomenon, mainly from the theoretical perspective of Cultural Studies. After a brief introductory segment on some relevant tenets of Cultural Studies, course participants will trace the historical development of religious broadcasting in the US from the 1920s until today. Analyses will focus on the interaction between the medium of television and the religious message in religious broadcasting, televangelism's interrelations with popular culture, the influence of political conservatism, as well as viewer response. Information regarding course requirements and materials will be provided in the first session.

Modul 4: Literary and Cultural Representations of American Society

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

Modul 5: Paradigms of American Literature and Culture

5250137 Religion in/and US American Culture (englisch)

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

Since the times of the first English colonies in America, religion has played a foundational role in the formation of what was to become the United States of America. Religion is without doubt one of the most relevant factors that has informed American political and public culture. While some historians and cultural critics identify religiosity and religion as a dominant constituent of the American national character per se, others configure the specific nature of religion in the United States as a Habit of the Heart (Robert N. Bellah) that eventually evolved into a shared ideological premise feeding both the self-perception of and social practice in American society.

By exploring major historical and cultural foundations as well as significant moments of religious manifestations in the United States the course will discuss the impact of religious thought and practice on the self-definition of America and its repercussions on American culture and politics past and present.

Course requirements include regular class attendance and active participation, one presentation as well as a final exam as part of the MAP. Please register for the course via AGNES.

5250138 Fictions of Adolescence (englisch)

2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.601 R. Isensee

In his essay "The Idea of Adolescence in American Fiction" Ihab Hassan's argues that "the cult of adolescence" has played a constitutive role in the emergence of a distinctive-ly American literature. Similarly, Leslie Fiedler has suggested that the themes of American literature "belong to the pre-adult world" as a reflection of an ongoing effort to come to terms with the ideas of innocence and experience as crucial coordinates of American cultural history. Based upon a critical discussion of these assumptions the course will explore various literary representations of the theme of adolescence and their corresponding aesthetic functions in selected novels and short stories and evaluate their relevance for the formation of American literature in the 19th and 20th century.

Among others, writings by M. Twain, St. Crane, S. Anderson, W. Faulkner, C. McCullers, J.D. Salinger, R. Cormier, L. Lowry, N. Garden will serve as case studies for a comparative analysis of the themes and narrative strategies underlying the construction of adolescent images in texts intended for both adult and young adult readers.

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

5250139 Henry James: Texts and Contexts (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 3075 M. Klepper

detaillierte Beschreibung siehe S. 11

5250140 Critical Prison Studies (englisch)

2 SWS 4 LP
SE Do 12-14 wöch. DOR 24, 1.308 K. Graaff

Despite current talks about criminal justice reforms and decarceration, the U.S. prison system still negatively affects the lives of millions of people – especially from communities of color. After historically situating current systems of confinement, we will investigate the U.S. prison apparatus in all its complexity (e.g. underlying legislation and law enforcement, types of prisons, for-profit incarceration, aging prison populations, long-term effects of imprisonment). We will address the system from a variety of perspectives and positionalities, including those of prisoners and their relatives, prison staff, activists, policy makers and politicians. Throughout the course, a particular focus will be placed on cultural and media (re)presentations of the prison system, including TV series, documentaries, writings, photography and paintings. Arts produced by prisoners will play a central role.

5250141 Plastic! (englisch)

2 SWS 4 LP
SE Mi 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
1) Keine Anmeldung über Agnes. Kommen Sie bitte einfach zur ersten Sitzung.

From celluloid to nylon and teflon, plastic has had a major impact on the development of US American culture. Especially around the middle of the twentieth century, plastic was associated with modernity, convenience and progress for many commentators, symbolizing the unlimited opportunities of the future. Over the last decades, however, the ecological problems caused by many forms of plastic have come into focus more sharply – to the extent that some critics suggest banning plastics altogether. The course will trace some of the ways in which plastic helped to (re)shape US American everyday life and cultural production, investigating the gender, 'race' and class contours of its usage in particular.

In order to receive credit for this course, you have to be present at least 75% of the time, contribute to an oral presentation and participate in class discussion.

Registration takes place in the first session of the course.

Modul 6: American Studies: European Contexts and Intercultural Relations

5250143 Global Education in the 21st Century: A Joint Course of NYU and HU Students (englisch)

2 SWS 4 LP
SE Mi 17-20 wöch. (1) DOR 24, 1.502 R. Isensee
1) Besondere Zeiten bitte dem KVV entnehmen Bitte beachten: am 20.04.2016 findet das Treffen im Raum 2004a statt.

This course is designed as a collaborative project between New York University Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education. The discussion will focus on the current realities and future possibilities of global higher education at the backdrop of its historical and conceptual coordinates. A glance at the contemporary higher education landscape reveals ambivalent trends and directions: Excellence and internationalization figure as paradigms that drive universities to secure their stakes in global higher education market. National politics of education further enhance this competition among institutional front-runners by launching excellence initiatives or entering in supranational Bologna-type arrangements to facilitate cross-border academic exchange and knowledge production. As a consequence a range of distinct regional approaches to global education have emerged from national models and practices of education. This course will serve as a site of academic dialog between NYUB and HU students in one classroom by pursuing the following three steps. First, it seeks to familiarize participants with the visions and promises of global education while also paying attention to potential perils involved in globalizing national models of education. Among others, we will address questions such as: How are modes of producing and disseminating knowledge affected when education crosses borders? What does global education demand from student learners and how are globally educated citizens envisioned? How can experiences of knowledge production and education specific to one context be made operable in another? In a second step, the course introduces and compares regional approaches to global education. Different national histories of higher education yield different answers to the questions formulated in the first step. Yet, debates center around (one) global education, not educations. This tension requires scrutiny and, in a third step, it will ask students to develop an informed and critical position on the stakes of global education. In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The course will feature guest speakers on selected topics. The class discussion will culminate in a colloquium (May 18, 2016) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from April 20 to June 8, 2016. Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) until April 1, 2016.

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.

5250067 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 23

5250149 UE Research Practice (BA) (englisch)
 2 SWS 2 LP
 SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5250007 Sight Translation/Übersetzen vom Blatt (englisch)
 2 SWS 3 LP
 UE Do 12-14 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 14

5250008 Introduction to conference Interpreting (englisch)
 2 SWS 3 LP
 UE Do 10-12 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 14

5250012 Interpreting Discussions (englisch)
 2 SWS 3 LP
 UE Mi 14-16 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 15

5250016 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.306 M. Davies
detaillierte Beschreibung siehe S. 15

5250017 Professional Translation Skills (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

5250028 Die lange Nacht der Wissenschaften 2016: Projektseminar des Instituts für Anglistik und Amerikanistik
 2 SWS 4 LP / 5 LP
 SE Do 12-14 wöch. UL 6, 2004A C. Wilde
detaillierte Beschreibung siehe S. 15

5250147 Creative and Critical Writing (englisch)
 2 SWS 3 LP
 SE Mo 10-14 14tgl. UL 6, 2004A D. Stonecipher
detaillierte Beschreibung siehe S. 15

5250148 Praxiskolloquium (englisch)
 1 SWS 1 LP
 PCO Fr 12-14 14tgl. UL 6, 2014A D. Löbbermann

Mit dem Praxiskolloquium wird das Modul 9 "Berufsfeldbezogene Zusatzqualifikation" abgeschlossen. Die Modulabschlussprüfung besteht aus einer im Rahmen des Praktikums gehaltenen Präsentation zu möglichen Berufs- und Tätigkeitsfeldern, die sich auf die Praktikumserfahrungen der Studierenden stützt. Voraussetzung für die Zulassung zum Praxiskolloquium ist der Nachweis von 29 SP, die durch BZQ-Kurse und durch ein Praktikum erbracht wurden. ACHTUNG: Die erste Sitzung findet am 29. April statt (12-14h).

5250162 Generations of Postmemory (englisch)
 2 SWS 3 LP
 QT Mo 16-18 wöch. UL 6, 3001 F. Schulze
detaillierte Beschreibung siehe S. 16

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

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

Modul 3: American Literary and Cultural History II

5250029	Language Awareness: Working with Words (englisch)	2 SWS UE	2 LP Mo	16-18	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250030	Language Awareness: Academic Vocabulary (englisch)	2 SWS UE	2 LP Fr	10-12	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250033	Language Awareness: Grammar in Context (englisch)	2 SWS UE	2 LP Mo	14-16	wöch.	DOR 65, 325	K. Heukroth
	<i>detaillierte Beschreibung siehe S. 19</i>						
5250036	Language Awareness: From Sentence to Paragraph to Essay (englisch)	2 SWS UE	2 LP Do	10-12	wöch.	I 110, 347	M. Heinitz
			Do	12-14	wöch.	I 110, 347	M. Heinitz
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250045	Language Awareness: Learning Language with Literature (englisch)	2 SWS UE	2 LP Di	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250052	Language Awareness: Notes in Academic Contexts (englisch)	2 SWS UE	2 LP Mi	12-14	wöch.	I 110, 353	A. Fausser
			Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 21</i>						
5250132	American Literary History II: 1918 to the Present (englisch)	1 SWS VL	2 LP Mo	16-17	wöch.	UL 6, 1115	E. Boesenberg
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250134	Lektüreseminar: American Literary History II: 1918 to the Present (englisch)	2 SWS UE	2 LP Mi	10-12	14tgl./1	I 110, 343	MA-Studierende
			Mi	10-12	14tgl./2	I 110, 343	MA-Studierende
			Do	14-16	14tgl./1	I 110, 343	MA-Studierende
			Do	14-16	14tgl./2	I 110, 343	MA-Studierende
			Mo	12-14	14tgl./1	I 110, 343	MA-Studierende
			Mo	12-14	14tgl./2	I 110, 343	MA-Studierende
			Do	16-18	14tgl./1	I 110, 343	MA-Studierende
			Do	16-18	14tgl./2	I 110, 343	MA-Studierende
			Fr	12-14	14tgl./1 (1)	DOR 24, 1.501	MA-Studierende
			Fr	12-14	14tgl./2 (2)	DOR 24, 1.501	MA-Studierende
	1) M.A. Studierende						
	2) M.A. Studierende						

Anmerkung zum MA Amerikanistik, Modul 1 - hier als Lektürekurs für BA Studierende - 3 SP

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

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

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

Please register for this course on AGNES.

Modul 4: Culture and Context

Nur im Sommer

- 5250035 Oral Skills: Contemporary Australian Society (englisch)**
2 SWS 2 LP
UE Fr 14-16 wöch. I 110, 343 C. Suntinger
detaillierte Beschreibung siehe S. 20
- 5250037 Oral Skills: Presentation, Discussion and Listening Skills (englisch)**
2 SWS 2 LP
UE Do 10-12 wöch. I 110, 306 E. Fawcett
Do 12-14 wöch. I 110, 306 E. Fawcett
detaillierte Beschreibung siehe S. 20
- 5250041 Oral Skills: Voices of Great Britain, Ireland and the United States of America (englisch)**
2 SWS 2 LP
UE Mi 10-12 wöch. DOR 24, 1.502 E. Kelly
detaillierte Beschreibung siehe S. 20
- 5250042 Oral Skills: Public Speaking Skills (englisch)**
2 SWS 2 LP
UE Di 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20
- 5250043 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)**
2 SWS 2 LP
UE Mi 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20
- 5250044 Oral Skills: Britain in Brief (englisch)**
2 SWS 2 LP
UE Mi 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 21
- 5250047 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)**
2 SWS 2 LP
UE Fr 12-14 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 21
- 5250050 Oral Skills: Presentation Practice (englisch)**
2 SWS 2 LP
UE Mi 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 21
- 5250054 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. 22
- 5250135 Topics in American History (englisch)**
2 SWS 3 LP
SE Mo 14-16 wöch. DOR 24, 1.501 M. Klepper
SE Fr 10-12 wöch. (1) DOR 24, 1.501 D. Löbbermann
1) Erste Sitzung in der zweiten Semesterwoche (29.4.2016)

This class offers an in-depth study of some of the historical events and movements outlined in the lecture on American Cultural History. We will be looking at events and movements in their historical and cultural context, keeping in mind their transnational dimensions. In each case, we will also discuss what events and developments mean for a theoretical understanding of culture and nation. The specific events and movement we will focus on are: the Revolution and Constitution; the 13th to 15. Amendments; Slavery and the Civil War; Industrialization-Labor Unions-Populism; Indian Appropriation; the New Deal and the Civil Rights Movement. There will be a moodle site for this class: the keyword is "Roosevelt."

Reading:

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

Requirements:

The requirement for the class is participation, a short paper, and a 30 min in-class test at the end of the term. For the MAP you will create and present a poster on one of the topics covered.

The course registration is via Agnes.

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.

5250038	Written Academic Discourse: Academic Writing (englisch)					
2 SWS	2 LP					
UE	Mo	10-12	wöch.	I 110, 347		E. Fawcett
	Mo	12-14	wöch.	I 110, 347		E. Fawcett
<i>detaillierte Beschreibung siehe S. 22</i>						

5250046	Written Academic Discourse: Writing Academic Essays (englisch)					
2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 2014A		E. Kelly
	Di	14-16	wöch.	I 110, 353		A. Fausser
	Fr	10-12	wöch.	DOR 24, 1.502		A. Fausser
<i>detaillierte Beschreibung siehe S. 22</i>						

5250049	Written Academic Discourse: Academic Writing for American Studies (englisch)					
2 SWS	2 LP					
UE	Do	12-14	wöch.	I 110, 353		A. Fausser

This course will introduce students to the formal conventions of writing in an academic context, such as structure and development of argumentation in an essay, incorporating research effectively, and adhering to MLA style. The course will also expose participants to the conventions of language use and allow them opportunities to practice those conventions through essays and targeted writing practice (e.g. summarizing, paraphrasing, and quoting) as well as evaluation of both peer writing and scholarly articles. Additional course work will guide students in their language development through activities focused on expanding higher register vocabulary, employing the typical linguistic conventions of academic writing, and varying linguistic expression. Students from the third term onwards: Please register by 1 April 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250136	Introduction to Language (englisch)					
2 SWS	4 LP					
SE	Di	14-16	wöch.	UL 6, 1072		G. Smith
SE	Mi	12-14	wöch.	DOR 24, 1.601		G. Smith

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

Organisatorisches:

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

Modul 6: Paradigms of American Literature and Culture

Bitte beachten Sie unbedingt diese [Hinweise](#) zu den sprachpraktischen Übungen.

5250031 Contrastive Language Analysis: Learning from Differences (englisch)
2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 3.021 K. Heukroth
Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 22

5250039 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 08-10 wöch. UL 6, 2004A E. Kelly
Do 10-12 wöch. UL 6, 2004A E. Kelly
detaillierte Beschreibung siehe S. 22

5250067 Writing Tools and Strategies: Writing the Term Paper (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 23

Modul 7: Literature, Culture and Media in American Society

5250137 Religion in/and US American Culture (englisch)
2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 27

5250138 Fictions of Adolescence (englisch)
2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 27

5250139 Henry James: Texts and Contexts (englisch)
2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 3075 M. Klepper
detaillierte Beschreibung siehe S. 11

5250140 Critical Prison Studies (englisch)
2 SWS 4 LP
SE Do 12-14 wöch. DOR 24, 1.308 K. Graaff
detaillierte Beschreibung siehe S. 28

5250141 Plastic! (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
1.) Keine Anmeldung über Agnes. Kommen Sie bitte einfach zur ersten Sitzung.
detaillierte Beschreibung siehe S. 28

Modul 8: Research, Practice and Writing

5250031 Contrastive Language Analysis: Learning from Differences (englisch)
2 SWS 2 LP
UE Di 10-12 wöch. DOR 24, 3.021 K. Heukroth
Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 22

5250039 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 08-10 wöch. UL 6, 2004A E. Kelly
Do 10-12 wöch. UL 6, 2004A E. Kelly
detaillierte Beschreibung siehe S. 22

5250149 UE Research Practice (BA) (englisch)
2 SWS 2 LP
SE Mi 16-18 wöch. DOR 24, 1.501 E. Boesenberg

detaillierte Beschreibung siehe S. 29

Modul 10: Vertiefung/Schwerpunktbildung

5250137 Religion in/and US American Culture (englisch)

2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 27

Modul 11: Praxisorientierung

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

5250007 Sight Translation/Übersetzen vom Blatt (englisch)

2 SWS 3 LP
UE Do 12-14 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 14

5250008 Introduction to conference Interpreting (englisch)

2 SWS 3 LP
UE Do 10-12 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 14

5250012 Interpreting Discussions (englisch)

2 SWS 3 LP
UE Mi 14-16 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 15

5250016 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

2 SWS 3 LP
PL Fr 12-14 wöch. DOR 24, 1.306 M. Davies
detaillierte Beschreibung siehe S. 15

5250017 Professional Translation Skills (Fachsprache: Economic and Technical Translation) (englisch)

2 SWS 3 LP
PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

5250028 Die lange Nacht der Wissenschaften 2016: Projektseminar des Instituts für Anglistik und Amerikanistik

2 SWS 4 LP / 5 LP
SE Do 12-14 wöch. UL 6, 2004A C. Wilde
detaillierte Beschreibung siehe S. 15

5250147 Creative and Critical Writing (englisch)

2 SWS 3 LP
SE Mo 10-14 14tgl. UL 6, 2004A D. Stonecipher
detaillierte Beschreibung siehe S. 15

5250162 Generations of Postmemory (englisch)

2 SWS 3 LP
QT Mo 16-18 wöch. UL 6, 3001 F. Schulze
detaillierte Beschreibung siehe S. 16

Modul 13: Introduction to American Studies

5250132 American Literary History II: 1918 to the Present (englisch)

1 SWS 2 LP
VL Mo 16-17 wöch. UL 6, 1115 E. Boesenberg

detaillierte Beschreibung siehe S. 8

Masterstudiengang Amerikanistik (MA Amerikanistik)

Studienordnung 2007

Modul 3: Intercultural Relations

5250010 Combined Interpreting Skills (englisch)

2 SWS	3 LP					
UE	Mi	12-14	wöch.	DOR 65, 459	E. Affandi	

Have you ever considered working as an interpreter or translator? Come along to the course "Combined Interpreting Skills" and find out whether you have the necessary talent. During the course you will learn the basic skills needed for interpreting, be it liaison, conference interpreting, and sight translation, and expand your active vocabulary. The topics covered are e.g. a tour of various German cities with a scholar from the US; a short history of English music; a visit to a doctor's office; ordering a buffet luncheon; the development of various ground-breaking inventions and more. Each participant will be required to prepare ONE presentation on a topic connected with the interpreting themes. All MA American Studies students are welcome. Registration required by 14 April 2016 via email to: eva.affandi@rz.hu-berlin.de

5250021 Academic Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	I 110, 349	D. Greeves	
UE	Do	10-12	wöch.	I 110, 349	D. Greeves	

This course presents graduate students with the opportunity to hone their skills to produce competent, effective writing. Participants will analyse the individual components common to various text types and prepare their own texts for peer review and discussion. The focus is on purpose and strategy, style and cohesion, as well as on the acquisition of advanced language structures common to academic discourse. Furthermore, attention will be paid to pre-composition skills such as selecting sources, planning, and avoiding plagiarism.

Class limited to 15 participants.

Please register by e-mail: david.greeves@hu-berlin.de

5250066 Advanced Writing: Current Events in the US (englisch)

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

This course focuses on important contemporary issues concerning civil liberties and political, economic, and social developments in the U.S. Participants will complete weekly readings at home, take part in discussions, and write and revise one 10-12 page paper. Special attention will be paid to the effective planning and structuring of academic papers; how to include statistics and political and social theory in your paper; and how to make your argumentation clearer and more convincing. Number of participants limited to 15. Register by e-mail (Lefko003@hotmail.com) by April 1 to apply for a place in the course.

5250068 Non-Fiction Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	12-14	wöch.	UL 6, 3001	S. Ehlert	

This class is designed to provide an opportunity for students to read a variety of interesting modern non-fiction writing selections in English and try their hand at creating their own pieces. Students will develop a writing portfolio and participate in in-class readings and critiques. To participate in the course, send an E-Mail to: Lefko003@hotmail.com by April 1. Registration limited to 20.

Modul 4: Identities

5250151 Native American Autobiographical Writing (englisch)

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

The course explores selected Native American autobiographies at the backdrop of examining key premises that inform indigenous narrations of the self: In contrast to Western canonical autobiographies Native American life writing is grounded in distinct historical experiences on the one hand, and different epistemologies of the individual, community and relationships to the social and physical environment on the other. While constructions of the Self in these narratives – through their embeddedness in networks of various relationships – are not only strongly directed towards the Other they are also based on different notions of time and space. The discussion of selected Native American writing from several historical periods focusses on how these key premises translate into particular themes (that go beyond the staging of the Self as individual) and narrative strategies (that transgress genre boundaries) as well as into codes of positioning the (implied) reader.

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

Please register for the course via AGNES.

5250152 Coming Out Narratives (englisch)

2 SWS 4 LP
SE Mi 12-14 wöch. UL 6, 3001 A. Potjans

In this seminar, we will analyze queer life-writing and its positionality within LGBTIQ- identity discourses and activism. By looking at the genre of coming out narratives we will specifically focus on the cultural significance of the term 'coming out' and the politics of visibility inherent to it. Additionally, we will address the relevance of the coming out discourse for identity discourses beyond the context of sexual identity.

The following primary texts are to be purchased by seminar participants. Secondary texts will be provided as a reader at the beginning of the seminar.

Audre Lorde. *Zami. A New Spelling of My Name*. Berkeley: Crossing Press, 1982.

Kenny Fries. *Body, Remember. A Memoir*. Madison: University of Wisconsin Press, [1997] 2003.

Samuel R. Delany. *The Motion of Light in Water*. Minneapolis: University of Minnesota Press, [1989] 2004.

Julia Serano. *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Berkeley: Seal Press, 2007.

Modul 5: Diversity in American Literature and Culture

weitere Angebote: siehe Gender Studies

5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)

2 SWS 3 LP / 4 LP
SE Mi 14-16 wöch. I 110, 347 K. Tan

In this seminar, we will focus on the seminal work of the L.A. Rebellion, a group of Black filmmakers from UCLA who, in the late 1960s - and against the political backdrop of the Watts Uprising, the Civil Rights Movement, and the Vietnam War - began to produce an "alternative" American cinema (to that of Hollywood) that depicted the everyday lives, socio-political circumstances and economic hardships of communities of color in Los Angeles and beyond. We will examine how these films created a "New Black Cinema" whose visual aesthetic not only challenged that of Hollywood's blaxploitation films of the 70s, but was also highly influential on subsequent Black cinema (e.g. the films of Spike Lee and John Singleton) of the 80s to the present day. Our discussions will center around the L.A. Rebellion's critical engagement with issues of race, class and gender; its impact on racial and cultural relations in the 1960s, 70s and 80s; and its implications for Black cinema today.

Films:

(among others):

Killer of Sheep (1977), dir. Charles Burnett

Penitentiary (1979), dir. Jamaa Fanaka

Bless their Little Hearts (1984), dir. Billy Woodberry

Ashes and Embers (1982), dir. Haile Gerima

Spirits of Rebellion: Black Cinema from UCLA (a Documentary on the L.A. Rebellion by Zeinabu Irene Davis - t.b.c. depending on release date)

There is a catalog of L.A. Rebellion films that I will upload onto Moodle prior to the beginning of this seminar.

kathy-ann.tan@uni-tuebingen.de

5250154 Critical Race Theory (englisch)

2 SWS 4 LP
SE Di 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
1) Keine Anmeldung nötig. Kommen Sie einfach zur ersten Sitzung.

Even though it is generally understood that 'race' is a social construction by now, the question what might be productive ways of engaging with this category in order to reduce racism continues to be widely debated. Such strategies will most likely differ substantially depending on one's own racial position. In this course, we will attempt to address 'race' in a self-reflexive manner, taking into account the particular social context in which this discussion is set. We will focus on specific forms of racialization targeting distinct racial and ethnic groups in the US while also discussing whiteness and racism in Germany. An intersectional approach to 'race' that emphasizes how this category is co-constructed by gender, sexuality, class, citizenship, dis/ability, etc. will form the basis of our inquiry into the topic.

Credit for the course requires regular attendance, contributions to class discussions, and participation in writing and presenting the minutes of one session. Registration for the seminar will take place in the first session; there is no Agnes registration for this course.

5250155 1930's Popular Culture (englisch)

2 SWS 4 LP
SE Mo 16-18 wöch. DOR 24, 1.501 M. Klepper

When we think of the American Nineteen-Thirties we think of the economic crisis and the New Deal. We think of Steinbeck and *Gone with the Wind*. Perhaps we think of Roosevelt's attempt at nation building with the help of the WPA-arts programs. But beyond or beneath these "highlights" (or lowlights) popular and mass culture actually reached their first Golden Age during this time, partaking of the differentiation of culture(s), the commodification of popular practices, the nationalization of tastes and the industrialization of cultural demands. In this seminar we will have a look at various instances of cultural production: from Flash Gordon to Superman, from Jewish culture to African American practices, from Swing to girl and boy detectives, from Nancy Drew to *Hardboiled Private Eyes* to *Softboiled Screwball* heroes.

Course Requirements are active participation and cooperation in a research sub-group on one of the topics. For the MAP you will have to write a term (research) paper with relevance to one of your seminars in the module.

There will be a moodle page, keyword "Hell". No registration through Agnes!

Modul 6: Mediality

5250142 American Media Today: Televangelism (englisch)

2 SWS 3 LP / 4 LP
SE Mo 14-16 wöch. DOR 24, 1.601 A. Boss
detaillierte Beschreibung siehe S. 27

5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)

2 SWS 3 LP / 4 LP
SE Mi 14-16 wöch. I 110, 347 K. Tan
detaillierte Beschreibung siehe S. 36

5250156 Film and Theory (englisch)

2 SWS 3 LP / 4 LP
UE Di 16-18 wöch. DOR 24, 1.501 M. Klepper

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

There will be a moodle site for this class: keyword "Jazz Singer".

No registration through Agnes!

Readings:

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

Modul 7: Identities, Diversity, Mediality: Other Perspectives

siehe Angebote der Partnerdisziplinen

Modul 8: Research and Writing Skills

5250021 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
UE Do 10-12 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 35

5250066 Advanced Writing: Current Events in the US (englisch)

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

5250068 Non-Fiction Writing (englisch)

2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

Studienordnung 2014

Modul 2: Reading American Literature and Culture

5250150 Teaching BA Students in Literary and Cultural History (englisch)

1 SWS 4 LP
UE Mi 10-12 14tgl./1 (1) I 110, 343 MA-Studierende
UE Mi 10-12 14tgl./2 (2) I 110, 343 MA-Studierende
UE Do 14-16 14tgl./1 (3) I 110, 343 MA-Studierende
UE Do 14-16 14tgl./2 (4) I 110, 343 MA-Studierende

1) Siehe Angaben zu BA Amerikanistik STO 2014 Modul 3

2) Siehe Angaben zu BA Amerikanistik STO 2014 Modul 3

3) Siehe Angaben zu BA Amerikanistik STO 2014 Modul 3

4) Siehe Angaben zu BA Amerikanistik STO 2014 Modul 3

Modul 3: Intercultural Relations

- 5250010 Combined Interpreting Skills (englisch)**
2 SWS 3 LP
UE Mi 12-14 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 35
- 5250021 Academic Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
UE Do 10-12 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 35
- 5250066 Advanced Writing: Current Events in the US (englisch)**
2 SWS 3 LP
UE Di 10-12 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 35
- 5250068 Non-Fiction Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

Modul 4: American Identities

- 5250151 Native American Autobiographical Writing (englisch)**
2 SWS 4 LP
SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 35
- 5250152 Coming Out Narratives (englisch)**
2 SWS 4 LP
SE Mi 12-14 wöch. UL 6, 3001 A. Potjans
detaillierte Beschreibung siehe S. 36

Modul 5: Diversity

weitere Angebote: siehe Gender Studies

- 5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)**
2 SWS 3 LP / 4 LP
SE Mi 14-16 wöch. I 110, 347 K. Tan
detaillierte Beschreibung siehe S. 36
- 5250154 Critical Race Theory (englisch)**
2 SWS 4 LP
SE Di 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
1) Keine Anmeldung nötig. Kommen Sie einfach zur ersten Sitzung.
detaillierte Beschreibung siehe S. 36
- 5250155 1930's Popular Culture (englisch)**
2 SWS 4 LP
SE Mo 16-18 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 36

Modul 6: Mediality

- 5250010 Combined Interpreting Skills (englisch)**
2 SWS 3 LP
UE Mi 12-14 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 35

5250021 Academic Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 12-14 wöch. I 110, 349 D. Greeves
 UE Do 10-12 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 35

5250066 Advanced Writing: Current Events in the US (englisch)
 2 SWS 3 LP
 UE Di 10-12 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 35

5250068 Non-Fiction Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

5250142 American Media Today: Televangelisim (englisch)
 2 SWS 3 LP / 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.601 A. Boss
detaillierte Beschreibung siehe S. 27

5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)
 2 SWS 3 LP / 4 LP
 SE Mi 14-16 wöch. I 110, 347 K. Tan
detaillierte Beschreibung siehe S. 36

5250156 Film and Theory (englisch)
 2 SWS 3 LP / 4 LP
 UE Di 16-18 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 37

Modul 8: Research and Writing Skills

5250021 Academic Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 12-14 wöch. I 110, 349 D. Greeves
 UE Do 10-12 wöch. I 110, 349 D. Greeves
detaillierte Beschreibung siehe S. 35

5250066 Advanced Writing: Current Events in the US (englisch)
 2 SWS 3 LP
 UE Di 10-12 wöch. UL 6, 3001A S. Ehlert
detaillierte Beschreibung siehe S. 35

5250068 Non-Fiction Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

Modul 9: Individual Focus I

5250142 American Media Today: Televangelisim (englisch)
 2 SWS 3 LP / 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.601 A. Boss
detaillierte Beschreibung siehe S. 27

5250151 Native American Autobiographical Writing (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 35

- 5250152 Coming Out Narratives (englisch)**
 2 SWS 4 LP
 SE Mi 12-14 wöch. UL 6, 3001 A. Potjans
detaillierte Beschreibung siehe S. 36
- 5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)**
 2 SWS 3 LP / 4 LP
 SE Mi 14-16 wöch. I 110, 347 K. Tan
detaillierte Beschreibung siehe S. 36
- 5250154 Critical Race Theory (englisch)**
 2 SWS 4 LP
 SE Di 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
 1) Keine Anmeldung nötig. Kommen Sie einfach zur ersten Sitzung.
detaillierte Beschreibung siehe S. 36
- 5250155 1930's Popular Culture (englisch)**
 2 SWS 4 LP
 SE Mo 16-18 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 36
- 5250156 Film and Theory (englisch)**
 2 SWS 3 LP / 4 LP
 UE Di 16-18 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 37

Modul 10: Individual Focus II

- 5250142 American Media Today: Televangelism (englisch)**
 2 SWS 3 LP / 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.601 A. Boss
detaillierte Beschreibung siehe S. 27
- 5250151 Native American Autobiographical Writing (englisch)**
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.601 R. Isensee
detaillierte Beschreibung siehe S. 35
- 5250152 Coming Out Narratives (englisch)**
 2 SWS 4 LP
 SE Mi 12-14 wöch. UL 6, 3001 A. Potjans
detaillierte Beschreibung siehe S. 36
- 5250153 Race, Class and a New Black Cinema: Films of the L.A. Rebellion (englisch)**
 2 SWS 3 LP / 4 LP
 SE Mi 14-16 wöch. I 110, 347 K. Tan
detaillierte Beschreibung siehe S. 36
- 5250154 Critical Race Theory (englisch)**
 2 SWS 4 LP
 SE Di 14-16 wöch. (1) DOR 24, 1.501 E. Boesenberg
 1) Keine Anmeldung nötig. Kommen Sie einfach zur ersten Sitzung.
detaillierte Beschreibung siehe S. 36
- 5250155 1930's Popular Culture (englisch)**
 2 SWS 4 LP
 SE Mo 16-18 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 36
- 5250156 Film and Theory (englisch)**
 2 SWS 3 LP / 4 LP
 UE Di 16-18 wöch. DOR 24, 1.501 M. Klepper

detaillierte Beschreibung siehe S. 37

Masterstudiengang Englische Literaturen (MA English Literatures)

Studienordnung 2007

5250160 Epos - Zusatzangebot ohne SP/LP (englisch)

2 SWS
VL Di 18-20 wöch. (1) DOR 24, 1.101 N.N.
1) Ringvorlesung

Als grundlegende Form der Großerzählung hat das Epos einige der bedeutendsten Texte der Weltliteratur hervorgebracht: Gilgamesch, Ilias, Odyssee und Aeneis, Bhagavadgita und Beowulf, das Nibelungenlied, die Bylinen, El Cid, Orlando furioso, die Divina commedia und die Lusiaden, Jerusalem Liberata, The Faerie Queene, Paradise Lost und den Messias. Während die Aneignung dieser Traditionsgattung im 16. und 17. Jahrhundert als nationalliterarisches Prestige-projekt gelten konnte – es galt ja heroische Stoffe aus Mythologie, Geschichte und Religion in kunstvolle Erzählverse zu setzen –, tat sich die jüngere europäische Literatur mit dem Helden-gedicht zunehmend schwer. Das Ausgraben ältester Epen wurde zur Aufgabe findiger und oft höchst erfinderischer Philologen. Dagegen entsprach den Zerrissenheiten der Moderne am besten, so die verbreitete Meinung, die Prosa des Romans. Als Relikt einer fremd gewordenen Welt, die heil blieb, solange bei Großtaten und Schlachten auf todesmutige Kämpfer Verlass war, behielt die unzeitgemäße Gattung des Epos gleichwohl eine erstaunliche Faszinationskraft und motivierte sowohl archaisierende Neuschöpfungen wie kritische Transformationen. Davon zeugen Goethes Versuche, der Französischen Revolution ein bürgerliches Epos abzugewinnen, genauso wie die gewaltigen Großstadtepen des 20. Jahrhunderts, Joyces Ulysses und Döblins Berlin Alexanderplatz, und erst recht die Quicklebendigkeit des Epos in der Populärkultur: an-geführt von der Hobbit-Trilogie des englischen Universitätsprofessors J.R.R. Tolkien und der Messiasde vom Krieg der Sterne nach dem Kino-Evangelium des George Lucas.

Nach den „Kleinen Formen“ fasst die Ringvorlesung der Europäischen Literaturen nun im Sommersemester 2016 eine große, aufs Monumentale zielende Gattung ins Auge und fragt nach ihrer Beziehung zu kleinen, komischen, satirischen, allegorischen Formen, aber auch nach der Innovationskraft, die die hochgradige Formalisierung des Genres zulässt.

Die Ringvorlesung findet alternierend mit einem Tutorium statt, in dem die Inhalte der Vorlesung nachbereitet und vertieft werden. Das Tutorium findet statt in der DOR 24, 1.502. Die Teilnahme an Vorlesung und Tutorium ist für Studierende des M.A. Europäische Literaturen Voraussetzung für den Erwerb von 4 Leistungspunkten. Für Studierende des B.A. Englisch und des M.A. English Literatures gilt die Ringvorlesung als Zusatzangebot ohne Leistungspunkte. Weitere Hinweise folgen zu gegebener Zeit auf der Website des Studiengangs.

Modul Ia: Sprachpraxis Essay Composition/Text Production

5250019 Academic Skills: Essay Composition (englisch)

2 SWS 2 LP
UE Mi 10-12 wöch. DOR 24, 1.501 M. Davies

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

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 14th April 2016 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

5250021 Academic Writing (englisch)

2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. I 110, 349 D. Greeves
UE Do 10-12 wöch. I 110, 349 D. Greeves

detaillierte Beschreibung siehe S. 35

Modul Ib: Sprachpraxis: Textsortenkompetenz

5250018 Professional Communication Skills: Negotiating Skills and Intercultural Competence (englisch)

2 SWS 2 LP
UE Di 16-18 wöch. UL 6, 2004A M. Davies

In this course, students will have an opportunity to reflect upon linguistic and cultural issues that shape professional communication between individuals from different cultural backgrounds and societies, with particular focus being placed on Anglo-German communication. In addition to sensitising students to possible conceptual, linguistic and discursive differences that may influence the professional communication styles of speakers from different linguistic groups, the course will enable students to develop and practise the oral and written skills they need to communicate effectively in English in a whole range of situations requiring

professional cross-cultural exchange. Students will have the opportunity to plan, organize and conduct simulated meetings and negotiations in English, to engage in cross-cultural mediation, and to participate in project-work linked to intercultural management.

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 14th April 2016 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

5250068 Non-Fiction Writing (englisch)

2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

Modul II: Authors, Periods, Genres

51 203 Eine Antike, viele Antiken? Die Pluralisierung der Antike in ihrer Transformation

2 SWS
RV Mo 16-18 wöch. (1) UL 6, 1072 S. Schlelein
1) findet ab 18.04.2016 statt

„Transformation“ ist in jüngerer Zeit zu einem Schlüsselbegriff bei der Erforschung kulturellen Wandels geworden. Der Sonderforschungsbereich 644 „Transformationen der Antike“ an der HU hat dazu wesentlich beigetragen und am Beispiel der komplexen Formen von Antikeaneignung in den nachantiken Kulturen Europas bis in die Gegenwart ein eigenes Analysekonzept entwickelt. Dessen Kerngedanke beruht auf der Wechselseitigkeit der Veränderung von antiker Referenz- und späterer Aufnahmekultur (der ‚Allelopoiese‘): Jede Gegenwart generiert auch jeweils selbst ihre ‚eigene‘ Antike.

Nach knapp zwölf Jahren Arbeit stellt der SFB in der Ringvorlesung seine Forschungsergebnisse vor. Das Fächer- und Themenspektrum ist von großer Breite: Es umfasst die Klassische Philologie und die modernen Literaturwissenschaften, die Geschichts-, Kultur- und Religionswissenschaft, die Archäologie, die Kunst- und die Kirchengeschichte sowie die Wissenschaftsgeschichte und die Politikwissenschaft. Die Ringvorlesung exemplifiziert in methodischer Hinsicht die vielfältigen Anwendungsmöglichkeiten des Transformationskonzepts und in thematischer Hinsicht die Diversität der Phänomene, bei denen die Antike auch in den nachantiken Epochen eine wichtige, wenn auch häufig erst auf den zweiten Blick erkennbare Rolle spielt. In der Ringvorlesung wird es zum einen monothematische Sitzungen geben und zum anderen Sitzungen mit zwei verschiedenen Themen und unterschiedlichen Referenten.

Programm:

- 18. April: Prof. Dr. Johannes Helmrath: *Einführung*
- Prof. Dr. Iris Därmann / Stephan Zandt: *Natur/Kultur: Zur Transformationsgeschichte einer mythischen Grenzziehung*
- 25. April: Dr. Josefine Kitzbichler: *Hexameter oder Nibelungenstrophe? Zur metrischen Pluralisierung des deutschen Homers im 19. Jahrhundert*
- Prof. Dr. Andreas Kraß / Lea Braun / Felix Florian Müller: *Intimität im Wandel: Transformationen antiker Beziehungskonzepte in Mittelalter und Früher Neuzeit*
- 2. Mai: Prof. Dr. Herfried Münkler: *Griechische Kultur und Römisches Reich als opponierende Modelle des Selbstbildes in der europäischen Moderne*
- 9. Mai: Maike Priesterjahn / Ronny Kaiser: *Wenn das Mittelalter zur Antike wird*
- Dr. Nicole Hegener / Dr. Sascha Kansteiner / Saskia Schäfer-Arnold: *Transformationen antiker Skulptur*
- 23. Mai: Prof. Dr. Horst Bredekamp / Dr. Stefan Trinks: *Continuatio statt Transformatio – Der Fall Spanien*
- 30. Mai: Dr. Christoph Lehner / Dr. Helge Wendt: *Prisca Sapientia. Die Antikenbilder in der Wissenschaft des 18. Jahrhunderts.*
- Prof. Dr. Bernd Roling: *Zion im Norden. Olaus Rudbecks schwedische Antikentransformation und ihr Echo*
- 6. Juni: PD Dr. Annette Dorgerloh / Dr. Marcus Becker / Dr. Ulf Jensen: *Bewegte Räume. Szenographie der Antiken im Film*
- 13. Juni: Dr. Michail Chatzidakis / Dr. Ursula Rombach: *Diversität und Alterität. Bildliche Transformationen römischer Historie(n) in der italienischen Renaissance*
- Prof. Dr. Helmut Pfeiffer: *Wiederholung und Erfindung in der italienischen und französischen Literatur der Renaissance*
- 20. Juni: Roman Barton / Alexander Klaudies / Dr. Thomas Micklich: *Poetik des Mitgefühls: Leben, Lesen und Schreiben im Zeichen der Sympathie zwischen 1600 und 1800 .*

27. Juni: Dr. Ralf Grüßinger: *Bezugsgröße Rom – Identitätsstiftung im Deutschen Kaiserreich am Beispiel provinzialrömischer Museen und Sammlungen*

Prof. Dr. Andrea Polaschegg / Dr. Michael Weichenhan / Dr. des. Friederike Krippner: *Die Antike der Moderne. Deutsche Babylon-Faszination um 1900*

4. Juli: Philipp Strauß / Simon Strauß / Prof. Dr. Aloys Winterling: *Transformationen antiker ‚Gesellschaft‘ im späten 19. und 20. Jahrhundert*

11. Juli: Prof. Dr. Christoph Marksches / PD Dr. Eva Elm: *Die*

Spätantike im Zeitalter der Dechristianisierung – das Beispiel der Dämonen

Prof. Dr. Renate Schlesier, Dr. des. Oliver Leege, Dr. Roberto Sanchiño Martínez, Falko McKenna: *Konstruktionen des Dionysos und des Dionysischen in der Moderne*

18. Juli: Prof. Dr. Steffen Martus: *Bezugsprobleme der Transformation und die Pluralisierung von Antike in der deutschen Lyrik des 18. Jahrhunderts*

Abschluss-Diskussion

Literatur:

Böhme, Hartmut, Lutz Bergemann, Martin Dönike u.a. (Hrsg.): *Transformation. Ein Konzept zur Erforschung kulturellen Wandels.* München 2011.

5250061 Shakespeare's Romances (englisch)

2 SWS	4 LP					
SE	Di	14-16	wöch.	UL 6, 3001		V. Lobsien

In this course we shall study three of Shakespeare's so-called romances in some depth: *Cymbeline*, *The Winter's Tale*, and *The Tempest*. Please note: You must have (buy, possess ...) all three texts in annotated, critical print versions (paper!). I recommend either Arden or Oxford editions (individual works, available as paperbacks) or alternatively, *The Norton Shakespeare* (one-volume paperback edition of the complete works). It is a good idea to start reading all three plays before the beginning of term, as there will be additional requirements during the course.

5250062 Shakespeare's Romances (englisch)

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

5250107 Andrew Marvell: Politics and Pastoral (englisch)

2 SWS	4 LP					
SE	Do	12-14	wöch.	DOR 24, 1.501		V. Lobsien

I am naturally and now more by my Age inclined to keep my thoughts private", Andrew Marvell (1621-1678), Member of Parliament for Hull, close to John Milton and formerly Latin secretary in Cromwell's service, wrote in a letter of 1675. Fame as a major metaphysical poet was only to accrue to him decades later, after the posthumous publication of his poetry. Little is known about his life, and there is reason to ask how his private and literary personae go together with the civic and political versions of his self. What with his reserve in personal matters and his general elusiveness, we shall restrict ourselves in this seminar to inquire into the relationship between Marvell the poet and Marvell the politician. How do his poems, many of them pastoral, relate to the aggressive politics he seems to advocate in his tracts and pamphlets? Is he a Cromwellian Puritan or a zealous controversialist, a closet-Platonist or perhaps an ironist impossible to pin down? In studying Marvell's texts, a lot is to be learned not only about the generic wealth of seventeenth-century poetry, its classical traditions and aspirations, but also about its turbulent context after the regicide, during the Interregnum and before the Restoration, as well as about early modern mentalities in general. We shall focus on close readings of Marvell's poems with excerpts from his prose writings, attempting to discover how they respond to, and try to alter their cultural, religious, political, and aesthetic surroundings.

Some previous acquaintance with poetic texts is of advantage, but it is possible to understand and even enjoy Metaphysical Poetry even if you encounter it for the first time. A reader with a selection of texts will, we hope, be made available to participants via Moodle.

5250108 Andrew Marvell: Politics and Pastoral (englisch)

2 SWS	4 LP					
LK	Do	14-16	14tgl./2	UL 6, 3001		V. Lobsien

5250114 Renaissance Medievalism (englisch)

2 SWS	4 LP					
SE	Mo	12-14	wöch.	DOR 24, 1.501		W. Keller

In the last decade, scholars working within the fields of Medieval Studies and Renaissance Literature have increasingly become interested in the ways in which authors periodize their own works, that is, in the ways in which texts construct their own temporalities. This course focuses precisely on such strategies of "temporalization" with a view specifically to how Renaissance texts engage with the medieval. Following a short theoretical introduction, in which we will read and discuss recent work on the

nature of periodization and on temporality, we will read poems and plays by Christopher Marlowe, William Shakespeare, and Edmund Spenser in order to discuss how these works represent the (medieval) past and construct their own textual moment. Interested students should contact me by 1 April 2016 in addition to registering for the seminar on Agnes.

5250115 Renaissance Medievalism (englisch)

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

5250123 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)

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

This seminar engages with two of Shakespeare's plays which share a notable feature: biological twins, both identical and fraternal are the main protagonists. Twinship will be considered as a form of literary doubling (alongside) with a view to exploring and interrogating concepts of the Self and the Other, and associated binary forms like spirituality and corporeality, the strange and the familiar, individuality vs. duality among others. Additional concerns will include questions of classed, gendered and racial positionings as well as the management of cultural spaces and accompanying mechanisms of inclusion and exclusion – hence an intersectional approach will be intrinsic to reading practices in this seminar.

Students are expected to have acquired the set texts and have attained a measure of familiarity with these. Do consider getting the text editions specified below to facilitate text references for class work. A reader with secondary material will be made available. Class presentations are a requirement for attendance in this seminar.

Texts:

William Shakespeare

- Twelfth Night, or What You Will. Oxford World's Classics. 2008.

- The Comedy of Errors: Oxford World's Classics. OUP. 2008.

5250124 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)

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

5250127 Scotland and Contemporary Literature (englisch)

2 SWS 4 LP
SE Fr 10-12 wöch. UL 6, 3001 H. Schwalm

This seminar will study a range of contemporary Scottish literature of the last decade or so, beginning with A L Kennedy, to move on to writers and genres as diverse as James Robertson's historical fiction, John Burnside's dark novels, wavering between social realism and the dystopian supernatural, and the urban crime fiction of Iain Rankin and others. Furthermore, we will also have a look at contemporary Scottish plays and selected poetry.

Participants are strongly advised to have read A L Kennedy's Day by the beginning of term.

Reading

James Robertson, Joseph Knight (2004)

A L Kennedy, Day (2007)

Kieran Hurley, Rantin (2013) (in Thomas Reid, ed. Contemporary Scottish Plays. Bloomsbury: London, 2014)

Further primary reading to be announced.

5250128 Scotland and Contemporary Literature (englisch)

2 SWS 4 LP
LK Fr 12-14 14tgl. UL 6, 3001 H. Schwalm

5250129 Vladimir Nabokov (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. UL 6, 3075 M. Jakiša, H. Schwalm

Wie kein anderer verkörpert Vladimir Nabokov den exophonen, transnationalen Schriftsteller im 20. Jh. Als Angehöriger der abgeschafften russischen Oberschicht verlässt er nach der Oktoberrevolution Russland, studiert in Cambridge, schreibt in 15 Berliner Jahren mehrere russischsprachige Romane und Erzählungen und emigriert zuletzt nach Amerika. Hier verfasst er sein Hauptwerk in englischer Sprache, darunter Lolita.

Das Seminar setzt in der Lektüre einiger russischer und amerikanischer Erzähltexte Nabokovs zwei Schwerpunkte: 1. Exophonie, Migration, Exil und 2. Inszenierung des Autors, Subjektivität, Wahnsinn, die wir zuletzt auch auf mögliche Zusammenhänge hin befragen wollen. Unter dem Stichwort „Nabokov-Effekt“ werden wir im Seminar auch mit dem russisch-amerikanischen Autor Eugene Ostashevsky sprechen, der im Sommersemester an der HU zu Gast ist.

Dieses Master-Seminar, das sich gleichermaßen an Studierende der Slavistik, Amerikanistik, Anglistik und der Europäischen Literaturen richtet, ist ein tandem-teaching-Projekt der Institute für Anglistik/Amerikanistik und Slavistik. Verkehrssprache ist Deutsch; die Texte können je nach Kenntnissen in russischer, englischer oder deutscher Sprache gelesen werden.

Vorbereitende Lektüre: Masenka (1926/1970, dt. Maschenka, engl. Mary) und Pnin (1957)

5250130 Vladimir Nabokov (englisch)

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

Modul IIIb: Texts, Contexts, Cultures. Literatur und Wissensordnungen**5250059 Country Matters (englisch)**

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

Is there anything more essentially English than the 'country-house poem' – the topographical poem on a representative estate and its owner? It is only at a second glance that its European, indeed classical heritage becomes obvious, for like pastoral and georgic poetry, it has its roots in antiquity. However, responding to early modern economic, social, political and not last confessional change, while relating to contemporary developments such as the ongoing concern with enclosures or the new interest in gardens and the 'improvement' of estates, topographical poetry also becomes a site of cultural transformation far from the metropolis. Poetry of place not only responds to basic questions about landscape and nature. It also offers a comprehensive anatomy of local culture that does not rest content with the philosophical or the merely idyllic. It moves into focus themes of agriculture, forestry and horticulture, the breeding and feeding of animals, the responsibilities and obligations connected with building and dwelling, with inheritance, property, housekeeping and the managing of individual estates, including the distribution and renegotiation of domestic, familial and gender roles in the context of a developing market economy. In this seminar, we shall explore the aesthetics and contexts of estate and pastoral poetry from the 16th to the 18th century, looking back to its classical origins and forward to its enlightenment functions, with particular emphasis on the orders of knowledge it addresses. For participants, we hope to make the texts accessible via Moodle by the beginning of term.

5250060 Country Matters (englisch)

2 SWS	4 LP					
LK	Mi	16-18	14tgl./2	DOR 24, 1.601	V. Lobsien	

5250112 The Scottish Renaissance (englisch)

2 SWS	4 LP					
SE	Di	10-12	wöch.	DOR 24, 1.502	W. Keller	

5250113 The Scottish Renaissance (englisch)

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

Scottish Renaissance is a temporally ambiguous phrase insofar as it can refer to both, the Scottish Renaissance of the fifteenth- and sixteenth centuries or the so called twentieth-century Scottish Renaissance, that is, the attempt to bring about a renaissance of Scottish (national) literature and culture. In the course of the semester, we will read works by authors associated with both renaissances, for instance, poetry by the early modern Scottish poets Gavin Douglas, William Dunbar, or William Drummond of Hawthornden as well as works by modernist authors, such as Hugh MacDiarmid, Violet Jacob, Edwin Muir, and others. In discussing these texts, the focus will be mainly on the socio-historical frameworks within which these authors worked, especially with a view as to how the concept of "Renaissance" is constructed within their works. Interested students should contact me by 1 April 2016 in addition to registering for the seminar on Agnes.

Modul IV: Literary Interactions**5250125 Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight" (englisch)**

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

This seminar proposes to read the Old English epic poem Beowulf and the medieval Arthurian poem Gawain and the Green Knight through postcolonial and intersectional lenses. A central concern in reading both texts will strategies of Othering with regard to raced, classed and gendered positions in both texts. Thus the seminar is geared towards elucidating power structures and cultural discourses operating in these literary representations of ancient Scandinavian and medieval English cultural contexts and spaces. Students are expected to have acquired the set texts and have attained a measure of familiarity with these. Do consider getting the text editions specified below to facilitate text references for class work. A reader with secondary material will be made available. Class presentations are a requirement for attendance in this seminar.

Texts:

Seamus Heaney. Beowulf. Faber and Faber. 1999.

J.R.R. Tolkien. Gawain and the Green Knight. Harpercollins Publishers. 1996.

5250126 Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight" (englisch)

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

Modul V: Texts and Theories

5250116 William Blake and Antinomian Thinking (englisch)

2 SWS	4 LP				
LK	Mi	10-12	14tgl./1	UL 6, 3075	S. Lieske

William Blake was a highly controversial poet, engraver, and thinker in the Romantic period - and has been ever since. Many contemporaries considered him an incomprehensible - albeit talented - mystic and visionary, a label that condemned him to virtual obscurity in the 19th century. At the same time, however, his poetry and etchings have attracted the admiration of people as diverse as Wordsworth, Ruskin, Morris, Yeats, and the 'flower power' generation of the 1960s.

We will study Blake's utopian visions in both his poetry and so-called "Illuminated Books" in which he employs "a method of printing which combines the painter and the poet". We will explore the past significance and present relevance of Blake's religious-sectarian Utopianism in the context of the tradition of antinomian thinking, his critique of enlightened rationalism, his idiosyncratic sense of dialectics and other issues.

The Lektürekurs offers a close reading of Blake's poetry.

Please register for the class by e-mail (stephan.lieske@rz.hu-berlin.de) before the beginning of the summer term.

5250118 William Blake and Antinomian Thinking (englisch)

2 SWS	4 LP				
SE	Mi	12-14	wöch.	DOR 24, 1.502	S. Lieske

Modul VI: Forschungskolloquium

5250131 Research Colloquium (englisch)

2 SWS	4 LP				
CO	Mi	08-10	wöch.	DOR 24, 1.502	H. Schwalm

This module extending over two semesters imparts the competence and practices required to conduct independent research.

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

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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

5250160 Epos - Zusatzangebot ohne SP/LP (englisch)

2 SWS					
VL	Di	18-20	wöch. (1)	DOR 24, 1.101	N.N.

1) Ringvorlesung
detaillierte Beschreibung siehe S. 41

Modul 1a: Academic Skills

5250019 Academic Skills: Essay Composition (englisch)

2 SWS	2 LP				
UE	Mi	10-12	wöch.	DOR 24, 1.501	M. Davies

detaillierte Beschreibung siehe S. 41

5250021 Academic Writing (englisch)

2 SWS	2 LP / 3 LP				
UE	Do	12-14	wöch.	I 110, 349	D. Greeves
UE	Do	10-12	wöch.	I 110, 349	D. Greeves

detaillierte Beschreibung siehe S. 35

Modul 1b: Professional Communication Skills - Textual Competence

- 5250018 Professional Communication Skills: Negotiating Skills and Intercultural Competence (englisch)**
2 SWS 2 LP
UE Di 16-18 wöch. UL 6, 2004A M. Davies
detaillierte Beschreibung siehe S. 41
- 5250068 Non-Fiction Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 12-14 wöch. UL 6, 3001 S. Ehlert
detaillierte Beschreibung siehe S. 35

Modul 2: Authors, Periods, Genres (Basics)

- 51 203 Eine Antike, viele Antiken? Die Pluralisierung der Antike in ihrer Transformation**
2 SWS
RV Mo 16-18 wöch. (1) UL 6, 1072 S. Schlelein
1.) findet ab 18.04.2016 statt
detaillierte Beschreibung siehe S. 42

Modul 3a: Authors, Periods, Genres I

- 5250061 Shakespeare's Romances (englisch)**
2 SWS 4 LP
SE Di 14-16 wöch. UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250062 Shakespeare's Romances (englisch)**
2 SWS 4 LP
LK Di 16-18 14tgl./2 UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250107 Andrew Marvell: Politics and Pastoral (englisch)**
2 SWS 4 LP
SE Do 12-14 wöch. DOR 24, 1.501 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250108 Andrew Marvell: Politics and Pastoral (englisch)**
2 SWS 4 LP
LK Do 14-16 14tgl./2 UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250114 Renaissance Medievalism (englisch)**
2 SWS 4 LP
SE Mo 12-14 wöch. DOR 24, 1.501 W. Keller
detaillierte Beschreibung siehe S. 43
- 5250115 Renaissance Medievalism (englisch)**
2 SWS 4 LP
LK Mo 14-16 14tgl. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 44
- 5250123 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)**
2 SWS 4 LP
SE Mo 14-16 wöch. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 44

- 5250124 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)**
 2 SWS 4 LP
 LK Mo 16-18 14tgl. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 44
- 5250127 Scotland and Contemporary Literature (englisch)**
 2 SWS 4 LP
 SE Fr 10-12 wöch. UL 6, 3001 H. Schwalm
detaillierte Beschreibung siehe S. 44
- 5250128 Scotland and Contemporary Literature (englisch)**
 2 SWS 4 LP
 LK Fr 12-14 14tgl. UL 6, 3001 H. Schwalm
detaillierte Beschreibung siehe S. 44
- 5250129 Vladimir Nabokov (englisch)**
 2 SWS 4 LP
 SE Do 10-12 wöch. UL 6, 3075 M. Jakiša,
 H. Schwalm
detaillierte Beschreibung siehe S. 44
- 5250130 Vladimir Nabokov (englisch)**
 2 SWS 4 LP
 LK Do 12-14 14tgl. DOR 24, 1.502 M. Jakiša,
 H. Schwalm
detaillierte Beschreibung siehe S. 45
- Modul 3b: Authors, Periods, Genres II**
- 5250061 Shakespeare's Romances (englisch)**
 2 SWS 4 LP
 SE Di 14-16 wöch. UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250062 Shakespeare's Romances (englisch)**
 2 SWS 4 LP
 LK Di 16-18 14tgl./2 UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250107 Andrew Marvell: Politics and Pastoral (englisch)**
 2 SWS 4 LP
 SE Do 12-14 wöch. DOR 24, 1.501 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250108 Andrew Marvell: Politics and Pastoral (englisch)**
 2 SWS 4 LP
 LK Do 14-16 14tgl./2 UL 6, 3001 V. Lobsien
detaillierte Beschreibung siehe S. 43
- 5250114 Renaissance Medievalism (englisch)**
 2 SWS 4 LP
 SE Mo 12-14 wöch. DOR 24, 1.501 W. Keller
detaillierte Beschreibung siehe S. 43
- 5250115 Renaissance Medievalism (englisch)**
 2 SWS 4 LP
 LK Mo 14-16 14tgl. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 44

5250123 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)
 2 SWS 4 LP
 SE Mo 14-16 wöch. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 44

5250124 Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors" (englisch)
 2 SWS 4 LP
 LK Mo 16-18 14tgl. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 44

5250127 Scotland and Contemporary Literature (englisch)
 2 SWS 4 LP
 SE Fr 10-12 wöch. UL 6, 3001 H. Schwalm
detaillierte Beschreibung siehe S. 44

5250128 Scotland and Contemporary Literature (englisch)
 2 SWS 4 LP
 LK Fr 12-14 14tgl. UL 6, 3001 H. Schwalm
detaillierte Beschreibung siehe S. 44

5250129 Vladimir Nabokov (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. UL 6, 3075 M. Jakiša,
 H. Schwalm
detaillierte Beschreibung siehe S. 44

5250130 Vladimir Nabokov (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. DOR 24, 1.502 M. Jakiša,
 H. Schwalm
detaillierte Beschreibung siehe S. 45

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

5250059 Country Matters (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.601 V. Lobsien
detaillierte Beschreibung siehe S. 45

5250060 Country Matters (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl./2 DOR 24, 1.601 V. Lobsien
detaillierte Beschreibung siehe S. 45

5250112 The Scottish Renaissance (englisch)
 2 SWS 4 LP
 SE Di 10-12 wöch. DOR 24, 1.502 W. Keller
detaillierte Beschreibung siehe S. 45

5250113 The Scottish Renaissance (englisch)
 2 SWS 4 LP
 LK Di 12-14 14tgl. DOR 24, 1.502 W. Keller
detaillierte Beschreibung siehe S. 45

Modul 6: Literary Interactions

5250125 Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight" (englisch)
 2 SWS 4 LP
 SE Di 14-16 wöch. DOR 24, 1.502 C. Vogt-William

detaillierte Beschreibung siehe S. 45

5250126 Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight" (englisch)
2 SWS 4 LP
LK Di 16-18 14tgl. DOR 24, 1.502 C. Vogt-William
detaillierte Beschreibung siehe S. 46

Modul 7: Texts and Theories

5250116 William Blake and Antinomian Thinking (englisch)
2 SWS 4 LP
LK Mi 10-12 14tgl./1 UL 6, 3075 S. Lieske
detaillierte Beschreibung siehe S. 46

5250118 William Blake and Antinomian Thinking (englisch)
2 SWS 4 LP
SE Mi 12-14 wöch. DOR 24, 1.502 S. Lieske
detaillierte Beschreibung siehe S. 46

Modul 8: Research Colloquium

5250131 Research Colloquium (englisch)
2 SWS 4 LP
CO Mi 08-10 wöch. DOR 24, 1.502 H. Schwalm
detaillierte Beschreibung siehe S. 46

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

5250086 Nachbereitung des Unterrichtspraktikums
1 SWS 4 LP
BS Fr 12-18 Einzel (1) HV 5, 0122-23 K. Schultze
Sa 10-16 Einzel (2) HV 5, 0122-23 K. Schultze
1) findet am 22.04.2016 statt
2) findet am 23.04.2016 statt
detaillierte Beschreibung siehe S. 12

5250087 Nachbereitung des Unterrichtspraktikums
1 SWS 4 LP
BS Fr 12-18 Einzel (1) UL 6, 2004A S. Breidbach
Sa 10-16 Einzel (2) UL 6, 2004A S. Breidbach
1) findet am 22.04.2016 statt
2) findet am 23.04.2016 statt

Im Nachbereitungsseminar werden Sie Gelegenheit erhalten, Praxiserfahrungen aus Ihrem Unterrichtspraktikum vor dem Hintergrund aktueller fremdsprachendidaktischer Theoriebildung vorzustellen und gemeinsam zu reflektieren. Am ersten Tag des Blockseminars steht die Analyse von Schlüsselerlebnissen Ihres eigenen Unterrichtshandelns anhand der critical incident technique im Mittelpunkt, am zweiten Tag beschäftigen wir uns intensiv mit Methodik und Inhalten Ihres Beobachtungsprojekts.

5250089 Vorbereitung auf das Unterrichtspraktikum / Praxissemester (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mo 16-18 wöch. HV 5, 0122-23 K. Schultze
detaillierte Beschreibung siehe S. 12

5250100 Unterrichtspraktikum
 1 SWS 4 LP
 PR (1) F. Klimczak
 1.) findet vom 12.09.2016 bis 07.10.2016 statt
detaillierte Beschreibung siehe S. 12

5250101 Vorbereitung auf das Unterrichtspraktikum / Praxissemester II (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mi 10-12 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 12

5250102 Vorbereitung auf das Unterrichtspraktikum / Praxissemester III (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mi 12-14 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 13

5250105 Vorbereitung auf das Unterrichtspraktikum/Praxissemester IV (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Do 12-14 wöch. HV 5, 0122-23 A. Mihan
detaillierte Beschreibung siehe S. 13

Modul Literatur und Medien im Kontext des Englischunterrichts

5250011 Film and other Media in the classroom (englisch)
 2 SWS 3 LP
 UE Mi 10-12 wöch. DOR 24, 1.306 E. Affandi
 UE Di 10-12 wöch. DOR 24, 1.306 E. Affandi
 UE Di 12-14 wöch. DOR 24, 1.306 E. Affandi

In this course, we will have a close look at the many types of media that form part of young people's everyday life. Together we will explore how and where film and others can be used to teach English at various levels. Participants are expected to prepare for presentations and discussions (i.e. develop and try out lessons incorporating media), and hand in one major assignment. The practical language MAP required for this module is offered at the end of the course.
 Interested students should register using the MA Education Sprachpraxis Form available on the departmental website/Abteilung Applied Language Studies. Deadline: 14 April 2016.

5250117 William Morris (englisch)
 2 SWS 3 LP / 4 LP
 SE Mi 08-10 wöch. DOR 24, 1.601 S. Lieske

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn an unter: stephan.lieske@rz.hu.berlin.de
 William Morris is perhaps best remembered for his wallpaper, tapestry, and print designs. Yet, he was not only an artist/craftsman, but also a poet, an early environmentalist, a passionate social reformer, and an educationalist who became a socialist of sorts at the age of 50. In an age of ever-increasing specialization Morris was struggling for a new understanding of wholeness in both the arts and cultural thinking and offered - to both his contemporary and present thinkers - ideas about how to live a meaningful life - as an artist, craftsman or worker.

We will examine Morris' ideas of how to combat human alienation in modern industrial society and trace his idiosyncratic relations to his Pre-Raphaelite friends. We will study some of his poetry, his lectures and essays, his Utopia News From Nowhere as well as his home, furniture and graphic designs.
 Please buy and read in advance: William Morris, News from Nowhere and Other Writings, ed. Clive Wilmer (Harmondsworth: Penguin, 1993). A reader with further material will be provided at the beginning of the summer term.

Modul Kompetenzorientierung im Englischunterricht

5250014 Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 2004A	M. Davies	
UE	Di	14-16	wöch.	UL 6, 2004A	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: 14.04.2016

5250064 Fremdsprache im Unterricht: Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.502	S. Ehlert	
UE	Mo	08-10	wöch.	DOR 24, 1.502	S. Ehlert	

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

5250088 Masterkolloquium

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

Das Masterkolloquium wendet sich an Studierende, die ihre Masterarbeit in der Fachdidaktik Englisch schreiben möchten. Im Kolloquium wird der Prozess, eine wissenschaftliche Abschlussarbeit zu schreiben, systematisch erarbeitet und individuell begleitet.

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

5250090 Theoriegeleitetes Forschen und Handeln: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/CLIL"

2 SWS	4 LP / 5 LP					
SE	Mo	10-12	wöch.	HV 5, 0122-23	W. Zydati	

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

- „EMILE & classes européennes“ in France or „bilingualer Sachfachunterricht“ (= mehrjähriger Bildungsgang: Sek I & II); surely the most common and most successful curricular concept in German CLIL contexts (= 1.500 bilingual tracks / wings in the general school system, including a bridging support in grades 5+6),
- two-way or dual immersion classes at both the primary and the secondary school level; in Berlin notably the „State Europe-School“ which has adopted its own curricular planning tools (topic web & leporello),
- „bilingual modules“ at the lower and/or upper secondary level in a large variety of subjects and/or curricular domains of general schooling, but also temporary enrichment / CLIL courses at vocational schools (eg. business studies & economics, ICT, English for tourism & hotels, technology & design / Arbeitslehre etc.),
- „Englisch als Arbeitssprache“; ie. the use of the foreign language in specific subjects for the length of a school year changing the CLIL subject on a yearly basis (= a cumulative system introducing different curricular areas),
- „Kompetenz-, Projekt- & Seminarkurse“ at the upper secondary school level in Germany bringing in both subject matter topics & ethics / practical philosophy (= in the UK: Advanced Supplementary Courses) and
- courses combining different foreign languages (= „intercomprehension“) showing links among the Germanic, Romance and Slavonic languages (incl. a 'mixed language' like English and/or the Greek & Latin roots in modern languages, esp. in academic contexts).

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

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform (Moodle Code: CLIL 2016) and hand in (if you decide to do it in this course) a written assignment, preferably by mid-August 2016. Please register with Agnes - First session: April 18, 2016.

Literatur:

Recommended pre-reading:

Manfred Wildhage / Edgar Otten (Hrsg.) (2003): Praxis des bilingualen Unterrichts. Cornelsen / Scriptor.

Peeter Mehisto / David Marsh & J.M. Frigols (2008): Uncovering CLIL. Oxford: Macmillan.
 Do Coyle / Philip Hood & David Marsh (2010): CLIL. Cambridge Univ. Press (= CUP).
 Ana Llinares / Tom Morton & Rachel Whittaker (2012): The Roles of Language in CLIL. CUP.

5250091 Mastercolloquium

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 „Großen Lehramtsmaster“ (120 SP) in der Fachdidaktik Englisch; und zwar vornehmlich im Gegenstands-bereich „Integriertes Sach-Sprachlernen / CLIL / bilingualer Unterricht / Immersion / Zweisprachigkeitserziehung“. Besonderer Wert wird auf die methodologischen Zugriffe hinsichtlich der jeweiligen Fragestellungen gelegt. Von daher erfolgen spezifische Literaturhinweise je nach Thema und Methode der geplanten Arbeit.

Erste Sitzung: 18. April 2016. Ggf. Folien auf Moodle hochladen (Moodle Code: Coll 2016) – 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.

5250092 Problemfelder des Fremdsprachenlehrens und -lernens: "Managing Spoken and Written Discourse Genres in Informal and Formal Communication" (englisch)

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

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

What then is proficiency in a language, and what are language competences? What are the differences between spoken and written language, and how did the abilities to use these modes develop in evolutionary terms? Literacy has been with us for only 5.000 years, so how does the human brain process spoken and written language? Do these processes differ? What is the difference between receptive and productive communicative activities? How does content come into these activities? Is man unique in using language, ie. what are the design features of human language (use)? What role is being played by thinking, ie. in what ways does cognition shape human discourse genres? What part does culture play in all that? If language is used for communication, does the use of your first language differ from the use of a foreign language? Why should we distinguish informal and formal communication? What kind of situations are learners of English likely to come across when they use their English, as language learners at school and later on in life or in their vocational and professional work place? What types of text will they encounter in various sociocultural contexts? What are the conventions and linguistic or cognitive difficulties for the use of these text types or discourse genres, and what are the expectations or norms the user of the language may have to fulfill when being confronted with an audience or addressee? –

Sorry, questions galore but the seminar will try to give answers as well: on how to instruct learners in these matters, how to arrange learning experiences, how to frame tasks and how to scaffold their learning in a systematic and cumulative manner. The overall aim will be a functional one: developing and sharing ideas for enabling learners to manage (ie. to understand and encode) coherent and linguistically appropriate discourse genres in sociocultural contexts. In the course of this seminar the major aims, structural patterns and theoretical aspects of the different approaches will be presented and discussed. Students will be encouraged to develop their own curricular „kit“ related to some identified teaching project drawing upon English source materials and tasks which will have to be analysed in a functional stylistic way (= a content and language integrated „Erwartungs-horizont“).

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform (Moodle Code: Genres 2016), and use English in class. I would strongly recommend to you that you prepare a written assignment (if the introduction of „Bildungssprache / academic literacy“ is to be taken seriously in the new structure of teacher education) – preferably by mid-August 2016, (provided you decide to write in this field). Please, register with „Agnes“. First session: April 18, 2016.

Literatur:

Recommended pre-reading:

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

W. Hallet: Lernen fördern: Englisch ; W. Hallet / U. Krämer (Hg.): Kompetenzaufgaben im Englischunterricht. (beide bei Klett-Kallmeyer).

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

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

M. Halliday (1993): „Towards a language-based theory of learning“, in: Linguistics and Education 5, 93-116.

E. Vorlat (1989): „Stylistics“, in: R. Dirven (Hg.): A User's Grammar of English: Word, Sentence, Text, Inter-action, Frankfurt/ M.: P. Lang, 687-721.

5250093 Kompetenzorientierung in der Primarstufe und Sek I = Problemfelder: Verbal Humour Across the EFL Curriculum (englisch)

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

English humour, an elusive concept – rather something to bear than to enjoy? Do you understand and appreciate English verbal humour (be it, eg., British or American)? Humour, wit and laughter: a learning objective or even a learning aid? Riddles and jokes of various types, puns and other forms of word play, witty headlines and witty ads or commercials, certain catch phrases or punchlines, graffiti, limericks and other types of nonsense or comic verse: do you find them funny – funny-haha or funny-

peculiar? And what about parody and satire, irony and black humour, the grotesque or even the macabre or the absurd? Have YOU ever landed a successful joke in English? Do you enjoy James Thurber's fables, Roald Dahl's poems, stories or re-creations of traditional fairy tales? Have you ever read or watched Sue Townsend's novels (or the plays based on them)? And what about Woody Allen's movies or Shakespeare's comedies or even tragedies (they contain funny bits as well)? Do you turn the television off when they show a Mr. Bean or Monty Python sketch? Do you follow the famous „soaps“ like „Yes, Minister“, „Blackadder“, „Keeping up Appearances“ or „Little Britain“? Have you heard of „Fawlty Tower“ or „Spitting Image“? Surely, humour is a culturally embedded phenomenon, so what can we learn about (specific aspects of) British and/or American culture when we look at what makes people smile and laugh in another society? – You are welcome to bring in your own favourite specimens of English humour provided they can be dealt with in some systematic (ie. linguistically and culturally fruitful) way in an English language classroom (see also the sample of materials – maybe a bit dated now – in Alexander 1997, pp. 201-209); but some goodies will never lose their value and their fans.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform [Moodle code: Verbal Humour 2016] and hand in, preferably (if the introduction of „Bildungssprache / academic literacy“ in the new structure of teacher education is to be taken seriously), a written assignment by mid-August 2016 (if you decide to write it in this area). Please, register with „Agnes“. First session: April 18, 2016.

Literatur:

Recommended pre-reading:

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

5250096 Problemfelder des Fremdsprachenlehrens und -lernens: „Queer Children's and Young Adult Literature in the EFL Classroom“ (englisch)

2 SWS	2 LP / 4 LP				
SE	Do	14-16	wöch.	HV 5, 0122-23	A. Mihan

What role do gender and sexuality play in the learning and teaching of English as a foreign language? In Germany, little attention has been paid so far to issues related to gender and sexuality in the EFL curriculum – a neglect that allows a firm belief in a binary gender system, essentialist conceptions of maleness and femaleness, as well as the marginalization of non-normative genders and sexual identities to remain largely unquestioned in local language teaching theory and school practice.

In this seminar we will look at queer children's and young adult literature as subject matter of the English language classroom from the theoretical perspectives of literature didactics and concepts of teaching for critical literacy. You will cooperatively develop a unit on one of the texts, (co-)teach parts of it at a Berlin secondary school, and reflect upon your teaching experiences as well as classroom observations in the seminar.

A course syllabus as well as required primary and secondary literature will be provided in a Moodle course under www.moodle.hu-berlin.de.

5250104 Theoriegeleitetes Forschen und Handeln: Language Attitudes and Urban Multilingualism (englisch)

2 SWS	2 LP / 4 LP / 5 LP				
SE	Fr	10-12	wöch.	HV 5, 0122-23	S. Breidbach

Like other urban conglomerates, Berlin is a multilingual metropolis. Apart from the official language, German, a large number of other languages are spoken in many diverse contexts, and the people of Berlin live multilingual lives. However, as language use is hardly ever purely functional but rather symbolic (at least to a certain extent), the linguistic landscape of Berlin is charged with personal attitudes, official or private intentions and symbolic significance at different levels.

In this course, we will investigate – theoretically and empirically – the language attitudes of the population of Berlin in a quest to understand how these play out in peoples' behaviour in the street or in institutional contexts, such as the educational system (i.e. schools). On the basis of our study of the concept of language attitudes, our chief method will be spontaneous street interviews and guided interviews with language teachers and learners from schools. The interviews will be analysed and preliminary results will be presented by the participants of this course at the Symposium "Vitality of Urban Multilingualism" (to be held from 8th – 9th July 2016, Humboldt-Universität zu Berlin). Participation in the Symposium will be obligatory.

The course will be co-taught by Prof. Itesh Sachdev (SOAS, University of London). The language of instruction will be English. A reading-list will be provided in the Moodle-Course at the beginning of the semester.

Term papers (MAP) are due before Sept. 30th, 2016.

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

5250106 Problemfelder der Praxis: playingCLIL – Teaching Language and Content through Drama-Games (englisch)

2 SWS	2 LP / 4 LP				
BS		09-17	Block (1)	UL 6, 1085	S. Breidbach
1) findet vom 30.05.2016 bis 03.06.2016 statt					

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

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

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

Participants will also be requested for their course-credits to present some of the content from basic reading in class, preferably by using and through drama games. For the final module examination (MAP) a term-paper has to be submitted before July 31st, 2016. The course will be open to all Master of Education students irrespective of the combination of their subjects. The course language will be English.

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

Modul Sprachwissenschaftliche Methoden und Englischunterricht

5250013 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

2 SWS	3 LP					
UE	Fr	10-12	wöch.	DOR 24, 1.306	M. Davies	

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for learner-related factors. Students will investigate the various causes and types of errors made in the spoken and written output of pupils attending German schools. Here, consideration will also be given to how outcomes may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as valid and reliable as possible and how to structure feedback strategies to enable pupils to learn from errors.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 14.04.2016

5250069 Fremdsprache im Unterricht: Grammar in the Classroom (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	DOR 24, 1.502	S. Ehlert	
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.

5250079 Language and Cognition (englisch)

2 SWS	3 LP					
SE	Mo	14-16	wöch.	UL 6, 2014A	G. Smith	

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

Kleiner Master (60SP)

Modul Schulpraktische Studien - Planung, Durchführung und Reflexion von Englischunterricht

5250086 Nachbereitung des Unterrichtspraktikums

1 SWS	4 LP					
BS	Fr	12-18	Einzel (1)	HV 5, 0122-23	K. Schultze	
	Sa	10-16	Einzel (2)	HV 5, 0122-23	K. Schultze	

1) findet am 22.04.2016 statt
2) findet am 23.04.2016 statt

detaillierte Beschreibung siehe S. 12

5250087 Nachbereitung des Unterrichtspraktikums

1 SWS	4 LP					
BS	Fr	12-18	Einzel (1)	UL 6, 2004A	S. Breidbach	
	Sa	10-16	Einzel (2)	UL 6, 2004A	S. Breidbach	

1) findet am 22.04.2016 statt
2) findet am 23.04.2016 statt

detaillierte Beschreibung siehe S. 50

5250089 Vorbereitung auf das Unterrichtspraktikum / Praxissemester (deutsch-englisch)

2 SWS	2 LP / 3 LP					
SE	Mo	16-18	wöch.	HV 5, 0122-23	K. Schultze	

detaillierte Beschreibung siehe S. 12

5250100 Unterrichtspraktikum
 1 SWS 4 LP
 PR (1) F. Klimczak
 1.) findet vom 12.09.2016 bis 07.10.2016 statt
detaillierte Beschreibung siehe S. 12

5250101 Vorbereitung auf das Unterrichtspraktikum / Praxissemester II (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mi 10-12 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 12

5250102 Vorbereitung auf das Unterrichtspraktikum / Praxissemester III (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mi 12-14 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 13

5250105 Vorbereitung auf das Unterrichtspraktikum/Praxissemester IV (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Do 12-14 wöch. HV 5, 0122-23 A. Mihan
detaillierte Beschreibung siehe S. 13

Modul Kompetenzorientierung im Englischunterricht

5250014 Culture and Language Learning (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. UL 6, 2004A M. Davies
 UE Di 14-16 wöch. UL 6, 2004A M. Davies
detaillierte Beschreibung siehe S. 52

5250064 Fremdsprache im Unterricht: Classroom Discourse (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. DOR 24, 1.502 S. Ehlert
 UE Mo 08-10 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 52

5250088 Masterkolloquium
 2 SWS 2 LP
 SE Fr 12-14 wöch. HV 5, 0122-23 S. Breidbach
detaillierte Beschreibung siehe S. 52

5250090 Theoriegeleitetes Forschen und Handeln: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/CLIL"
 2 SWS 4 LP / 5 LP
 SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydati
detaillierte Beschreibung siehe S. 52

5250092 Problemfelder des Fremdsprachenlehrens und -lernens: "Managing Spoken and Written Discourse Genres in Informal and Formal Communication" (englisch)
 2 SWS 2 LP
 SE Mo 08-10 wöch. HV 5, 0122-23 W. Zydati
detaillierte Beschreibung siehe S. 53

5250093 Kompetenzorientierung in der Primarstufe und Sek I = Problemfelder: Verbal Humour Across the EFL Curriculum (englisch)
 2 SWS 2 LP / 3 LP
 SE Mo 14-16 wöch. HV 5, 0122-23 W. Zydati
detaillierte Beschreibung siehe S. 53

- 5250096 Problemfelder des Fremdsprachenlehrens und -lernens: "Queer Children's and Young Adult Literature in the EFL Classroom" (englisch)**
 2 SWS 2 LP / 4 LP
 SE Do 14-16 wöch. HV 5, 0122-23 A. Mihan
detaillierte Beschreibung siehe S. 54
- 5250104 Theoriegeleitetes Forschen und Handeln: Language Attitudes and Urban Multilingualism (englisch)**
 2 SWS 2 LP / 4 LP / 5 LP
 SE Fr 10-12 wöch. HV 5, 0122-23 S. Breidbach
detaillierte Beschreibung siehe S. 54
- 5250106 Problemfelder der Praxis: playingCLIL – Teaching Language and Content through Drama-Games (englisch)**
 2 SWS 2 LP / 4 LP
 BS 09-17 Block (1) UL 6, 1085 S. Breidbach
 1) findet vom 30.05.2016 bis 03.06.2016 statt
detaillierte Beschreibung siehe S. 54

Studienordnung 2015

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

- 5250079 Language and Cognition (englisch)**
 2 SWS 3 LP
 SE Mo 14-16 wöch. UL 6, 2014A G. Smith
detaillierte Beschreibung siehe S. 55
- 5250117 William Morris (englisch)**
 2 SWS 3 LP / 4 LP
 SE Mi 08-10 wöch. DOR 24, 1.601 S. Lieske
detaillierte Beschreibung siehe S. 51

Modul 3/4: Sprachpraxis

- 5250011 Texte und Medien: Film and other Media in the classroom (englisch)**
 2 SWS 2 LP
 UE Di 12-14 wöch. DOR 24, 1.306 E. Affandi
 UE Di 10-12 wöch. DOR 24, 1.306 E. Affandi
 UE Mi 10-12 wöch. DOR 24, 1.306 E. Affandi

In this course, we will have a close look at the many types of media that form part of young people's everyday life. Together we will explore how and where film and others can be used to teach English at various levels. Participants are expected to prepare for presentations and discussions (i.e. develop and try out lessons incorporating media), and hand in one major assignment. The practical language MAP required for this module is offered at the end of the course. Interested students should register using the MA Education Sprachpraxis Form available on the departmental website/Abteilung Applied Language Studies. Deadline: 14 April 2016.

- 5250013 Produktion und Analyse fremdsprachiger Texte: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)**
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 24, 1.306 M. Davies

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how traditional definitions of 'grammatical' competence and L2 'knowledge' used in language testing have been extended to allow for learner-related factors. Students will investigate the various causes and types of errors made in the spoken and written output of pupils attending German schools. Here, consideration will also be given to how outcomes may be influenced by test format and task type. Key concerns throughout the course will be how to make testing as valid and reliable as possible and how to structure feedback strategies to enable pupils to learn from errors. Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 14.04.2016

5250014 Fremdsprache im Unterricht: Culture and Language Learning (englisch)

2 SWS	2 LP					
UE	Di	12-14	wöch.	UL 6, 2004A	M. Davies	
UE	Do	14-16	wöch.	UL 6, 2004A	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: 14.04.2016

5250020 Produktion und Analyse fremdsprachiger Texte: Written Expression (UK topics) (englisch)

2 SWS	2 LP					
UE	Mi	12-14	wöch.	DOR 24, 1.501	M. Davies	

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

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 14.04.2016

5250063 Produktion und Analyse fremdsprachiger Texte: Written Expression (US topics) (englisch)

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

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

5250064 Fremdsprache im Unterricht: Classroom Discourse (englisch)

2 SWS	2 LP					
UE	Mo	10-12	wöch.	DOR 24, 1.502	S. Ehlert	
UE	Mo	08-10	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 52

5250069 Fremdsprache im Unterricht: Grammar in the Classroom (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	DOR 24, 1.502	S. Ehlert	
UE	Do	08-10	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 55

Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)**5250089 Vorbereitung auf das Unterrichtspraktikum / Praxissemester (deutsch-englisch)**

2 SWS	2 LP / 3 LP					
SE	Mo	16-18	wöch.	HV 5, 0122-23	K. Schultze	

detaillierte Beschreibung siehe S. 12

5250101 Vorbereitung auf das Unterrichtspraktikum / Praxissemester II (deutsch-englisch)

2 SWS	2 LP / 3 LP					
SE	Mi	10-12	wöch.	HV 5, 0122-23	F. Klimczak	

detaillierte Beschreibung siehe S. 12

5250102 Vorbereitung auf das Unterrichtspraktikum / Praxissemester III (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Mi 12-14 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 13

5250105 Vorbereitung auf das Unterrichtspraktikum/Praxissemester IV (deutsch-englisch)
 2 SWS 2 LP / 3 LP
 SE Do 12-14 wöch. HV 5, 0122-23 A. Mihan
detaillierte Beschreibung siehe S. 13

Modul 6: Aufbaumodul Fachdidaktik

5250090 Theoriegeleitetes Forschen und Handeln: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/CLIL"
 2 SWS 4 LP / 5 LP
 SE Mo 10-12 wöch. HV 5, 0122-23 W. ZydatiB
detaillierte Beschreibung siehe S. 52

5250092 Problemfelder des Fremdsprachenlehrens und -lernens: "Managing Spoken and Written Discourse Genres in Informal and Formal Communication" (englisch)
 2 SWS 2 LP
 SE Mo 08-10 wöch. HV 5, 0122-23 W. ZydatiB
detaillierte Beschreibung siehe S. 53

5250093 Kompetenzorientierung in der Primarstufe und Sek I = Problemfelder: Verbal Humour Across the EFL Curriculum (englisch)
 2 SWS 2 LP / 3 LP
 SE Mo 14-16 wöch. HV 5, 0122-23 W. ZydatiB
detaillierte Beschreibung siehe S. 53

5250094 Inklusion und Heterogenität I
 2 SWS 2 LP
 SE Di 10-12 wöch. HV 5, 0122-23 A. Mihan

Das Seminar Heterogenität und Inklusion zielt auf eine Verbindung von inklusionspädagogischer und fremdsprachendidaktischer Theorie und Unterrichtspraxis, indem Sie sich Grundlagenwissen zu den folgenden Themenfeldern aneignen:

- Heterogenität der individuellen Lernvoraussetzungen
- Theorie und Praxis von Heterogenität, Differenzierung und Individualisierung im Fremdsprachenunterricht
- Formen der Leistungsmessung und adressatengerechte Lernarrangements.

Auf dieser Basis entwickeln Sie fremdsprachendidaktische Fragestellungen, denen Sie in einer Unterrichtshospitation exemplarisch nachgehen sollen. Diese Fragestellungen können den thematischen und inhaltlichen Rahmen der Modulabschlussprüfung bilden. Bitte beachten Sie:

1. Beim Studieren nach der neuen Studienordnung (SO 2015) ist es nicht möglich, sich das SE „Inklusion und Heterogenität“ als SE „Problemfelder des Fremdsprachenlehrens und -lernens“ anerkennen zu lassen.
2. Zum Abschluss von Modul 6 nach der SO 2015 ist es notwendig, jeweils ein Seminar der beiden Seminartypen („Inklusion und Heterogenität“ + „Problemfelder“) absolviert zu haben. Es ist also nicht möglich, sich das SE „Inklusion und Heterogenität“ als SE „Problemfelder des Fremdsprachenlehrens und -lernens“ anerkennen zu lassen und dann „Inklusion und Heterogenität“ ein zweites Mal zu belegen.

5250096 Problemfelder des Fremdsprachenlehrens und -lernens: "Queer Children's and Young Adult Literature in the EFL Classroom" (englisch)
 2 SWS 2 LP / 4 LP
 SE Do 14-16 wöch. HV 5, 0122-23 A. Mihan
detaillierte Beschreibung siehe S. 54

5250099 Inklusion und Heterogenität II
 2 SWS 2 LP
 SE Di 16-18 wöch. HV 5, 0122-23 A. Seidel

Das Seminar Heterogenität und Inklusion zielt auf eine Verbindung von inklusionspädagogischer und fremdsprachendidaktischer Theorie und Unterrichtspraxis, indem Sie sich Grundlagenwissen zu den folgenden Themenfeldern aneignen:

- Heterogenität der individuellen Lernvoraussetzungen
- Theorie und Praxis von Heterogenität, Differenzierung und Individualisierung im Fremdsprachenunterricht
- Formen der Leistungsmessung und adressatengerechte Lernarrangements.

Auf dieser Basis entwickeln Sie fremdsprachendidaktische Fragestellungen, denen Sie in einer Unterrichtshospitation exemplarisch nachgehen sollen. Diese Fragestellungen können den thematischen und inhaltlichen Rahmen der Modulabschlussprüfung bilden. Bitte beachten Sie:

1. Beim Studieren nach der neuen Studienordnung (SO 2015) ist es nicht möglich, sich das SE „Inklusion und Heterogenität“ als SE „Problemfelder des Fremdsprachenlehrens und -lernens“ anerkennen zu lassen.
2. Zum Abschluss von Modul 6 nach der SO 2015 ist es notwendig, jeweils ein Seminar der beiden Seminartypen („Inklusion und Heterogenität“ + „Problemfelder“) absolviert zu haben. Es ist also nicht möglich, sich das SE „Inklusion und Heterogenität“ als SE „Problemfelder des Fremdsprachenlehrens und -lernens“ anerkennen zu lassen und dann „Inklusion und Heterogenität“ ein zweites Mal zu belegen.

5250104 Theoriegeleitetes Forschen und Handeln: Language Attitudes and Urban Multilingualism (englisch)
 2 SWS 2 LP / 4 LP / 5 LP
 SE Fr 10-12 wöch. HV 5, 0122-23 S. Breidbach
detaillierte Beschreibung siehe S. 54

5250106 Problemfelder der Praxis: playingCLIL – Teaching Language and Content through Drama-Games (englisch)
 2 SWS 2 LP / 4 LP
 BS 09-17 Block (1) UL 6, 1085 S. Breidbach
 1) findet vom 30.05.2016 bis 03.06.2016 statt
detaillierte Beschreibung siehe S. 54

Modul 7: Transfermodul Fachdidaktik

Für dieses Modul werden erstmalig im Sommersemester 2017 Lehrveranstaltungen angeboten.

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:

5250009 Interpreting Discussions: Exchange programmes (englisch)
 2 SWS 3 LP
 UE Do 14-16 wöch. DOR 65, 459 E. Affandi

This course is based on the knowledge and skills acquired in "Introduction to Interpreting". Participants will learn how to interpret discussions (and negotiations) effectively. The course begins with informal discussions of topics of historical and cultural interest. It then goes on to include simulations of real-life interpreting situations. Students' interpreting performance will be assessed with regard to the completeness and correctness of content and language. Registration required by 14 April 2016 via email to: eva.affandi@rz.hu-berlin.de

5250016 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.306 M. Davies
detaillierte Beschreibung siehe S. 15

5250017 Professional Translation Skills (Fachsprache: Economic and Technical Translation) (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 15

5250029 Language Awareness: Working with Words (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 19

5250030 Language Awareness: Academic Vocabulary (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 65, 325 K. Heukroth

detaillierte Beschreibung siehe S. 19

5250033 Language Awareness: Grammar in Context (englisch)
2 SWS 2 LP
UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 19

5250035 Oral Skills: Contemporary Australian Society (englisch)
2 SWS 2 LP
UE Fr 14-16 wöch. I 110, 343 C. Suntinger
detaillierte Beschreibung siehe S. 20

5250036 Language Awareness: From Sentence to Paragraph to Essay (englisch)
2 SWS 2 LP
UE Do 10-12 wöch. I 110, 347 M. Heinitz
Do 12-14 wöch. I 110, 347 M. Heinitz
detaillierte Beschreibung siehe S. 20

5250037 Oral Skills: Presentation, Discussion and Listening Skills (englisch)
2 SWS 2 LP
UE Do 10-12 wöch. I 110, 306 E. Fawcett
Do 12-14 wöch. I 110, 306 E. Fawcett
detaillierte Beschreibung siehe S. 20

5250039 Contrastive Language Analysis: Translation in Academic Contexts (englisch)
2 SWS 2 LP
UE Do 08-10 wöch. UL 6, 2004A E. Kelly
Do 10-12 wöch. UL 6, 2004A E. Kelly
detaillierte Beschreibung siehe S. 22

5250041 Oral Skills: Voices of Great Britain, Ireland and the United States of America (englisch)
2 SWS 2 LP
UE Mi 10-12 wöch. DOR 24, 1.502 E. Kelly
detaillierte Beschreibung siehe S. 20

5250042 Oral Skills: Public Speaking Skills (englisch)
2 SWS 2 LP
UE Di 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20

5250043 Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)
2 SWS 2 LP
UE Mi 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 20

5250044 Oral Skills: Britain in Brief (englisch)
2 SWS 2 LP
UE Mi 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 21

5250046 Written Academic Discourse: Writing Academic Essays (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 2014A E. Kelly
Di 14-16 wöch. I 110, 353 A. Fausser
Fr 10-12 wöch. DOR 24, 1.502 A. Fausser
detaillierte Beschreibung siehe S. 22

5250047 Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives (englisch)
2 SWS 2 LP
UE Fr 12-14 wöch. DOR 24, 1.502 A. Fausser

detaillierte Beschreibung siehe S. 21

- 5250049** **Written Academic Discourse: Academic Writing for American Studies (englisch)**
2 SWS 2 LP
UE Do 12-14 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 32
- 5250050** **Oral Skills: Presentation Practice (englisch)**
2 SWS 2 LP
UE Mi 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 21
- 5250052** **Language Awareness: Notes in Academic Contexts (englisch)**
2 SWS 2 LP
UE Mi 12-14 wöch. I 110, 353 A. Fausser
 Do 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 21
- 5250054** **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. 22

Personenverzeichnis

Person	Seite
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Sight Translation/Übersetzen vom Blatt)	14
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Introduction to conference Interpreting)	14
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions)	15
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Combined Interpreting Skills)	35
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Film and other Media in the classroom)	51
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Texte und Medien: Film and other Media in the classroom)	57
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions: Exchange programmes)	60
Alexiadou, Artemis, artemis.alexiadou@hu-berlin.de (Heritage Languages)	9
Araya, Rebeca, arayaacr@cms.hu-berlin.de (Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories)	5
Araya, Rebeca, arayaacr@cms.hu-berlin.de (Public Self-Fashioning: The English Periodical in the 18th Century)	7
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (American Literary History II: 1918 to the Present)	8
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (Lektüreseminar: American Literary History II: 1918 to the Present)	8
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (UE Research Practice (BA))	24
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (Plastic!)	28
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (UE Research Practice (BA))	29
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (Critical Race Theory)	36
Boss, Alexandra, aleksandra.boss@hu-berlin.de (American Media Today: Televangelism)	27
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Grundkurs: "Einführung in die Fachdidaktik Englisch")	13
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Nachbereitung des Unterrichtspraktikums)	50
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Masterkolloquium)	52
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Theoriegeleitetes Forschen und Handeln: Language Attitudes and Urban Multilingualism)	54
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Problemfelder der Praxis: playingCLIL – Teaching Language and Content through Drama-Games)	54
Darby, Jeannique, jeannique.darby@hu-berlin.de (Middle English)	18
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media))	15
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Translation Skills (Fachsprache: Economic and Technical Translation))	15
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Academic Skills: Essay Composition)	41
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Communication Skills: Negotiating Skills and Intercultural Competence)	41
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Culture and Language Learning)	52
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Pedagogic Grammar: Measuring and Evaluating Learner Outcomes)	55
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Produktion und Analyse fremdsprachiger Texte: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes)	57
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Fremdsprache im Unterricht: Culture and Language Learning)	58

Person	Seite
Davies, Michael , Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Produktion und Analyse fremdsprachiger Texte: Written Expression (UK topics))	58
Egg, Markus , Tel. 2093-2295, markus.egg@rz.hu-berlin.de (Introduction to Linguistics)	5
Egg, Markus , Tel. 2093-2295, markus.egg@rz.hu-berlin.de (Old English)	18
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Writing Tools and Strategies: Writing the Term Paper)	23
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Advanced Writing: Current Events in the US)	35
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Non-Fiction Writing)	35
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Fremdsprache im Unterricht: Classroom Discourse)	52
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Fremdsprache im Unterricht: Grammar in the Classroom)	55
Ehlert, Stefana , Tel. 2093-2251, lefko003@hotmail.com (Produktion und Analyse fremdsprachiger Texte: Written Expression (US topics))	58
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Oral Skills: Current Trends and Developments in the USA - Sociopolitical Perspectives)	21
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Oral Skills: Presentation Practice)	21
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Language Awareness: Notes in Academic Contexts)	21
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Oral Skills: Current Trends and Developments in The USA - Cultural Perspectives)	22
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Written Academic Discourse: Writing Academic Essays)	22
Fausser, Audrey , Tel. 2093-2251, audrey.fausser@googlemail.com (Written Academic Discourse: Academic Writing for American Studies)	32
Fawcett, Emma (Oral Skills: Presentation, Discussion and Listening Skills)	20
Fawcett, Emma (Written Academic Discourse: Academic Writing)	22
Graaff, Kristina , Kristina.Graaff@hu-berlin.de (Lektüreseminar: American Literary History II: 1918 to the Present)	8
Graaff, Kristina , Kristina.Graaff@hu-berlin.de (Critical Prison Studies)	11
Graaff, Kristina , Kristina.Graaff@hu-berlin.de (Critical Prison Studies)	28
Greeves, David , david@greeves.de (Academic Writing)	35
Heinitz, Marc (Language Awareness: From Sentence to Paragraph to Essay)	20
Heukroth, Kornelia , Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Translation Tools and Strategies: Language Learning through Translation)	12
Heukroth, Kornelia , Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Working with Words)	19
Heukroth, Kornelia , Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Academic Vocabulary)	19
Heukroth, Kornelia , Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Grammar in Context)	19
Heukroth, Kornelia , Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Contrastive Language Analysis: Learning from Differences)	22
Hirsch, Nils , nils.hirsch@hu-berlin.de (Research Methods (Linguistics))	24
Isensee, Reinhard , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Lektüreseminar: American Literary History II: 1918 to the Present)	8
Isensee, Reinhard , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Fictions of Adolescence)	11
Isensee, Reinhard , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Religion in/and US American Culture)	27
Isensee, Reinhard , Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Fictions of Adolescence)	27

Person	Seite
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Global Education in the 21st Century: A Joint Course of NYU and HU Students)	28
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Native American Autobiographical Writing)	35
Jakiša, Miranda (Vladimir Nabokov)	44
Jakiša, Miranda (Vladimir Nabokov)	45
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Renaissance Medievalism)	43
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Renaissance Medievalism)	44
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (The Scottish Renaissance)	45
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (The Scottish Renaissance)	45
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Voices of Great Britain, Ireland and the United States of America)	20
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Public Speaking Skills)	20
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Current Trends and Developments in Great Britain and Ireland)	20
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Britain in Brief)	21
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Language Awareness: Learning Language with Literature)	21
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Contrastive Language Analysis: Translation in Academic Contexts)	22
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Written Academic Discourse: Writing Academic Essays)	22
Klaudies, Alexander, Tel. 2093-2067, a.klaudies@staff.hu-berlin.de (John Milton's Paradise Lost)	6
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Henry James: Texts and Contexts)	11
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Topics in American History)	31
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (1930's Popular Culture)	36
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Film and Theory)	37
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Unterrichtspraktikum)	12
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Vorbereitung auf das Unterrichtspraktikum / Praxissemester II)	12
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Vorbereitung auf das Unterrichtspraktikum / Praxissemester III)	13
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Ausgewählte Kapitel des Fremdsprachenunterrichts III)	14
Leusch, Ute (Ausgewählte Kapitel des Fremdsprachenunterrichts II)	14
Leusch, Ute (Ausgewählte Kapitel des Fremdsprachenunterrichts I)	14
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (The Pre-Raphaelites (Part I))	11
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (The Pre-Raphaelites (Part II))	25
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (William Blake and Antinomian Thinking)	46
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (William Blake and Antinomian Thinking)	46
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (William Morris)	51
Löbbermann, Dorothea, Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de (Praxiskolloquium)	29

Person	Seite
Löbbermann, Dorothea, Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de (Topics in American History)	31
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Shakespeare's Romances)	43
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Shakespeare's Romances)	43
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Andrew Marvell: Politics and Pastoral)	43
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Andrew Marvell: Politics and Pastoral)	43
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Country Matters)	45
Lobsien, Verena, Tel. 2093-2832, verena.lobsien@rz.hu-berlin.de (Country Matters)	45
MA-Studierende, , eva.boesenberg@rz.hu-berlin.de (Lektüreseminar: American Literary History II: 1918 to the Present)	30
MA-Studierende, , eva.boesenberg@rz.hu-berlin.de (Teaching BA Students in Literary and Cultural History)	37
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (English Syntax)	7
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (Argument Structure)	9
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (English Historical Linguistics and Dialectology)	18
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Vorbereitung auf das Unterrichtspraktikum/Praxissemester IV)	13
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Problemfelder des Fremdsprachenlehrens und -lernens: "Queer Children's and Young Adult Literature in the EFL Classroom")	54
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Inklusion und Heterogenität I)	59
Olsen, Susan, Tel. 2093-2297, susan.olsen@rz.hu-berlin.de (Complementation and Modification in Lexical Configurations)	9
Peter, Lothar, Tel. 2093-2278, lothar.peter@rz.hu-berlin.de (The Era of Grammaticalisation - from later Middle English to Late Modern English)	17
Peter, Lothar, Tel. 2093-2278, lothar.peter@rz.hu-berlin.de (Varieties of English in the British Isles)	18
Peter, Lothar, Tel. 2093-2278, lothar.peter@rz.hu-berlin.de (English Historical Linguistics and Dialectology)	18
Potjans, Anne, Anne.Potjans@cms.hu-berlin.de (Coming Out Narratives)	36
Repp, Sophie, Tel. 2093-2277, sophie.repp@rz.hu-berlin.de (Speaking: How monolinguals and bilinguals put thoughts into words)	9
Repp, Sophie, Tel. 2093-2277, sophie.repp@rz.hu-berlin.de (Suprasegmental Phonology)	9
Ringvorlesung, (Survey of English Literature)	6
Roberts, Will, robertsw@hu-berlin.de (Introduction to Semantics)	8
Rose, David, david.rose@hu-berlin.de (Lektüreseminar: American Literary History II: 1918 to the Present)	8
Schäfer, Florian, florian.schaefer.2@hu-berlin.de (Introduction to Morphology)	8
Scherf, Nathalie, nathalie.scherf.1@hu-berlin.de (Pragmatics)	7
Schlelein, Stefan, Tel. 2093-70633, Stefan.Schlelein@geschichte.hu-berlin.de (Eine Antike, viele Antiken? Die Pluralisierung der Antike in ihrer Transformation)	42
Schnabel, Brigitte, Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (British Literary Fairytale and Short Story)	6
Schnabel, Brigitte, Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (Country and City in Thomas Hardy's Writing)	7
Schnabel, Brigitte, Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (Anglo-Irish Innovative Twentieth Century Theatre)	10
Schoen, Julia, schoenjulia@web.de (Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories)	5

Person	Seite
Schultze, Katrin, Tel. 20932767, katrin.schultze@hu-berlin.de (Nachbereitung des Unterrichtspraktikums)	12
Schultze, Katrin, Tel. 20932767, katrin.schultze@hu-berlin.de (Vorbereitung auf das Unterrichtspraktikum / Praxissemester)	12
Schulze, Franziska, fritzischulze@googlemail.com (Generations of Postmemory)	16
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (Scotland and Contemporary Literature)	44
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (Scotland and Contemporary Literature)	44
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (Vladimir Nabokov)	44
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (Vladimir Nabokov)	45
Schwalm, Helga, Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (Research Colloquium)	46
Seidel, Astrid, engldida@hu-berlin.de (Inklusion und Heterogenität II)	59
Smith, George, Tel. 2093-2229, george.smith@staff.hu-berlin.de (Introduction to Language)	32
Smith, George, Tel. 2093-2229, george.smith@staff.hu-berlin.de (Language and Cognition)	55
Spathas, Giorgos, giorgos.spathas@hu-berlin.de (Introduction to Formal Semantics)	8
Steglich, Dana, dana.steglich@hu-berlin.de (The Victorian Future: 19th-Century Time Travel Stories Part I)	10
Steglich, Dana, dana.steglich@hu-berlin.de (The Victorian Future: 19th-Century Time Travel Stories Part II)	25
Stonecipher, Donna, donna.stonecipher@hu-berlin.de (Creative and Critical Writing)	15
Suntinger, Clare, clarewsanders@googlemail.com (Oral Skills: Contemporary Australian Society)	20
Tan, Kathy-Ann, kathy-ann.tan@uni-tuebingen.de (American Cultural Theory)	5
Tan, Kathy-Ann, kathy-ann.tan@uni-tuebingen.de (Race, Class and a New Black Cinema: Films of the L.A. Rebellion)	36
Tordasi, Kathrin, kathrin.tordasi@hu-berlin.de (Angels, Orphans, Madwomen: Revisions of Victorian Gender Tropes in 20th-Century Literature (Part 1))	10
Tordasi, Kathrin, kathrin.tordasi@hu-berlin.de (Angels, Orphans, Madwomen: Revisions of Victorian Gender Tropes in 20th-Century Literature (Part 2))	25
Veenstra, Tonjes, veenstra@zas.gwz-berlin.de (Introduction to Contact Linguistics)	18
Vogt-William, C., christine.vogt-william@hu-berlin.de (American Novels of Adoption)	26
Vogt-William, C., christine.vogt-william@hu-berlin.de (American Novels of Adoption: Erweiterte Lektüre)	26
Vogt-William, C., christine.vogt-william@hu-berlin.de (Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors")	44
Vogt-William, C., christine.vogt-william@hu-berlin.de (Doubling and Biological Twinship in Shakespeare's "Twelfth Night" and "Comedy of Errors")	44
Vogt-William, C., christine.vogt-william@hu-berlin.de (Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight")	45
Vogt-William, C., christine.vogt-william@hu-berlin.de (Postcolonial and Intersectional Readings of "Beowulf" and "Gawain and the Green Knight")	46
Wilde, Cornelia, cornelia.wilde@staff.hu-berlin.de (Shakespeare Now!)	6
Wilde, Cornelia, cornelia.wilde@staff.hu-berlin.de (Die lange Nacht der Wissenschaften 2016: Projektseminar des Instituts für Anglistik und Amerikanistik)	15
Wilde, Cornelia, cornelia.wilde@staff.hu-berlin.de (Research Methodology and Research Skills)	23
Zydati, Wolfgang, WBKZydatiss@t-online.de (Theoriegeleitetes Forschen und Handeln: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/ CLIL")	52
Zydati, Wolfgang, WBKZydatiss@t-online.de (Mastercolloquium)	53

Person**Seite**

Zydati, Wolfgang, WBKZydatiss@t-online.de

53

(Problemfelder des Fremdsprachenlehrens und -lernens: "Managing Spoken and Written Discourse Genres in Informal and Formal Communication")

Zydati, Wolfgang, WBKZydatiss@t-online.de

53

(Kompetenzorientierung in der Primarstufe und Sek I = Problemfelder: Verbal Humour Across the EFL Curriculum)

Gebäudeverzeichnis

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

Veranstaltungsartenverzeichnis

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