

Wintersemester 2015/16

Vorlesungszeit: 12.10.2015 - 13.02.2016

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) StO 2014	5
Modul 1: Introduction to Linguistics	5
Modul 2: Introduction to Literature	5
Modul 3: Introduction to Culture	6
Modul 4: Literary History	8
Modul 5: Linguistics: History and Variation of English	9
Modul 6: Linguistics: Grammar	9
Modul 7: Advanced Language Studies	10
Modul 8: Vertiefungsmodul	12
Modul 9: Praxismodul	12
Modul 14: Focus Module American Literature and Culture	13
Modul 15: Fachdidaktik Englisch	14
Bachelorstudiengang Englisch (BA Englisch) StO 2008	14
Individuelle Vertiefung	14
Modul 2: Introduction to Literary Studies	14
Modul 3: Introduction to English and American Cultural Studies	15
Modul 4: History and Varieties of English	15
Modul 5: Survey of English Literatures	16
Modul 6: Levels of Linguistic Analysis	16
Modul 7: American Literary History	17
Modul 8: Oral Skills and Language Awareness - Sprachpraxis	17
Modul 9: English Language in Social and Cultural Context (Wahlpflicht)	17
Modul 10: Linguistics as a Cognitive Science (Wahlpflicht)	18
Modul 11: English Literary and Cultural History: Texts, Periods, Theories (Wahlpflicht)	19
Modul 12: Paradigms of American Literature and Culture (Wahlpflicht)	20
Modul 13: Writing Skills - Sprachpraxis	20
Modul 15: Fachdidaktik Englisch	21
Modul 16: Berufsfeldbezogene Zusatzqualifikation	22
Bachelorstudiengang Amerikanistik (BA Amerikanistik)	23
Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007	23
Individuelle Vertiefung	23
Modul 2: Literary and Cultural Theory	23
Modul 3: American Arts and Media in Context	23
Modul 4: Literary and Cultural Representations of American Society	24
Modul 5: Paradigms of American Literature and Culture	24
Modul 6: American Studies: European Contexts and Intercultural Relations	24
Modul 7: Research and Writing Skills	25
Modul 9: Berufsfeldbezogene Zusatzqualifikation	26
Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014	27
Modul 1: American Literary and Cultural History	27
Modul 2: American Literary and Cultural Theory	28
Modul 3: American Literary and Cultural History II	29
Modul 4: Culture and Context	29
Modul 5: Language	30
Modul 6: Paradigms of American Literature and Culture	31
Modul 11: Praxisorientierung	32
Masterstudiengang Amerikanistik (MA Amerikanistik) StO 2014	32
Modul 1: Eingangsmodul: American Studies: Literary/Cultural History and Theory	33
Modul 2: Reading American Literature and Culture	34

Modul 3: Intercultural Relations	34
Modul 4: Identities	35
Modul 5: Diversity in American Literature and Culture	36
Modul 6: Mediality	37
Modul 8: Research and Writing Skills	37
Modul 9	38
Modul 10	38
Masterstudiengang Amerikanistik (MA Amerikanistik) StO 2007	38
Modul 4: Identities	38
Modul 5: Diversity in American Literature and Culture	38
Modul 6: Mediality	39
Modul 7: Identities, Diversity, Mediality: Other Perspectives	39
Modul 8: Research and Writing Skills	39
Masterstudiengang Englische Literaturen (MA English Literatures) StO 2014	39
Modul 1a: Academic Skills	40
Modul 1b: Professional Communication Skills - Textual Competence	40
Modul 2: Authors, Periods, Genres (Basics)	40
Modul 3: Authors, Periods, Genres	41
Modul 4: Texts, Contexts, Cultures: Literature and Other Media	42
Modul 5: Texts, Contexts, Cultures: Literature and Systems of Knowledge	42
Modul 6: Literary Interactions	43
Modul 7: Texts and Theories	44
Modul 8: Research Colloquium	44
Masterstudiengang Englische Literaturen (MA English Literatures) StO 2007	44
Modul Ia: Sprachpraxis Essay Composition/Text Production	44
Modul Ib: Sprachpraxis: Textsortenkompetenz	44
Modul II: Authors, Periods, Genres	45
Modul III: Texts, Contexts, Cultures	45
IIIa: Medien und kulturelle Vermittlungsformen	45
IIIb: Literatur und Wissensordnungen	46
Modul IV: Literary Interactions	46
Modul V: Texts and Theories	46
Modul VI: Forschungskolloquium	46
Masterstudiengang für das Lehramt (MA of Education) StO 2008	46
Kleiner Master (60SP)	47
Modul Kompetenzorientierung im Englischunterricht	47
Modul Schulpraktische Studien	48
Großer Master (120 SP)	48
Modul Kompetenzorientierung im Englischunterricht	48
Modul Literatur und Medien im Kontext des Englischunterrichts	50
Modul Schulpraktische Studien	51
Modul Sprachwissenschaftliche Methoden und Englischunterricht	51
Masterstudiengang für das Lehramt (MA of Education) StO 2015	52
Modul 1/2: Sprach- und Literatur-/ Kulturwissenschaft	52
Modul 3/4: Sprachpraxis	53
Modul 5: Planung, Durchführung und Reflexion von Englischunterricht (Schulpraktikum)	54
Modul 6: Aufbaumodul Fachdidaktik	54
Modul 7: Transfermodul Fachdidaktik	55
Modul 9: Sprache, Literatur, Kultur und fremdsprachliche Bildung (ÜWP)	55
Sprachpraktische Kurse, die auch von Programmstudierenden belegt werden können	55

Personenverzeichnis	58
Gebäudeverzeichnis	64
Veranstaltungsartenverzeichnis	65

Institut für Anglistik und Amerikanistik

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

Bachelorstudiengang Englisch (BA Englisch) StO 2014

Modul 1: Introduction to Linguistics

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

Studierende, die sich z.B. wegen fehlender Immatrikulationsunterlagen bis zum 08.10.15 nicht für diesen Kurs anmelden konnten oder denen durch AGNES nach der Einschreibungsfrist kein Kurs zugewiesen wurde, melden sich bitte per E-Mail bei Dr. George Smith: george.smith@staff.hu-berlin.de.

5250034 Introduction to Linguistics (englisch)

2 SWS	4 LP					
SE	Di	10-12	wöch.	DOR 24, 1.601	L. Peter	
	Fr	10-12	wöch.	DOR 24, 1.501	L. Peter	
SE	Di	08-10	wöch.	UL 6, 2014A	M. Egg	
	Do	08-10	wöch.	UL 6, 2014B	M. Egg	
SE	Mo	10-12	wöch.	DOR 24, 1.502	G. Smith	
	Mi	16-18	wöch.	DOR 24, 1.502	G. Smith	
SE	Do	12-14	wöch.	UL 6, 2094	A. McIntyre	
	Do	14-16	wöch.	UL 6, 3075	A. McIntyre	
SE	Di	14-16	wöch.	UL 6, 1072	A. McIntyre	
	Mi	16-18	wöch.	UL 6, 1072	A. McIntyre	
SE	Mi	10-12	wöch.	UL 6, 1072	F. Schäfer	
	Do	10-12	wöch.	UL 6, 3075	F. Schäfer	

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

Modul 2: Introduction to Literature

5250001 Einführung in die Literaturwissenschaft: Textanalyse (englisch)

2 SWS	3 LP				
SE	Di	12-14	wöch.	DOR 24, 1.501	S. Lieske
SE	Mo	10-12	wöch.	DOR 24, 1.501	J. Schoen
SE	Mi	10-12	wöch.	DOR 24, 1.501	C. Wilde
SE	Fr	10-12	wöch.	UL 6, 2014B	R. Araya
SE	Do	18-20	wöch. (1)	DOR 24, 1.601	M. Riedel

1.) Zeit und Raum werden zu Beginn des WS bekannt gegeben.

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

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

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

5250045 Einführung in die englische/amerikanische Literaturwissenschaft (englisch)

2 SWS	2 LP				
VL	Do	16-18	wöch.	UL 6, 1115	R. Isensee

Die Vorlesung führt in zentrale Fragen und Probleme der literaturwissenschaftlichen Theorie und Praxis am Beispiel der englischen und vornehmlich amerikanischen Literatur ein. Einer generellen Verständigung über die Aufgaben, Ziele und Methoden der Literaturwissenschaft folgt die Auseinandersetzung mit Grundbegriffen der Zeichentheorie. Auf dieser Grundlage werden Textsorten und Gattungen hinsichtlich ihrer (poetischen) Besonderheiten der Sprachverwendung untersucht und damit Fragen der Sprachfunktion und Literarizität problematisiert. Vor dem Hintergrund relevanter genretheoretischer Konzepte werden anhand

ausgewählter Werke markante Züge und Verfahrensweisen erzählender, lyrischer und dramatischer Texte vorgestellt. Darüber hinaus werden literaturtheoretische Ansätze, die diesen Konzepten unterliegen bzw. sie in unterschiedlicher Weise beeinflusst und befördert haben, in ihren wesentlichen Koordinaten diskutiert.

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

Die Anmeldung für die Vorlesung erfolgt via AGNES.

5250046 Einführung in die Literaturwissenschaft: Textanalyse (englisch)

2 SWS	3 LP					
SE	Fr	14-16	wöch. (1)	DOR 24, 1.601	M. Klepper	
SE	Di	10-12	wöch. (2)	UL 6, 2097	A. Boss	
SE	Do	12-14	wöch. (3)	DOR 24, 1.601	J. Roering	
SE	Mi	18-20	wöch. (4)	DOR 24, 1.501	K. Anhold	

1) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss)

2) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss)

3) TN-Zahl: 30 BA Englisch (Koordination Aleksandra Boss)

4) TN-Zahl: 30 BA Englisch (Koordination Aleksandra Boss)

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

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

Reading:

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

- o Michael Meyer, English and American Literatures. Tübingen: Francke, 2011. 4. Auflage.

- o Vera and Ansgar Nünning, An Introduction to the Study of English and American Literature. Stuttgart: Klett, 2009.

Requirements:

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

Organisatorisches:

Koordination der Gruppen: Aleksandra Boss (aleksandra.boss@hu-berlin.de)

5250152 Tutorium zur VL Einführung in die Literaturwissenschaft (englisch)

2 SWS	2 LP					
TU	Mo	14-16	wöch. (1)	I 110, 349	A. Stepanova	
TU	Di	16-18	wöch. (2)	I 110, 343	A. Stepanova	

1) Das Tutorium findet erst NACH der Vorlesung statt

2) Das Tutorium findet erst NACH der Vorlesung statt

Begleitendes Tutorium zur Vorlesung "Einführung in die Literaturwissenschaft". In Rahmen des Tutoriums werden die Studierenden erlernen, die in der Vorlesung vorgestellten literaturwissenschaftlichen Konzepte, Methoden und Techniken auf das literarische Material anzuwenden. Erwerb von 2 SP für das BZQ-Modul möglich.

Modul 3: Introduction to Culture

5250002 British Cultural History (englisch)

2 SWS	2 LP					
VL	Di	10-12	wöch.	UL 6, 1072	S. Lieske	

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

5250003 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS	3 LP					
SE	Mi	16-18	wöch.	DOR 24, 1.501	K. Tordasi	

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

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

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

5250004 Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

2 SWS 3 LP
SE Mo 10-12 wöch. I 110, 343 K. Röder

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.

5250048 American Cultural History (englisch)

2 SWS 2 LP
VL Mo 16-18 wöch. (1) UL 6, 2002 M. Klepper
1) Beginn 2. Semesterwoche Am 30.11. findet die Vorlesung im Audimax statt.

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

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

Reading and Preparation:

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

Course Requirements:

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

5250049 American Cultural Theory (englisch)

2 SWS 3 LP / 4 LP
SE Mi 12-14 wöch. (1) DOR 24, 1.601 K. Graaff
SE Mi 10-12 wöch. (2) DOR 24, 1.601 D. Löbbermann
SE Do 18-20 wöch. DOR 24, 1.501 K. Graaff,
D. Löbbermann

1) findet bis 16.12.2015 statt ; BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN Punkt 12 bis Punkt 14
Uhr Weitere Bemerkungen untenstehend.

2) BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN

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.

Organisatorisches:

Gilt nur für Das Seminar von K. Graaff

GEÄNDERTE SEMINARDATEN UND -ZEITEN:

Bitte achten Sie darauf, dass das Seminar ausnahmsweise von Punkt 12 Uhr bis Punkt 14 Uhr stattfinden wird (kein akademisches Viertel)!

Es werden keine Seminare am 2. Dezember und 9. Dezember 2015 stattfinden.

Am Samstag, den 31. Oktober und am Samstag, den 21. November 2015 wird es jeweils ein Blockseminar von 10.00 Uhr bis 15.00 Uhr geben.

Die Einzeltermine sind entsprechend wie folgt:

14. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr

21. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr

28. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr

31. Oktober 2015, Punkt 10.00 Uhr bis 15.00 Uhr

4. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr

11. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr

18. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr

21. November 2015, Punkt 10.00 Uhr bis 15.00 Uhr

25. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr

16. Dezember 2015, Punkt 12.00 Uhr bis 14.00 Uhr

Modul 4: Literary History

5250005 Poetry of the Romantic Period (englisch)

2 SWS 2 LP / 3 LP
SE Mi 12-14 wöch. DOR 24, 1.501 S. Lieske

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

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

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

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

5250006 Feminist Thought in English 19th and 20th Century Literature (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.

Das Seminar stellt Beispiele feministischer Fiktion aus Spätviktorianismus, Moderne sowie Postmoderne in den Mittelpunkt. Es werden Texte von Autoren wie Thomas Hardy, Virginia Woolf und Caryl Churchill analysiert. Wie beschäftigen uns mit sozialen und künstlerischen Aspekten dieser Schriften. Gegenstand der Analyse werden die Stories "An Imaginative Woman" von Thomas Hardy und "Mrs Dalloway in Bond Street" von Virginia Woolf sowie Caryl Churchills Stück Top Girls sein. Weitere Informationen erfolgen in der ersten Sitzung. Die Seminarsprache ist Englisch.

5250007 The Motif of Education in 20th Century 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.

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

5250050 American Literary History I: Beginnings to 1918 (2 SP: VL+SE) (englisch)

1 SWS 1 LP / 2 LP
VL Mo 14-15 wöch. (1) UL 6, 2091/92 E. Boesenberg
1) Beginn 2. Semesterwoche

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

5250051 American Literary History: Lektürekurse (englisch)

2 SWS	1 LP / 2 LP				
SE	Di	16-18	14tgl./1	DOR 24, 1.601	E. Boesenberg
SE	Do	14-16	14tgl./1	UL 6, 2014A	A. Potjans
SE	Do	14-16	14tgl./2	UL 6, 2014A	A. Potjans
SE	Mi	14-16	14tgl./1	DOR 24, 1.502	D. Stonecipher
SE	Mi	14-16	14tgl./2	DOR 24, 1.502	D. Stonecipher

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

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

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

Organisatorisches:

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

5250150 Good People: Fairies and Elves in British Literature (englisch)

2 SWS	2 LP / 3 LP					
SE	Mo	14-16	wöch. (1)	DOR 24, 1.501	D. Steglich	

1) Start am 2.11.2015

Tinkerbell, Lady Galadriel and Puck – different as they may be, these famous literary characters have one thing in common: They all hail to the realm of Faerie, a land which christianity and the enlightenment have branded as superstition and fancy. But aside from their prominent position in folk tales and children's stories the "good people" still hold their place among the writings of some of Britain's most famous authors. In this seminar we will discuss their appearances in the works of Spenser, Shakespeare, Barrie, Dunsany, Tolkien and others. Following the fairies' path throughout the ages, focussing on changes in their representation and functionality and searching for more common ground than just their heritage.

Note: This seminar starts in the first week of November!

Modul 5: Linguistics: History and Variation of English**5250044 English Historical Linguistics and Dialectology (englisch)**

2 SWS	3 LP					
SE	Di	12-14	wöch.	UL 6, 2014A	A. McIntyre	
SE	Di	16-18	wöch.	UL 6, 2014B	A. McIntyre	

5250093 English Historical Syntax (englisch)

2 SWS						
UE	Mo	14-16	wöch.	UL 6, 2004A	A. Alexiadou	

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

Modul 6: Linguistics: Grammar**5250035 Phonetics and Phonology (englisch)**

2 SWS	2 LP / 3 LP					
SE	Di	14-16	wöch.	DOR 24, 1.502	G. Smith	

In this seminar we will begin with an investigation of the articulatory, acoustic and auditive properties of human language. Building upon this, we will investigate the major phonological units, their interaction, and their organization in hierarchical levels. We will see how the phonological subsystem interacts with other subsystems of language, and how theories of phonology have developed over time. The focus will be on the major varieties of English. As needed, we will contrast English with other languages, especially German. Students will also have the opportunity to investigate other languages which are of interest to them. Requirements for credit points: Assignments via moodle.

5250042 Pragmatics (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Mo	12-14	wöch.	DOR 24, 1.501	N. Scherf	

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

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

5250043 Introduction to Semantics (englisch)

2 SWS	2 / 3 LP / 3 LP					
SE	Do	16-18	wöch.	DOR 24, 1.502	W. Roberts	

Semantics describes the meaning of words and sentences.

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.

5250047 English Syntax (englisch)

2 SWS	2 LP / 3 LP					
SE	Mi	12-14	wöch.	UL 6, 1072	A. McIntyre	
SE	Mi	14-16	wöch.	UL 6, 3001	A. McIntyre	

5250148 Introduction to Morphology (englisch)

2 SWS	2 LP / 3 LP				
SE	Mi	10-12	wöch. (1)	DOR 24, 1.606	J. Darby

1.) The seminar starts on October 21, 2015

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

Organisatorisches:

The seminar starts on October 21, 2015

Modul 7: Advanced Language Studies

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

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	DOR 24, 1.601	S. Ehlert
	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert

Join the Institute's English language theater group "HUBBUB" in rehearsing and performing the British comedy hit "Daisy Pulls It Off." Set in a British boarding school for girls in the late 1920s, in this play Daisy, a plucky scholarship girl, manages to solve a mystery, find a treasure, and save the day.

Do not use the Sprachpraxis registration form for this course. Auditions (gender-blind casting) and further details for those interested during the informational meeting on Friday, October 9 at 9 am (Inv. 110, Room 349). You must attend the meeting on this day in order to be able to participate. Rehearsals will take place every week on Monday from 12-14 and Thursday from 12-14. You must be able to attend both days in order to take part. Those interested in being members of the crew (props, costumes, sets, etc.) also welcome! Please note: Course credit given only for 2 SWS, although the group meets four hours/week.

5250116 Language Awareness: Grammar in Context (englisch)

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

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

Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at [Weitere Links](#) (see top of the page)

Exchange students only: Please register by 8th October 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250117 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 28th September 2015 using the printed form you find at ["Weitere Links"](#) (see top of the page)

Exchange students only: Please register by 8th October 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250118 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 28th September 2015 using the printed form you find at [Weitere Links](#) (see top of the page)

Exchange students only: Please register by 8th October 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250119 Language Awareness: From Paragraph to Academic Essay (englisch)

2 SWS	2 LP				
UE	Di	10-12	wöch.	I 110, 306	T. Oldani
	Di	12-14	wöch.	I 110, 306	T. Oldani

This course aims to provide students with a variety of basic skills regarding academic writing, including audience awareness, text structure, and how to effectively use secondary internet sources. Another important aim of the course is to make visible the often implicit and opaque rules and expectations of academia and culture, including academic integrity and critical thinking. The course will develop participants' awareness of essential features of composition and essay writing through analysis and practice. Online practice of selected language aspects and effective use of mono- and bilingual dictionaries and thesauri, etc. will help course members to avoid the pitfalls of mother-tongue interference and to improve the lexical and stylistic accuracy in their essays. In addition to writing essays, students will also practice other aspects of writing such as summarizing, paraphrasing, quoting, comparing and contrasting. The course will also focus on conventions of academic writing including topic development, political correctness, tone and register. Current topics and articles from scholarly journals, internet media and diverse online resources will provide ample material for students to engage with in practicing and improving their writing skills. Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 8th October 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250120 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 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).

5250121 Oral Skills: Oral Academic Skills/Presentation Proficiency (englisch)

2 SWS	2 LP				
UE	Do	14-16	wöch. (1)	I 110, 306	T. Oldani
	Do	16-18	wöch. (2)	I 110, 306	T. Oldani
1) tba					
2) tba					

This course aims to provide students with basic oral proficiency skills in English, with special regards to using English effectively and self confidently in an academic context. Focus will be placed on discussion and conversation as well as exercises in oral presentations in an academic environment. Guidance will be given regarding aspects of presentation structure, content, and delivery including the language required for the different stages of a presentation as well as coaching and guided practice in delivery, stance, voice control, pronunciation, maintaining audience interaction and how to successfully deal with questions. Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 8th October 2015 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250122 Oral Skills: Academic Listening and Discussion (englisch)

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

This course will focus on taking efficient notes in lectures and making effective contributions in seminars. We will use lecture, seminar and radio podcasts to practice various note-taking strategies and note layouts. The class also aims to develop and practice a range of discussion moves for debates and seminars. To enhance students vocabulary base and range of expression, the topics will come from fields pertaining to the respective academic modules. Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 08th October 2015 (4 pm) via email to elisabeth.gibbels@rz.hu-berlin.de

5250123 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)

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

In recognition of the importance of oral/aural skills for language students, this course uses short stories by British, Irish and American authors to develop skills such as recognizing context clues, listening for detail and using advanced grammatical structures. After listening to the podcasts, students are required to complete a certain number of exercises designed to cultivate their listening and speaking skills in a creative manner. Students from the second term onwards: Please register by 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).

5250124 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 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).
Exchange students only: Please register by 8th October (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250125 Oral Skills: Presentation Practice (englisch)
2 SWS 2 LP
UE Do 14-16 wöch. I 110, 353 A. Fausser

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

Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 8th October 2015 (4 pm) via email to faussera@hu-berlin.de

5250126 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 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).
Exchange students only: Please register by 8th October 2015 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250127 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 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).
Exchange students only: Please register by 8th October 2015 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250128 Oral Skills: Current Trends and Developments in the USA (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. I 110, 353 A. Fausser

This course provides students the opportunity to explore the divisive issues currently being debated in the USA. Through exposure to a variety of media outlets, students will gain a better understanding of how the United States sees itself and how political and social/cultural issues intersect. The topics covered will provide students with ample material to strengthen their discussion skills. Discussions and formal presentations will provide students with the opportunity to further develop their presentation and language skills as well as expand their knowledge on the current issues, both at the national and state levels.

Students from the second term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 8th October 2015 (4 pm) via email to faussera@hu-berlin.de

Modul 8: Vertiefungsmodul

5250096 English Play: Daisy Pulls it Off (englisch)
2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

Modul 9: Praxismodul

5250114 Professional Translation Skills I (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.

Registration per email by Thursday, 8th October 2015: michael.davies@rz.hu-berlin.de.

5250115 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)

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

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

Registration per email by Thursday, 8th October 2015: michael.davies@rz.hu-berlin.de

5250140 Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)

2 SWS	3 LP					
QT	Do	16-18	wöch.	DOR 24, 1.601	R. Gál	

The global media landscape has been subject to considerable change in recent years. The relocation of content through several platforms, the cooperation between the different media industries, and the accessibility and development of new communicational channels influences how media are produced and consumed. The active participation of the recipients is one of the aforementioned changes. With the emergence of new media phenomena like Twitter, Youtube, and Patreon, consumers can more easily break out of their roles as consumers and take part in the production. The so-called "fans" adapt their favourite media contents, create transmedia narratives and influence the production, which continuously blurs the lines between consumers and producers. Information, art and science are all moving towards the direction of "open access" and "on demand" publications, and are financed through crowdfunding. This makes the distribution of content, and thereby the access to culture faster and easier.

How do these new narrative situations influence the production of adaptations? How do several media interact with each other to create a transmedia narrative? How does binge watching influence the production of television series, and the viewer's perception? How does fan culture influence the production of art?

The following works will serve as basis for analysis: House of Cards, The Walking Dead franchise, The Matrix, The Lizzie Bennet Diaries, Hobbit: The Tolkien Edit, and everyone's favourite piece of fanfiction: Fifty Shades of Grey.

Literatur:

Hutcheon, Linda: A Theory of Adaptation

Jenkins, Henry: Convergence culture: where old and new media collide

Q-Tutorien können wie folgt angerechnet werden:

Neue BA-Studienordnungen (2014): Modul „Praxisorientierung“;

Alte BA-Studienordnungen (2007/2008): Individuelle Vertiefung und BZQ-Modul.

Organisatorisches:

The number of participants is limited, so make sure to sign up via e-mail: galrekap (at) hu-berlin.de. Feel free to contact me in case you have any questions.

5250147 Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature (englisch)

2 SWS	2 LP / 3 LP					
QT	Di	16-18	wöch.	DOR 24, 1.502	M. Veltrup, T. Zille	

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

Recent years have seen a surge in new adaptations of Victorian literary classics across all media. Unlike the traditional 20th century adaptation, these are often transformative in character, reshaping social, cultural, and aesthetic components of the original. Most strikingly, all of these adaptations are characterised by a radical reconfiguration of gender roles. Examples include the television series Sherlock and Elementary, Penny Dreadful and Once Upon a Time in Wonderland, video games like Alice: Madness Returns and Dracula: Origin, as well as an inestimable number of fanfiction texts. We will be examining a number of examples from all genres alongside excerpts from their Victorian source texts (Doyle's A Scandal in Bohemia, Carroll's Alice novels, and Stoker's Dracula), trying to establish how representations of gender have been assimilated to contemporary notions; we will also look at the way this process is shaped by different media and try to estimate its significance within the overall textual alteration. Students will carry out research independently in small groups, and publish their results on a weblog. A reader composed of the necessary secondary literature will be provided. Previous experience with the scholarly analysis of literary works or audiovisual media will be helpful. A public presentation of our final results is planned; details will be discussed as the course progresses.

Modul 14: Focus Module American Literature and Culture

Nur im Sommer

Modul 15: Fachdidaktik Englisch

5250074	GK Einführung in die Fremdsprachendidaktik	2 SWS GK	3 LP Do	10-12	wöch. (1)	DOR 24, 1.601	S. Breidbach
1) findet ab 22.10.2015 statt ; Beginn 22.10.2015							
5250075	Ausgewählte Kapitel zur Fachdidaktik Englisch	2 SWS SE	2 LP Di	12-14	wöch.	HV 5, 0122-23	U. Leusch
		SE	Mi	10-12	wöch.	HV 5, 0122-23	F. Klimczak
		SE	Mi	12-14	wöch.	HV 5, 0122-23	F. Klimczak

Bachelorstudiengang Englisch (BA Englisch) StO 2008

Bitte beachten Sie die Hinweise zur Einschreibung in die Kurse zur Sprachpraxis.

Individuelle Vertiefung

5250140	Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)	2 SWS QT	3 LP Do	16-18	wöch.	DOR 24, 1.601	R. Gál
<i>detaillierte Beschreibung siehe S. 13</i>							
5250147	Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature (englisch)	2 SWS QT	2 LP / 3 LP Di	16-18	wöch.	DOR 24, 1.502	M. Veltrup, T. Zille
<i>detaillierte Beschreibung siehe S. 13</i>							

Modul 2: Introduction to Literary Studies

Bitte vergewissern Sie sich für welchen Kurs Sie zugelassen sind.

5250001	Einführung in die Literaturwissenschaft: Textanalyse (englisch)	2 SWS SE	3 LP Di	12-14	wöch.	DOR 24, 1.501	S. Lieske
		SE	Mo	10-12	wöch.	DOR 24, 1.501	J. Schoen
		SE	Mi	10-12	wöch.	DOR 24, 1.501	C. Wilde
		SE	Fr	10-12	wöch.	UL 6, 2014B	R. Araya
		SE	Do	18-20	wöch. (1)	DOR 24, 1.601	M. Riedel
1) Zeit und Raum werden zu Beginn des WS bekannt gegeben. <i>detaillierte Beschreibung siehe S. 5</i>							
5250045	Einführung in die englische/amerikanische Literaturwissenschaft (englisch)	2 SWS VL	2 LP Do	16-18	wöch.	UL 6, 1115	R. Isensee
<i>detaillierte Beschreibung siehe S. 5</i>							
5250046	Einführung in die Literaturwissenschaft: Textanalyse (englisch)	2 SWS SE	3 LP Fr	14-16	wöch. (1)	DOR 24, 1.601	M. Klepper
		SE	Di	10-12	wöch. (2)	UL 6, 2097	A. Boss
		SE	Do	12-14	wöch. (3)	DOR 24, 1.601	J. Roering
		SE	Mi	18-20	wöch. (4)	DOR 24, 1.501	K. Anhold
1) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss) 2) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss) 3) TN-Zahl: 30 BA Englisch (Koordination Aleksandra Boss)							

4) TN-Zahl: 30 BA Englisch (Koordination Aleksandra Boss)
 detaillierte Beschreibung siehe S. 6

5250152	Tutorium zur VL Einführung in die Literaturwissenschaft (englisch)					
2 SWS	2 LP					
TU	Mo	14-16	wöch. (1)	I 110, 349	A. Stepanova	
TU	Di	16-18	wöch. (2)	I 110, 343	A. Stepanova	
1) Das Tutorium findet erst NACH der Vorlesung statt 2) Das Tutorium findet erst NACH der Vorlesung statt detaillierte Beschreibung siehe S. 6						

Modul 3: Introduction to English and American Cultural Studies

5250002	British Cultural History (englisch)					
2 SWS	2 LP					
VL	Di	10-12	wöch.	UL 6, 1072	S. Lieske	
detaillierte Beschreibung siehe S. 6						

5250003	Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)					
2 SWS	3 LP					
SE	Mi	16-18	wöch.	DOR 24, 1.501	K. Tordasi	
detaillierte Beschreibung siehe S. 6						

5250004	Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)					
2 SWS	3 LP					
SE	Mo	10-12	wöch.	I 110, 343	K. Röder	
detaillierte Beschreibung siehe S. 7						

5250048	American Cultural History (englisch)					
2 SWS	2 LP					
VL	Mo	16-18	wöch. (1)	UL 6, 2002	M. Klepper	
1) Beginn 2. Semesterwoche Am 30.11. findet die Vorlesung im Audimax statt. detaillierte Beschreibung siehe S. 7						

5250049	American Cultural Theory (englisch)					
2 SWS	3 LP / 4 LP					
SE	Mi	12-14	wöch. (1)	DOR 24, 1.601	K. Graaff	
SE	Mi	10-12	wöch. (2)	DOR 24, 1.601	D. Löbbermann	
SE	Do	18-20	wöch.	DOR 24, 1.501	K. Graaff, D. Löbbermann	
1) findet bis 16.12.2015 statt ; BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN Punkt 12 bis Punkt 14 Uhr Weitere Bemerkungen untenstehend. 2) BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN detaillierte Beschreibung siehe S. 7						

Modul 4: History and Varieties of English

Die Seminare von Dr. Peter sind für Studierende des BA Amerikanistik geplant. Ausnahmsweise können diese Kurse auch Studierende aus dem BA Englisch, jedoch nur nach der Studienordnung 2008 besuchen. Andere Studierende werden nicht zugelassen.

5250044	English Historical Linguistics and Dialectology (englisch)					
2 SWS	3 LP					
SE	Di	12-14	wöch.	UL 6, 2014A	A. McIntyre	
SE	Di	16-18	wöch.	UL 6, 2014B	A. McIntyre	
detaillierte Beschreibung siehe S. 9						

5250055	Varieties of English in North America and the Caribbean (englisch)					
2 SWS	3 LP / 4 LP					
SE	Di	14-16	wöch.	DOR 24, 1.501	L. Peter	
SE	Do	10-12	wöch.	UL 6, 2094	L. Peter	

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

In a similar way students examine Canada's policy of official bilingualism and peculiar features of Canadian varieties.

The final part is concerned with Anglophone countries in the Caribbean, in particular with the continuum of use between Standard English and the English-related creole in Jamaica. Thus students investigate the historical development of Jamaica's linguistic situation until today and its current language policy as well as the use of Jamaican English and Jamaican Creole.

Organisatorisches:

Im BA Englisch ausschließlich für Studierende nach der PO 2008.

Strictly only for students taking the B.A. English 2008 programme.

Modul 5: Survey of English Literatures

5250005	Poetry of the Romantic Period (englisch)	2 SWS SE	2 LP / 3 LP Mi	12-14	wöch.	DOR 24, 1.501	S. Lieske
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250006	Feminist Thought in English 19th and 20th Century Literature (englisch)	2 SWS SE	2 LP / 3 LP Mi	08-10	wöch.	DOR 24, 1.501	B. Schnabel
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250007	The Motif of Education in 20th Century Writing (englisch)	2 SWS SE	2 LP / 3 LP Fr	08-10	wöch.	DOR 24, 1.501	B. Schnabel
	<i>detaillierte Beschreibung siehe S. 8</i>						
5250150	Good People: Fairies and Elves in British Literature (englisch)	2 SWS SE	2 LP / 3 LP Mo	14-16	wöch. (1)	DOR 24, 1.501	D. Steglich
	1) Start am 2.11.2015 <i>detaillierte Beschreibung siehe S. 9</i>						

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.

5250035	Phonetics and Phonology (englisch)	2 SWS SE	2 LP / 3 LP Di	14-16	wöch.	DOR 24, 1.502	G. Smith
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250042	Pragmatics (englisch)	2 SWS SE	2 / 3 LP / 3 LP Mo	12-14	wöch.	DOR 24, 1.501	N. Scherf
	<i>detaillierte Beschreibung siehe S. 9</i>						
5250043	Introduction to Semantics (englisch)	2 SWS SE	2 / 3 LP / 3 LP Do	16-18	wöch.	DOR 24, 1.502	W. Roberts
	<i>detaillierte Beschreibung siehe S. 9</i>						

5250047	English Syntax (englisch)	2 SWS	2 LP / 3 LP				
	SE		Mi	12-14	wöch.	UL 6, 1072	A. McIntyre
	SE		Mi	14-16	wöch.	UL 6, 3001	A. McIntyre

detaillierte Beschreibung siehe S. 9

5250148	Introduction to Morphology (englisch)	2 SWS	2 LP / 3 LP				
	SE		Mi	10-12	wöch. (1)	DOR 24, 1.606	J. Darby

1) The seminar starts on October 21, 2015
detaillierte Beschreibung siehe S. 10

Modul 7: American Literary History

5250050	American Literary History I: Beginnings to 1918 (2 SP: VL+SE) (englisch)	1 SWS	1 LP / 2 LP				
	VL		Mo	14-15	wöch. (1)	UL 6, 2091/92	E. Boesenberg

1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 8

5250051	American Literary History: Lektürekurse (englisch)	2 SWS	1 LP / 2 LP				
	SE		Di	16-18	14tgl./1	DOR 24, 1.601	E. Boesenberg
	SE		Do	14-16	14tgl./1	UL 6, 2014A	A. Potjans
	SE		Do	14-16	14tgl./2	UL 6, 2014A	A. Potjans
	SE		Mi	14-16	14tgl./1	DOR 24, 1.502	D. Stonecipher
	SE		Mi	14-16	14tgl./2	DOR 24, 1.502	D. Stonecipher

detaillierte Beschreibung siehe S. 8

Modul 8: Oral Skills and Language Awareness - Sprachpraxis

Hinweise zum Lehrangebot im Modul 8 im WS 2015/16: <https://www.angl.hu-berlin.de/departement/sec/als/hinweise-ba-englisch-sto-2008-ws-1516.pdf>

5250096	English Play: Daisy Pulls it Off (englisch)	2 SWS	2 LP / 3 LP				
	UE		Mo	12-14	wöch.	DOR 24, 1.601	S. Ehlert
			Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert

detaillierte Beschreibung siehe S. 10

Modul 9: English Language in Social and Cultural Context (Wahlpflicht)

5250037	Languages in German schools: a contrastive view on Russian, Turkish and English (englisch)	2 SWS	4 LP				
	SE		Do	14-16	wöch.	DOR 24, 1.502	S. Repp

In this seminar we shall look at languages that are spoken as a first or second language by many pupils at German schools - Russian and Turkish - and compare them to English. This comparison will be concerned with all levels of linguistic analysis. For instance, in the phonology we find that both Russian and Turkish have much smaller vowel inventories than English but they still have vowels that English does not have. They also have something called hard vs. soft consonants (like a hard and soft /l/), this distinction in the case of Russian being an important characteristic of the consonant system. Morphologically, the three languages are very different with Turkish being an agglutinative language, and Russian/German being inflecting. So Turkish seems to have very complex words. For instance the verb "ayrilamamistim" with the stem "ayril" (to part/separate) has 5 affixes that express: ability+negation+perfec-tive+past+1Sing. Syntactically, there is the basic difference that English and Russian are SVO languages whereas Turkish is SOV. There are also interesting, and maybe puzzling, facts in the realm of syntax. For instance, in Turkish, embedded clauses can have case. And Russian, even though it does not have articles, can mark definiteness. In the seminar, we shall look at the similarities and differences between these three languages both from a descriptive and from a theoretical point of view. So we will be asking what and why. This will give us some basic understanding of the languages spoken around us and it will sharpen our understanding of the linguistic system shaped by universal grammar and exploited in the grammars of individual languages. Course Credits: In order to obtain course credits you have to hand in homework assignments on a regular basis.

5250038 Language comprehension: Understanding English words, sentences and discourse (englisch)

2 SWS 4 LP
SE Fr 14-16 wöch. DOR 24, 1.502 S. Repp

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

5250040 Introduction to formal semantics (englisch)

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

This course offers an introduction to semantics, starting out from the basic concepts and notions that were discussed in the Introduction to Linguistics (Module 1) and linking them to modern semantic theory-building (thus preparing students for the courses in the optional linguistics modules). Students will be initiated to theoretical approaches to semantics including a gentle introduction to the logical representation systems for semantics. We will also focus on the role of semantics in the overall structure of the language system, hence, will investigate the syntax-semantics interface that determines the meaning of syntactically complex constituents on the basis of syntactic structures.

5250145 Conceptual Combination (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.

Modul 10: Linguistics as a Cognitive Science (Wahlpflicht)

5250037 Languages in German schools: a contrastive view on Russian, Turkish and English (englisch)

2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.502 S. Repp
detaillierte Beschreibung siehe S. 17

5250038 Language comprehension: Understanding English words, sentences and discourse (englisch)

2 SWS 4 LP
SE Fr 14-16 wöch. DOR 24, 1.502 S. Repp
detaillierte Beschreibung siehe S. 18

5250040 Introduction to formal semantics (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 3001 M. Egg
detaillierte Beschreibung siehe S. 18

5250145 Conceptual Combination (englisch)

2 SWS 4 LP
SE Fr 10-12 wöch. UL 6, 2004A S. Olsen
detaillierte Beschreibung siehe S. 18

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

5250008 Aspects of 16th and 17th Century English Utopian Fiction (englisch)
2 SWS 4 LP
SE Do 08-10 wöch. DOR 24, 1.501 B. Schnabel

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Das Seminar beschäftigt sich zunächst mit dem Utopiebegriff und betrachtet dann utopische Vorstellungen in englischen Texten unterschiedlichster Genres. Im Zentrum des Interesses wird Thomas Mores Text *Utopia* stehen. Wir betrachten die Tradition, aus der dieser kommt und wie er sich von ihr absetzt. In einem späteren Seminarabschnitt verfolgen wir Mores potenziellen Einfluss auf den utopischen Diskurs der unmittelbaren Folgezeit, z.B. im Drama William Shakespeares. Die Diskussion orientiert sich dabei am jeweiligen biographischen, historischen und kulturellen Kontext. Das Seminar findet in englischer Sprache statt. Weitere Informationen erfolgen im ersten Seminar.

5250009 Postmodernist Fiction and/on modernist texts. Woolf and Cunningham, Eliot and Cooley. (englisch)
2 SWS 4 LP
SE Di 10-12 wöch. UL 6, 3010 C. Wilde

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
Virginia Woolf's novel *Mrs Dalloway* and T. S. Eliot's poetry – "The Love Song of J. Alfred Prufrock", "The Waste Land", and "Four Quartets" lie at the heart of this seminar. We will read these classics of modernist literature with a view to their literary techniques as well as their presentation of early 20th-century society. Then we will change perspective, for the novelists Martha Cooley and Michael Cunningham worked with these texts, too, setting them at the heart of their novels *The Archivist* and *The Hours* respectively. We will read these novels (both first published in 1998), analysing how they make use of the literary texts as well as of the biographies of Woolf and Eliot in order to weave intricate stories and postmodernist texts.

Please get your own copy of the following books – and read Woolf's *Mrs Dalloway* for the beginning of term:
Virginia Woolf, *Mrs Dalloway* (e.g. Penguin Modern Classics or Oxford World's Classics edition).
Michael Cunningham, *The Hours*, Farrar, Straus and Giroux, 1998.

1. S. Eliot, *Collected Poetry. 1909-1962*, Faber and Faber.

Martha Cooley, *The Archivist. A Novel*, Little, Brown and Company 1998 (Hardcover)/ Back Bay Books 1999 (Paperback).
Further theoretical material on intertextuality, modernism, and postmodernism will be provided on moodle.

5250010 Tourists and Tourism in English Literature from 1900 to the Present (englisch)
2 SWS 4 LP
SE 09:30-16:30 Block (1) DOR 24, 1.501 S. Heinz
1) findet vom 07.03.2016 bis 10.03.2016 statt

Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.
07.03.-10.03.2016 9.30 Uhr bis 16.30 Uhr Raum 1.501
Important Note: This seminar will take place as a compact 4-day course or 'Blockseminar'. It will be held after the regular semester has ended, i.e. at the end of February/the beginning of March 2016. Each day will comprise about 5 working hours with additional breaks for lunches and refreshments.

Tourism is a phenomenon known to most people in Western countries. We go on holidays or we live in places that other people visit, for example on their European tour with a stop in bustling Berlin.

In this context, cultural images of tourists are manifold. A negative image of tourists stresses their craving for stereotyped experiences, easy entertainment and comfortable hotels that come up to the standards of our home countries. We go to Thailand, Jamaica or Australia but are happy to eat our schnitzel there.

On the other hand, we often see ourselves as positive travellers who are interested in local customs and traditions, meet local residents, learn languages and eat local food. However, both evaluations of the tourist show the binary opposition that lies at the heart of representations of tourism and travel: authenticity vs. inauthenticity, original vs. copy, tourist vs. traveller.

The seminar will analyse representations of these oppositions and hierarchies in literary texts, films and television series from the early 20th to the 21st century. Here, we will focus on images of British people travelling. We will ask the following questions, among others:

1. What are the categories, differentiations and theories that have been proposed in cultural studies, semiotics or sociology to describe tourists and tourism?
2. What is the function of tourist experiences for the self and its sense of home, i.e. where do categories of otherness, exoticism and the foreigner come into descriptions of tourism?
3. How do literary texts and filmic material from the early 20th to the 21st century represent and evaluate tourists and tourism?
4. What forms of tourism are covered in the literary texts (from the Grand Tour to the British female sex tourist in the Caribbean)? Apart from our work with literary and filmic material, the seminar will include a field project of half a day in which the participants will go out into their city and explore notions of tourists and tourism in their concrete surroundings. This can take place in any form you find interesting, e.g. as a photo safari, a survey of tourist activities, a blog entry about sights or as a trip into an 'exotic' environment you have never been to.

Seminar Material:

Novels and Plays:

Forster, E.M. *Room with a View*. London: Penguin, 2011 [1908].

Gupta, Tanika. *Sugar Mommies*. London: Oberon Books, 2006.

Filmic Material:

The Lady Vanishes. Dir. Alfred Hitchcock. UK, 1938.

An Idiot Abroad. Starring Karl Pilkington, Ricky Gervais, and Stephen Merchant. BBC, 2010-2012.

Theoretical Texts:

Culler, Jonathan. "The Semiotics of Tourism." *American Journal of Semiotics* 1 (1981): 127-140.
 Desmond, Jane C. *Staging Tourism: Bodies on Display from Waikiki to Sea World*. Chicago: UP, 1999. xiii-xxv.
 Ryan, Chris. "Memories of the Beach." *The Tourist Experience*. Ed. Chris Ryan. London: continuum, 2002. 156-171.
 Urry, John. *The Tourist Gaze*. London: Sage, 2002. 1-15.

Contact information:

If you have questions about the seminar, its form, organisation or date, do not hesitate to contact me via email and ask: mail@sarah-heinz.de

5250011 Representations of London in Contemporary Literature (englisch)

2 SWS	4 LP				
SE	Mi	14-16	wöch.	DOR 24, 1.501	J. Braga-Neves

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

Apart from being one of the world's financial centers, London has been one of the most fascinating inspirations for authors and artists, whose interest in the city's history, politics, and culture urged a vast range of writings about London life. The aim of this seminar is to discuss the relations between literature and the creation of myths and discourses that will influence the ways we imagine, experience and reflect about urban spaces, having London as the main focus of our sessions. We want to engage with discussions that contemplate how London is translated into literature by exploring the relationship between space and subject, and the literary experience of walking in the city. The discussions in this seminar will also revolve around the relations between gender, sexuality, class and race in urban space, as we will read novels and texts that address these topics. Among other texts, we will read seminal authors that wrote about subjective experience in cities, such as Michel de Certeau and Charles Baudelaire, discussing the concept of the 'flâneur' and its contemporary usage. Also, we will read texts about London's history and cultural geography, including excerpts from Lynda Nead's *Victorian Babylon* and Peter Ackroyd's *London: the Biography*. These texts will allow us to better explore London, its idiosyncrasies, and the socio-economic and cultural divisions of its geography. Apart from these texts, we will read Sarah Waters' *Tipping the Velvet* and Hanif Kureishi's *The Buddha of Suburbia*.

If you cannot attend the first session, please send me an email: juliabneves@gmail.com

Modul 12: Paradigms of American Literature and Culture (Wahlpflicht)

5250052 Concepts and Paradigms: From Benjamin Franklin to Oprah Winfrey: Self-Improvement in American Literature and Culture (englisch)

2 SWS	4 LP				
SE	Mo	14-16	wöch. (1)	I 110, 347	A. Boss

1) Beginn: 2. Semesterwoche

This seminar aims to provide the participants with a better understanding of the concepts and practices of self-improvement in American literature and culture. In the course of the seminar, we will examine this concept's historical development and cultural impact from the times of the Early Republic to the 21st century. Dealing with authors such as Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Horatio Alger, Dale Carnegie, Napoleon Hill, Rhonda Byrne, Oprah Winfrey, and others, we will trace and analyze the narratives of self-improvement as well as their functions in the sociopolitical contexts that engender them. Close readings of the respective texts will allow us to investigate their formal literary characteristics in relation to the concepts and narratives of self-improvement constructed in them. Information regarding course requirements will be provided in the first session.

5250138 American Media: Contemporary American Gothic (englisch)

2 SWS	4 LP				
SE	Di	16-18	wöch. (1)	DOR 24, 1.501	C. Vogt-William

1) Beginn 2. Semesterwoche

This seminar considers how Gothic literary conventions are articulated in contemporary American fiction and their film adaptations. Themes to be explored include how race, gender, sexuality, class are represented in such ways, as observed by Allan Lloyd Smith, where 'American Gothic might be seen to offer a 'voice' for the culturally silenced, and the repressed events of American history' (Lloyd-Smith, 2004: 26). Contingent on these issues, the Gothic elements of the uncanny and the grotesque come together in the texts to interrogate American cultural spaces in the 20th and 21st centuries.

Presentations will be a required part of the class. A reader will be made available. Students are required to have acquired the novels and read them before the class takes place.

- John Berendt. *Midnight in the Garden of Good and Evil*. 1994

[Film Adaptation: Clint Eastwood, 1997]

- Charlaine Harris. *Dead till Dark*. Ace. 2001

[HBO TV series *True Blood*, first episode DVD]

- Stephenie Meyer. *Twilight*.

[Film Adaptation : Catherine Hardwicke, 2008]

- Octavia Butler. *Fledgling*. Grand Central Publishing. 2007.

Modul 13: Writing Skills - Sprachpraxis

Bitte beachten Sie die Hinweise zur Einschreibung in die Kurse zur Sprachpraxis.

5250129 Writing Tools and Strategies: Academic Writing (englisch)

2 SWS	2 LP				
UE	Mo	16-18	wöch.	UL 6, 2004A	E. Gibbels
UE	Mi	12-14	wöch.	UL 6, 2004A	E. Gibbels

This class will deal with text organisation strategies, writing clear and concise academic style, finding and narrowing down a topic, formulating a thesis statement as well as editing skills. Students will choose topics from their academic seminars. Two essays in class. Credits based on completed assignments. The Reader for this class will be available at Sprintout from September on. Students from the third term (BA Am)/fourth term (BA En) onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
Exchange students only: Please register by 08th October 2015 (4 pm) via email to elisabeth.gibbels@rz.hu-berlin.de

5250130 Writing Tools and Strategies: Essay Writing (englisch)

2 SWS	2 LP				
UE	Di	12-14	wöch.	I 110, 347	E. Kelly

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

Students from the third term (BA Am)/fourth term (BA En) onwards: Please register by 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).

5250131 Writing Tools and Strategies: Writing Academic Essays (englisch)

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

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 third term (BA Am)/fourth term (BA En) onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 8th October 2015 (4 pm) via email to faussera@hu-berlin.de

5250133 Writing Tools and Strategies: Writing the Term Paper (englisch)

2 SWS	2 LP				
UE	Di	12-14	wöch.	I 110, 349	S. Ehlert

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

Students from the fourth term onwards: Please register by 28th September 2015 using the printed form you can find at "Weitere Links" (see top of page).

5250134 Translation Tools and Strategies: Translation in Academic Contexts (englisch)

2 SWS	2 LP				
UE	Mo	10-12	wöch.	UL 6, 3001	E. Gibbels
UE	Mo	12-14	wöch.	UL 6, 3001	E. Gibbels

This is a course for BA English students. (American Studies students welcome if places available.) Translations in class use texts from a range of topics that tie in with students' regular seminars. In addition, analysing selected exercises will help students develop strategies for tackling typical German-English translation problems.

Students from the third term (BA Am)/fourth term (BA En) onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)

5250136 Translation Tools and Strategies: Language Learning through Translation (englisch)

2 SWS	2 LP				
UE	Di	10-12	wöch.	DOR 24, 3.018	K. Heukroth
	Fr	08-10	wöch.	DOR 65, 325	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). Students from the third term (BA Am)/fourth term (BA En) onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)

Modul 15: Fachdidaktik Englisch

Anmerkung zur Studienordnung (SO): im BA ist die SO 2014 fast deckungsgleich mit der SO 2008 (geändert hat sich lediglich der Seminartyp der Einführungsveranstaltung von Vorlesung (VL) zu Grundkurs (GK))

5250074 GK Einführung in die Fremdsprachendidaktik
 2 SWS 3 LP
 GK Do 10-12 wöch. (1) DOR 24, 1.601 S. Breidbach
 1.) findet ab 22.10.2015 statt ; Beginn 22.10.2015
detaillierte Beschreibung siehe S. 14

5250075 Ausgewählte Kapitel zur Fachdidaktik Englisch
 2 SWS 2 LP
 SE Di 12-14 wöch. HV 5, 0122-23 U. Leusch
 SE Mi 10-12 wöch. HV 5, 0122-23 F. Klimczak
 SE Mi 12-14 wöch. HV 5, 0122-23 F. Klimczak
detaillierte Beschreibung siehe S. 14

Modul 16: Berufsfeldbezogene Zusatzqualifikation

5250110 Interpreting Discussions (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 65, 434 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 08 Oktober 2015 via email to: eva.affandi@rz.hu-berlin.de

5250111 Introduction to conference Interpreting (englisch)
 2 SWS 3 LP
 PL 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 08 Oktober 2015 via email to: eva.affandi@rz.hu-berlin.de

5250112 Sight Translation/Übersetzen vom Blatt (englisch)
 2 SWS 3 LP
 PL Do 12-14 wöch. DOR 65, 474 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 08 Oktober 2015 via email to: eva.affandi@rz.hu-berlin.de

5250114 Professional Translation Skills I (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. 12

5250115 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 13

5250137 Praxiskolloquium (englisch)
 2 SWS 1 LP
 PCO Do 18-20 wöch. DOR 65, 325 E. Gibbels

Bitte melden Sie sich bis zu Semesterbeginn im moodle-Kurs Praxiskolloquium an. (offene Einschreibung – kein enrolment key)
 Das Kolloquium findet auf der Basis von 1 SWS statt. Für gewöhnlich sind dies 7 Sitzungen als doppelstündige oder geblockte
 Veranstaltungen in der ersten Hälfte des Semesters. Den Reader zum Kolloquium gibt es bei SPRINTOUT ab Semesterbeginn.
 Bitte bereits zur ersten Sitzung mitbringen, ebenso den Praktikumsbericht. Wegen des Workshop-Charakters der Veranstaltung
 besteht generelle Anwesenheitspflicht.

Bachelorstudiengang Amerikanistik (BA Amerikanistik)

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2007

Individuelle Vertiefung

5250140 Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)
 2 SWS 3 LP
 QT Do 16-18 wöch. DOR 24, 1.601 R. Gál
detaillierte Beschreibung siehe S. 13

5250141 Serious (Video) Games: Investigating the intersections of Image/Play/Virtuality (englisch)
 2 SWS
 QT Do 16-18 wöch. UL 6, 3001 A. Harder

Debates in popular Media often frame video games – reduced to MMOs or First-Person-Shooters largely played by young men – as causes for social isolation or violent behavior. However, more complex and academic analyses found in the field of Game Studies are often ignored: What constitutes a game in the first place? What does it mean to play? What stories do games tell? And what are their social and political functions and implications?

This Q-tutorial will draw on concepts ranging from literature and film studies to sociology and media studies to investigate how video games shape society and their players, with attention to categories of gender and race, but also to play and technology. Three paradigms will structure this course: Firstly, the occupation with images and narratives, secondly, the concept of play and its social functions and thirdly the relationship between virtuality, technology and the players' bodies.

The aim of the tutorial is to produce concrete analyses based on these theoretical paradigms and the actual experiences of playing games, as well as creating our own short game-concepts using entry-level programs, which are going to be presented publicly.

Q-Tutorien können wie folgt angerechnet werden:

Neue BA-Studienordnungen (2014): Modul „Praxisorientierung“;

Alte BA-Studienordnungen (2007/2008): Individuelle Vertiefung und BZQ-Modul.

Modul 2: Literary and Cultural Theory

5250096 English Play: Daisy Pulls it Off (englisch)
 2 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
 Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

5250152 Tutorium zur VL Einführung in die Literaturwissenschaft (englisch)
 2 SWS 2 LP
 TU Mo 14-16 wöch. (1) I 110, 349 A. Stepanova
 TU Di 16-18 wöch. (2) I 110, 343 A. Stepanova
 1) Das Tutorium findet erst NACH der Vorlesung statt
 2) Das Tutorium findet erst NACH der Vorlesung statt
detaillierte Beschreibung siehe S. 6

Modul 3: American Arts and Media in Context

5250129 Writing Tools and Strategies: Academic Writing (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. UL 6, 2004A E. Gibbels
 UE Mi 12-14 wöch. UL 6, 2004A E. Gibbels
detaillierte Beschreibung siehe S. 20

5250130 Writing Tools and Strategies: Essay Writing (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. I 110, 347 E. Kelly
detaillierte Beschreibung siehe S. 21

5250131 Writing Tools and Strategies: Writing Academic Essays (englisch)
 2 SWS 2 LP
 UE Di 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 21

5250132 Writing Tools and Strategies: 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 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)

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

5250134 Translation Tools and Strategies: Translation in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. UL 6, 3001 E. Gibbels
 UE Mo 12-14 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 21

5250135 Translation Tools and Strategies: Contrastive Translation (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. UL 6, 3001 E. Gibbels

The course deals with the analysis, comparison and translation of academic texts. The first part of the course will focus on selected grammar and structure problems in German - English translation. The second part will have students choose and present their own translation projects. The course assumes functional German competence.
 Students from the third term onwards: Please register by 28th September 2015 using the printed form you find at "Weitere Links" (see top of the page)
 Exchange students only: Please register by 08th October 2015 (4 pm) via email to elisabeth.gibbels@rz.hu-berlin.de

5250136 Translation Tools and Strategies: Language Learning through Translation (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 3.018 K. Heukroth
 Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 21

Modul 6: American Studies: European Contexts and Intercultural Relations

5250058 The Transnational Cosmopolitan: African Americans and Germany (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. I 110, 347 J. Tu

This seminar will examine crosscurrents between African Americans and Germany from the late 19th Century to the early 21st Century. As Larry Greene and Anke Ortlepp have asserted, "African American and Germans have played reciprocal roles in each other's quest for Freedom, national identity, and redefinitions of identit[ies]" (Germans and African Americans: Two Centuries of Exchange, xvi). Through reading African Americans as "transnational cosmopolitans", this course seeks to examine the role Germany—as a space and place—plays within African American literary and cultural production and the construction of "Americanness."

A special attention will be paid to theories of transnational American Studies (Günter Lenz, Winfried Fluck, etc.), black subjectivity (Robert Reid-Pharr, Michelle W. Wright, etc.), and critical theories of Cosmopolitanism (W.E.B. Du Bois, Kwame Anthony Appiah, Martha Nussbaum, Walter Dignolo, Alexa Weik von Mossner, etc). Literary and cultural figures may include W.E.B. Du Bois, Paul Robeson, William Gardner Smith, Donna Summers, Angela Davis, Audre Lorde, Rita Dove, John A. Williams, Vaginal Davis, and Paul Beatty.

Please sign up via email: tujiannk@hu-berlin.de

Course requirements: two short response papers, regular class participation, and one group presentation.

Primary texts including among others:

William Gardner Smith, *Last of the Conquerors* (1948)

Donna Summers, selected disco tracks

Audre Lorde, selected poetry

Rita Dove, selected poetry

John A. Williams, *Clifford's Blues* (1999)

Paul Beatty, *Slumberland* (2008)

Audre Lorde – *The Berlin Years 1984 to 1992* (2012), dir. Dagmar Schultz

Breath of Freedom (2013), dir. Dag Freyer

5250059 Cultural Diplomacy - An Outdated Concept? (englisch)

2 SWS

3 LP / 4 LP

SE

Fr

15-17

wöch.

DOR 24, 1.501

M. Kohl

First meeting: November 6, 15:00 s.t. until 17:00

Registration: KohIM@state.gov

How do we define, and who engages in, cultural diplomacy? What differentiates cultural diplomacy from propaganda? Which tools are effectively employed when reaching out to foreign audiences in propagating one's nation? U.S. Cultural Diplomacy reached its pinnacle during the Cold War when soft power developed into an effective tool in countering communist propaganda and American popular culture became spread across the globe. Since then the scope of Cultural Diplomacy has been reduced significantly.

This course will reflect upon the image of the U.S. especially in Germany during the Cold War until today. We will discuss past and current public diplomacy strategies and draw upon practical examples and projects. We will visit cultural institutions and engage in discussions with practitioners and guest speakers on past and new tools in propagating mutual understanding. Students will develop presentations analyzing iconic American cultural images and products which have shaped their own view of the U.S and that of previous generations. The most creative contributions will be reviewed for publication on the American Studies Blog (AS Blog). A reader will be made available (details will follow).

Please note: This course will start on Friday, November 6. Sessions will be 120 minutes long. Student enrollment is limited to 20. Students are encouraged to attend all sessions, participate in the excursions and be somewhat flexible should sessions have to be rescheduled due to the instructor's professional obligations.

Organisatorisches:

auch SPJ

5250139 Global Education in the 21st Century: A Joint NUYB and HU Course (englisch)

2 SWS

4 LP

SE

Mi

17-20

wöch. (1)

UL 6, 2004A

R. Isensee

1) Oktober bis Dezember

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

In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The course will feature guest speakers on selected topics. The class discussion will culminate in a colloquium (December 16, 2015) at which both NYUB and HU students will present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from October 14 to December 16, 2015. Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) until October 1, 2015.

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.

5250060 Research Kolloquium (englisch)
 2 SWS 2 LP
 CO Di 16-18 wöch. UL 6, 3001 M. Klepper

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

Support:

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

Requirements:

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

5250133 Writing Tools and Strategies: Writing the Term Paper (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 21

Modul 9: Berufsfeldbezogene Zusatzqualifikation

5250061 Praxisworkshop (englisch)
 1 SWS 1 LP
 PW Mi 18-20 Einzel (1) DOR 24, 1.401 N.N.
 1) findet am 21.10.2015 statt

Organisatorisches:

einmalig in der 1. Semesterwoche

Mittwoch, 21.10.2015, 18-20 Uhr in DOR24, 1.401

5250062 Praxiskolloquium (englisch)
 1 SWS 1 LP
 PCO Fr 12-14 14tgl. DOR 24, 1.501 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.

5250110 Interpreting Discussions (englisch)
 2 SWS 3 LP
 PL Mi 14-16 wöch. DOR 65, 434 E. Affandi
detaillierte Beschreibung siehe S. 22

5250111 Introduction to conference Interpreting (englisch)
 2 SWS 3 LP
 PL Do 10-12 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 22

5250112 Sight Translation/Übersetzen vom Blatt (englisch)
 2 SWS 3 LP
 PL Do 12-14 wöch. DOR 65, 474 E. Affandi
detaillierte Beschreibung siehe S. 22

5250114 Professional Translation Skills I (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. 12

5250115 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 13

5250140 Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)
 2 SWS 3 LP
 QT Do 16-18 wöch. DOR 24, 1.601 R. Gál
detaillierte Beschreibung siehe S. 13

5250141 Serious (Video) Games: Investigating the intersections of Image/Play/ Virtuality (englisch)
 2 SWS
 QT Do 16-18 wöch. UL 6, 3001 A. Harder
detaillierte Beschreibung siehe S. 23

5250147 Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature (englisch)
 2 SWS 2 LP / 3 LP
 QT Di 16-18 wöch. DOR 24, 1.502 M. Veltrup, T. Zille
detaillierte Beschreibung siehe S. 13

Bachelorstudiengang Amerikanistik (BA Amerikanistik) StO 2014

5250140 Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)
 2 SWS 3 LP
 QT Do 16-18 wöch. DOR 24, 1.601 R. Gál
detaillierte Beschreibung siehe S. 13

Modul 1: American Literary and Cultural History

5250048 American Cultural History (englisch)
 2 SWS 2 LP
 VL Mo 16-18 wöch. (1) UL 6, 2002 M. Klepper
 1) Beginn 2. Semesterwoche Am 30.11. findet die Vorlesung im Audimax statt.
detaillierte Beschreibung siehe S. 7

5250050 American Literary History I: Beginnings to 1918 (2 SP: VL+SE) (englisch)
 1 SWS 1 LP / 2 LP
 VL Mo 14-15 wöch. (1) UL 6, 2091/92 E. Boesenberg
 1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 8

5250053 American Literary History: Tutorials (englisch)
 2 SWS 2 LP
 UE Mi 12-14 14tgl./1 (1) I 110, 343 MA-Studierende
 UE Mi 14-16 14tgl./2 DOR 24, 1.502 D. Stonecipher
 UE Di 16-18 14tgl./2 DOR 24, 1.601 E. Boesenberg
 1) Beginn in der 2. Woche am 21.10.

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

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

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

Organisatorisches:

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

5250054 Orientierungskurs (englisch)

2 SWS	1 LP				
UE		10-18	Block+Sa (1)		E. Boesenberg
UE	Fr	10-14	Einzel (2)	BE 2, E44/46	E. Boesenberg
	Fr	14-18	Einzel (3)	UL 6, 3071	E. Boesenberg
	Fr	10-14	Einzel (4)	BE 2, E44/46	E. Boesenberg
	Fr	14-18	Einzel (5)	UL 6, 3071	E. Boesenberg

1) findet vom 23.10.2015 bis 24.10.2015 statt ; Räume: 23.10.2015 10-14 Uhr UL 6, 2103; 14-18 Uhr UL 6, 2070a 24.10. 10-18 Uhr 2070a

2) findet am 06.11.2015 statt ; Räume: 10-14 Uhr - BE 2, E 44 (Gebäude der Juristen am Bebelplatz) und 14-18 Uhr UL 6, 3071 zwei Termine: 6.11.2015 und 13.11.2015

3) findet am 06.11.2015 statt

4) findet am 13.11.2015 statt ; Räume: 10-14 Uhr - BE 2, E 44 (Gebäude der Juristen am Bebelplatz) und 14-18 Uhr UL 6, 3071

5) findet am 13.11.2015 statt

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

Diversity is a central feature of US American literature and culture – but how can we talk about this in an appropriate way, given that such diversity is organized through social hierarchies, and that we are ourselves part of such hierarchies as well? And what does all of this have to do with the manner in which knowledge is produced in the university, in American Studies in particular? How can we contribute to making this a more democratic space, a learning environment that is productive for people of different genders, sexual orientation, class, ethnic and racial positions? These are some of the questions we will discuss in this course.

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

The course is organized as a "Blockseminar", i.e. it takes place on two full days. There are two dates you can choose from: either October 23 and 24, or November 6 and 13. We will meet from 10.15 to 17.45 on each of the days. You do not have to register for the course.

Modul 2: American Literary and Cultural Theory

5250045 Einführung in die englische/amerikanische Literaturwissenschaft (englisch)

2 SWS	2 LP				
VL	Do	16-18	wöch.	UL 6, 1115	R. Isensee

detaillierte Beschreibung siehe S. 5

5250046a Einführung in die Literaturwissenschaft: Textanalyse (Amerikanistik) (englisch)

2 SWS	3 LP				
SE	Fr	14-16	wöch. (1)	DOR 24, 1.601	M. Klepper
SE	Di	10-12	wöch. (2)	UL 6, 2097	A. Boss

1) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss)

2) TN-Zahl: 25 BA Amerikanistik und 5 BA Englisch (Koordination Aleksandra Boss)

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

Zugleich wird es auch um Methoden und Techniken des wissenschaftlichen Arbeitens gehen. („Wie halte ich ein Referat?“, Recherchestrategien, Umgang mit wissenschaftlichen Hilfsmitteln usw.). Die amerikanistischen Seminare finden auf Englisch statt! Die Teilnehmerzahl ist auf 30 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an. Amerikanist*innen ohne AGNES-Zugang und "Härtefälle" melden sich bitte per email an: aleksandra.boss@hu-berlin.de.

Reading:

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

o Michael Meyer, *English and American Literatures*. Tübingen: Francke, 2011. 4. Auflage.

o Vera and Ansgar Nünning, *An Introduction to the Study of English and American Literature*. Stuttgart: Klett, 2009.

Requirements:

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

Organisatorisches:

Koordination der Gruppen: Aleksandra Boss (aleksandra.boss@hu-berlin.de)

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	DOR 24, 1.601	S. Ehlert
	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert

detaillierte Beschreibung siehe S. 10

5250152 Tutorium zur VL Einführung in die Literaturwissenschaft (englisch)
 2 SWS 2 LP
 TU Mo 14-16 wöch. (1) I 110, 349 A. Stepanova
 TU Di 16-18 wöch. (2) I 110, 343 A. Stepanova
 1) Das Tutorium findet erst NACH der Vorlesung statt
 2) Das Tutorium findet erst NACH der Vorlesung statt
 detaillierte Beschreibung siehe S. 6

Modul 3: American Literary and Cultural History II

5250116 Language Awareness: Grammar in Context (englisch)
 2 SWS 2 LP
 UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
 Di 08-10 wöch. DOR 24, 1.502 K. Heukroth
 detaillierte Beschreibung siehe S. 10

5250117 Language Awareness: Working with Words (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth
 detaillierte Beschreibung siehe S. 10

5250118 Language Awareness: Academic Vocabulary (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 65, 325 K. Heukroth
 detaillierte Beschreibung siehe S. 10

5250119 Language Awareness: From Paragraph to Academic Essay (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. I 110, 306 T. Oldani
 Di 12-14 wöch. I 110, 306 T. Oldani
 detaillierte Beschreibung siehe S. 10

5250120 Language Awareness: Learning Language with Literature (englisch)
 2 SWS 2 LP
 UE Di 14-16 wöch. DOR 65, 325 E. Kelly
 detaillierte Beschreibung siehe S. 11

Modul 4: Culture and Context

Nur im Sommer

5250096 English Play: Daisy Pulls it Off (englisch)
 2 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
 Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
 detaillierte Beschreibung siehe S. 10

5250121 Oral Skills: Oral Academic Skills/Presentation Proficiency (englisch)
 2 SWS 2 LP
 UE Do 14-16 wöch. (1) I 110, 306 T. Oldani
 Do 16-18 wöch. (2) I 110, 306 T. Oldani
 1) tba
 2) tba
 detaillierte Beschreibung siehe S. 11

5250122 Oral Skills: Academic Listening and Discussion (englisch)
 2 SWS 2 LP
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
 Do 16-18 wöch. DOR 65, 325 E. Gibbels
 detaillierte Beschreibung siehe S. 11

5250123 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. DOR 65, 325 E. Kelly

detaillierte Beschreibung siehe S. 11

- 5250124 Oral Skills: Public Speaking Skills (englisch)**
2 SWS 2 LP
UE Di 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 11
- 5250125 Oral Skills: Presentation Practice (englisch)**
2 SWS 2 LP
UE Do 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 12
- 5250126 Oral Skills: Britain in Brief (englisch)**
2 SWS 2 LP
UE Mi 14-16 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 12
- 5250127 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. 12
- 5250128 Oral Skills: Current Trends and Developments in the USA (englisch)**
2 SWS 2 LP
UE Di 12-14 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 12

Modul 5: Language

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

- 5250055 Varieties of English in North America and the Caribbean (englisch)**
2 SWS 3 LP / 4 LP
SE Di 14-16 wöch. DOR 24, 1.501 L. Peter
SE Do 10-12 wöch. UL 6, 2094 L. Peter
detaillierte Beschreibung siehe S. 16
- 5250129 Writing Tools and Strategies: Academic Writing (englisch)**
2 SWS 2 LP
UE Mo 16-18 wöch. UL 6, 2004A E. Gibbels
UE Mi 12-14 wöch. UL 6, 2004A E. Gibbels
detaillierte Beschreibung siehe S. 20
- 5250130 Writing Tools and Strategies: Essay Writing (englisch)**
2 SWS 2 LP
UE Di 12-14 wöch. I 110, 347 E. Kelly
detaillierte Beschreibung siehe S. 21
- 5250131 Writing Tools and Strategies: Writing Academic Essays (englisch)**
2 SWS 2 LP
UE Di 14-16 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 21
- 5250132 Writing Tools and Strategies: Academic Writing for American Studies (englisch)**
2 SWS 2 LP
UE Do 12-14 wöch. I 110, 353 A. Fausser
detaillierte Beschreibung siehe S. 24

5250134 Translation Tools and Strategies: Translation in Academic Contexts (englisch)
 2 SWS 2 LP
 UE Mo 10-12 wöch. UL 6, 3001 E. Gibbels
 UE Mo 12-14 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 21

5250135 Translation Tools and Strategies: Contrastive Translation (englisch)
 2 SWS 2 LP
 UE Mi 10-12 wöch. UL 6, 3001 E. Gibbels
detaillierte Beschreibung siehe S. 24

5250136 Translation Tools and Strategies: Language Learning through Translation (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. DOR 24, 3.018 K. Heukroth
 UE Fr 08-10 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 21

Modul 6: Paradigms of American Literature and Culture

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

5250049 American Cultural Theory (englisch)
 2 SWS 3 LP / 4 LP
 SE Mi 12-14 wöch. (1) DOR 24, 1.601 K. Graaff
 SE Mi 10-12 wöch. (2) DOR 24, 1.601 D. Löbbermann
 SE Do 18-20 wöch. DOR 24, 1.501 K. Graaff,
 D. Löbbermann
 1.) findet bis 16.12.2015 statt ; BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN Punkt 12 bis Punkt 14
 Uhr Weitere Bemerkungen untenstehend.
 2.) BA Englisch: 10 TN BA Amerikanistik Modul 6: 25 TN
detaillierte Beschreibung siehe S. 7

5250056 Paradigms of American Literature: Autobiographies of the Black Diaspora: The United States and Germany (englisch)
 2 SWS 4 LP
 SE Di 12-14 wöch. UL 6, 2014B A. Potjans

Slavery, colonialism and immigration have led to the dispersal of people of African descent and the formation of Black communities throughout the Western hemisphere. This cultural and demographic development, but also modes of exchange between Black communities have been theorized within the framework of the Black Diaspora. Using this framework as a theoretical lens, we will look at the African American and Black German community while especially focusing on the use of autobiographical writing within the process of community formation. Given the crucial significance of this genre within that process, we will investigate how works by Audre Lorde, Ika Hügel-Marshall and Hans-Jürgen Massaquoi engage in developing Black counter-discourses within their respective cultural contexts. In doing so, we will look at how intersections of various identity markers such as gender, race, and class frame the formation of these counter-discourses and play into the emergence of diasporic identities.

Primary works that I would ask the participants to purchase and read in advance will be:

1. Audre Lorde, *Zami. A New Spelling of My Name* (1982)

2. Ika Hügel-Marshall, *Daheim Unterwegs: Ein Deutsches Leben* (2001)

A reader containing secondary texts and excerpts from Hans Jürgen Massaquoi's *Destined to Witness. Growing Up Black in Nazi Germany* (1999) and its sequel *Hänschen Klein, Ging Allein...Mein Weg in die Neue Welt* (2004) will be provided at the beginning of the semester.

5250133 Writing Tools and Strategies: Writing the Term Paper (englisch)
 2 SWS 2 LP
 UE Di 12-14 wöch. I 110, 349 S. Ehlert
detaillierte Beschreibung siehe S. 21

5250138 American Media: Contemporary American Gothic (englisch)
 2 SWS 4 LP
 SE Di 16-18 wöch. (1) DOR 24, 1.501 C. Vogt-William
 1.) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 20

Modul 11: Praxisorientierung

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

5250057 Tutorium zur Einführung in die Literaturwissenschaft (Modul 2) (englisch)
2 SWS 2 LP
TU
N.N.

Organisatorisches:
Projektutorium/Q-Tutorium/Tutorium

5250110 Interpreting Discussions (englisch)
2 SWS 3 LP
PL Mi 14-16 wöch. DOR 65, 434 E. Affandi
detaillierte Beschreibung siehe S. 22

5250111 Introduction to conference Interpreting (englisch)
2 SWS 3 LP
PL Do 10-12 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 22

5250112 Sight Translation/Übersetzen vom Blatt (englisch)
2 SWS 3 LP
PL Do 12-14 wöch. DOR 65, 474 E. Affandi
detaillierte Beschreibung siehe S. 22

5250114 Professional Translation Skills I (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. 12

5250115 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
2 SWS 3 LP
PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 13

5250140 Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society (englisch)
2 SWS 3 LP
QT Do 16-18 wöch. DOR 24, 1.601 R. Gál
detaillierte Beschreibung siehe S. 13

5250141 Serious (Video) Games: Investigating the intersections of Image/Play/ Virtuality (englisch)
2 SWS
QT Do 16-18 wöch. UL 6, 3001 A. Harder
detaillierte Beschreibung siehe S. 23

5250147 Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature (englisch)
2 SWS 2 LP / 3 LP
QT Di 16-18 wöch. DOR 24, 1.502 M. Veltrup,
T. Zille
detaillierte Beschreibung siehe S. 13

Masterstudiengang Amerikanistik (MA Amerikanistik) StO 2014

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

5250063 Major Problems of American Literary and Cultural History: Visual America (englisch)

2 SWS 3 LP
SE Mo 14-16 wöch. (1) DOR 24, 1.601 M. Klepper
1.) Beginn 2. Semesterwoche

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

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

Course Requirements:

Each student is expected to post one discussion question about one of the periods or about the particular visual work of art in focus on Moodle. As a preparation for the module exam students have to hand in a 4 page essay on one work of art of your own choice by Christmas. As a Modul examination students will write a take-home exam with questions from this class and the class "Theories of American Studies". For this exam you are expected to prepare one work of art in depth.

Please register for this class in the e-learning platform Moodle. The key is "AmArt". No registration through Agnes.

5250064 Theories of American Studies: US American Social Movements (englisch)

2 SWS 3 LP
SE Fr 12-14 wöch. (1) DOR 24, 1.502 K. Graaff
1) findet bis 18.12.2015 statt ; Punkt 12 bis Punkt 14 Uhr. Weitere Bemerkungen untenstehend.

In this course, we will examine a wide range of social movements taking place in the U.S. from the 19th through the 21st century. They will include the slavery abolition movement, women's rights, labor and anti-war movements, the civil rights and Black power movement, American Indian movement, LGBT+ movements, decolonialization and decarceration movements, as well as the most recent Black Lives Matter movement. We will start out by investigating the terminology of social movements and by discussing relevant literature and theories in the field. In the second part of the course, we will have a closer look at selected movements, addressing the following questions: What social, economic and political conditions initiated the respective movements? What are their specific practices, key figures, organizations and aims? How do the movements find expression in cultural forms, such as literature, music or film? How do social movements and academia (do not) affect one another?

Organisatorisches:

GEÄNDERTE SEMINARDATEN UND -ZEITEN:

Bitte achten Sie darauf, dass das Seminar ausnahmsweise von Punkt 12 Uhr bis Punkt 14 Uhr stattfinden wird (kein akademisches Viertel)!

Es werden keine Seminare am 27. November und 4. Dezember stattfinden.

Am Samstag, den 14. November 2015 und am Samstag, den 6. Februar 2016 wird es jeweils ein Blockseminar von 10.00 Uhr bis 15.00 Uhr geben.

Die Einzeltermine sind entsprechend wie folgt:

16. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr
23. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr
30. Oktober 2015, Punkt 12.00 Uhr bis 14.00 Uhr
6. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr
13. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr
14. November 2015, Punkt 10.00 Uhr bis 15.00 Uhr
20. November 2015, Punkt 12.00 Uhr bis 14.00 Uhr
11. Dezember 2015, Punkt 12.00 Uhr bis 14.00 Uhr
18. Dezember 2015, Punkt 12.00 Uhr bis 14.00 Uhr
6. Februar 2015, Punkt 10.00 Uhr bis 15.00 Uhr

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

5250097 Oral skills/Presentations (englisch)

2 SWS 2 LP
UE Do 10-12 wöch. I 110, 343 M. Heinitz
Do 12-14 wöch. I 110, 343 M. Heinitz

This course is designed to give students the opportunity to develop their

presentation skills in academic contexts. We will be focussing on the conventions of presenting as well as how to convey your message accurately and concisely. The aim of this course is to prepare students for holding both informative and well-structured presentations so that they don't end up on the road to "death by powerpoint". Peer evaluation and analyses of professional presentations provide students with further opportunities to hone their presentation and language skills. Be prepared to give various oral presentations in class and receive feedback from both the instructor and your peers.

Please register by October 5th with howie00@zedat.fu-berlin.de

Modul 2: Reading American Literature and Culture

5250065 Reading American Literature and Culture: Vorbereitung auf Lehrübung (Lektüreseminar) (englisch)

2 SWS	3 LP				
UE	Di	14-16	wöch.	UL 6, 3001	E. Boesenberg

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

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

Modul 3: Intercultural Relations

Außerdem: eine sprachpraktische Übung - (Siehe Angebot Sprachpraxismodul oder eine Veranstaltung zur Linguistik)

5250066 Transatlantic Symposium (englisch)

2 SWS	3 LP				
SE	Di	12-14	wöch.	UL 6, 3001	R. Isensee

How prepared are we for change? Will our infrastructures, our economies, our societies, our cultures, and we, ourselves, be able to cope with challenges both foreseen and unforeseen? What will need to be done to maintain or improve our standard of living, or, in some cases, in order to survive?

These are just some of the key questions that arise when talking about resilience. Originally based on research in psychology and ecology, resilience studies provide an interdisciplinary approach to investigate reactions to change and to suggest solutions for contemporary problems. Of greatest concern amongst these is climate change, and in its wake associated problems affecting environments and populations around the planet. Further critical issues around the globe include demographic change, urbanization, environmental degradation, migration, and an apparent increase in the number of conflicts and wars. Resilience puts the research focus on adaptation rather than merely on sustainability, and highlights change as the norm rather than the exception. The 14th Transatlantic Students symposium seeks to approach the concept of resilience from several aspects, namely studies of (1) environmental, energy and social policy, (2) diversity as a key component within resilience studies, as well as (3) narrative frameworks and approaches towards the topic of resilience from within cultural and literary studies, as follows:

(1) Environmental, Energy, International and Social Policy: With respect to resilience, these three policy research areas focus on the ability of societies and individuals to adapt to an environment that has seen more drastic changes than in previous centuries. Questions of maintaining an environment that sustains both human populations and biodiversity are intricately linked with securing a safe and sustainable energy supply. This, in turn, has always been linked to matters of international and security policy, specifically after the events and aftermath of 9/11 and the ensuing global economic crisis that have entailed continuous challenges to the idea of a predictable world order. The capacity of human societies to manage such uncertainties – which seem to have become the norm – is then a question for social policy research.

(2) Diversity: One of the core findings of resilience studies is the importance of diversity, both in terms of biodiversity (from a perspective of environmental policy) and in the acknowledgement and embracing of the diversity of human cultures and individuals (from a social policy point of view). Specifically, the political and economic dimensions of resilience are related to current debates on migration, immigration and emigration in both the US and Europe as they frequently address questions of negotiating economic resilience vs. national politics, and in the case of indigenous and minority populations, also their very adaptability, their endurance and survival (or survivance, as Gerald Vizenor terms it).

(3) Cultural Studies of Resilience: To students of literature and culture, resilience is an old topic. It has been present in the formation and construction of national identity narratives (in the case of the US, Puritan cultural resilience, F. J. Turner and resilience, for instance; in the case of the EU, current debates about the purpose of European integration) and their central constituents such as the "American Dream" (also in the context of immigration narratives) as well as resilience as a theme in American literature of transcendentalism in the 19th century, the literature of the 1930s, dealing with the "dust bowl" and the world economic crisis, and in African American, Asian American and Native American literature that is informed by particular cultural concepts and narratives of resilience. Yet power can never be divorced from the equation, if we follow Foucault and the biopolitical turn. This concerns specifically discussions about biopolitics, national identities vis-à-vis minorities and immigrants.

As part of the 14th Transatlantic Student Symposium in cooperation with Oregon State University and the University Warsaw the course will take a group of selected HU students together with American and Polish students to a field trip in the United States and culminate in an academic student symposium at Oregon State University in March 2016.

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

Please register for the course via AGNES.

5250067 Projekt (englisch)
 2 SWS 3 LP
 SPJ wöch. R. Isensee

5250096 English Play: Daisy Pulls it Off (englisch)
 2 SWS 2 LP / 3 LP
 UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
 Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

5250098 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 08 Oktober 2015 via email to: eva.affandi@rz.hu-berlin.de

5250099 Advanced Writing: US Politics (englisch)
 2 SWS 3 LP
 UE Di 10-12 wöch. DOR 24, 2.102 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 18. Register by e-mail (Lefko003@hotmail.com) by Oct. 6 to apply for a place in the course.

5250100 Creative Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 10-12 wöch. DOR 24, 3.018 S. Ehlert

This class is designed to provide an opportunity for students to explore short fiction and poetry writing in English. Students will develop a writing portfolio which will include a variety of genres and participate in in-class readings and critiques. At the end of the semester each student will receive a small volume of selected student works. Number of participants is limited to 20. Register by e-mail (Lefko003@hotmail.com) by Oct. 6 to apply for a place in the course.

5250101 Academic Writing (englisch)
 2 SWS 2 LP
 UE Di 08-10 wöch. I 110, 349 M. McGovern
 Di 10-12 wöch. I 110, 349 M. McGovern

Do you sometimes feel that your academic writing is dull and lifeless? This course aims to help you improve your style by identifying problems in the way you compose texts and suggesting techniques to overcome them. Part of the identification process will involve looking at the 35 most common grammatical mistakes made by German writers of English (as derived from an analysis of past Staatsexamen papers). Lexical precision will be developed through the targeted building of vocabulary in the nine most important areas of meaning within English for Academic Purposes. The course will take place at Invalidenstr. 110, Rm 306, on Tuesdays from 13 October 2015 until 9 February 2016 with a choice of times – 08.15-09.45 or 10.15-11.45. Class limited to 15 participants. Please register by sending an email to the instructor Michael McGovern by Friday 9 October: dermicmac@gmail.com. This course may not be used for the MAP in Module 1a, MA Engl. Lit.

Modul 4: Identities

5250068 Names and Naming in Contemporary American Literatures (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. UL 6, 3001 C. Vogt-William

A. Robert Lee observes: "How can America, or its literature, from puritans to postmoderns, in any accurate sense ever have been thought other than multicultural?" (Lee, 2003:1). With regard to community and belonging, American multiculturalism articulates the politics of positioning – here naming disciplines are significant in the delimitation and description of identity. This seminar considers names and naming practices in diverse texts from different cultural contexts; these are important for identity constructions and questions of self- definition and belonging. The texts to be considered here can be read as arising from and reflecting on America's larger political debates on multiculturalism and ethnicities. Presentations will be a required part of the class. A reader will be made available. Students are required to have acquired the novels and read them before the class takes place.

Texts:

- Jhumpa Lahiri. *The Namesake*. Mariner Books. 2004.
- [Film Adaption: Mira Nair. 2008]
- Lawrence Hill. *Someone Knows My Name*. W.W. Norton & Company. 2008.
- Scott Momaday. *The Names: A Memoir*. University of Arizona Press. 1987.
- Percival Everett. *I am Not Sidney Poitier*. Grey Wolf Press. 2009.

5250069 Age(ing) in US American Literature (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. DOR 24, 1.502 R. Isensee

In recent years the category of age has become increasingly prominent in literary and cultural studies as it provides specific access to and a more differentiated understanding of the complexities of identity construction at the intersection of race, ethnicity, and gender. With a focus on narratives of age in American literature the course will explore selected representations of age (young and old) and their corresponding strategies of story telling with special emphasis on questions such as age and body, age and memory, patterns of aging, intergenerational perceptions of age, ageism, and cultural images of age. The text corpus selected for the discussion will include narratives from various genres, among others autobiographies and essays, of both "adult" and young adult fiction.

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 20 pages. Please register for the course via AGNES.

Modul 5: Diversity in American Literature and Culture

Siehe auch: Angebot der Gender Studies (Interdisciplinary Problems of gender and Sexuality)
SE(4)-Gender Studies

5250027 Canadian Multiculturalism (englisch)

2 SWS 4 LP
SE Mo 12-14 wöch. (1) DOR 24, 1.502 W. Keller
1) Beginn 2. Semesterwoche

On account of its specific history of immigration and the recognition that the country was constituted by more than the 'two founding nations' and the First Nations, Canada was one of the first nations to officially adopt a policy of multiculturalism, which has since become both, a key facet of 'Canadian' self-identification as well as a major political challenge. In this seminar, we will first map the socio-political contexts for - and concomitant transformations of - the Canadian ideology of multiculturalism, always with a view to US immigration policies (often reductively conceptualized as 'Canadian mosaic'/'salad bowl' vs. 'US melting pot'). Subsequently, we shall consider the ways in which literary texts respond to, shape, and re-imagine the controversies over multiculturalism from very divergent perspectives. In order to do so, we will read literary works by authors such as Ishmael Alunik, Dionne Brand, George Elliott Clarke, Joy Kogawa, Lee Maracle, John Marlyn, Rudy Wiebe, Rita Wong. A detailed syllabus and bibliography will be available at the end of September. Interested students should contact me by email at by 30 September 2015.

5250069 Age(ing) in US American Literature (englisch)

2 SWS 4 LP
SE Do 10-12 wöch. DOR 24, 1.502 R. Isensee
detaillierte Beschreibung siehe S. 36

5250070 The Cultural Politics of Hair (englisch)

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

Hair is a part of the body humans have styled – cut, combed, braided, augmented, removed – to signal membership in a particular social group, as well as personal aesthetic preferences, throughout recorded history. Hairstyles thus communicate a range of social and cultural messages. They can be understood as instances of "gender performance;" at the same time, they tend to be salient elements in constructions of 'race' and ethnicity. Hair is thus eminently political: protest movements such as the Black Panthers, the Hippies and others expressed their opposition to entrenched hierarchies in part visually through their hairstyles. In this course, we will discuss the significance of hair for constructions of gender, 'race,' age, class, and other social hierarchies. Specifically, we will analyze conflicts around particular hair issues in order to see how they reflect processes of social and cultural change.

In order to obtain credit for this course, you have to participate regularly (at least 75 % of the time), contribute to class discussions, and present a specific topic as part of a group of students. There is no Agnes or email registration for this course. Just show up for the first session.

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)

2 SWS 4 LP
SE Mo 16-18 wöch. (1) DOR 24, 1.601 C. Vogt-William
1) Beginn 2. Semesterwoche

This seminar considers how the issue of AIDS and gay activism has been thematized in US American plays and films. The texts to be discussed will focus on how medicalized narratives about the disease have both stigmatized gay people and at the same time instigated political activism in urban gay communities. Salient themes in the seminar will include marginalized forms of masculinity, gay civil rights, political and legal discourses surrounding AIDS in the 1980s and 1990s. Attendant genre concerns will address the concept of intermediality in the context of film adaptations from stage plays.

Presentations will be a required part of the class. A reader will be made available. Students are required to have acquired the novels and read them before the class takes place.

Texts:

Plays

Films

- Larry Krämer. *The Normal Heart*. (1983) • *The Normal Heart*. (HBO, Ryan Murphy, 2014)
- Tony Kushner. *Angels in America*. (1995) • *Angels in America*. (HBO, Mike Nichols, 2005)
- Jonathan Larson. *Rent*. 1996. • *Rent*. (Sony Pictures, Christopher Columbus, 2005)
- Philadelphia. (TriStar Pictures, Jonathan Demme, 1993)

Modul 6: Mediality

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)

2 SWS 4 LP
SE Mo 16-18 wöch. (1) DOR 24, 1.601 C. Vogt-William
1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250072 America Media: Organized Crime and Hollywood (englisch)

2 SWS 4 LP
SE Di 10-12 wöch. DOR 24, 1.501 M. Klepper

One of the prevailing sub-genres in American Cinema is the mafia movie. From *Scarface* to *The Sopranos* (HBO) organized crime has fascinated Americans—especially on screen. The highly self-reflective serial *The Sopranos* contains a prolonged homage to the genre. In this seminar, we will explore what constitutes the fascination of mafia movies: which myths and major themes does it explore? How does it represent immigration (of Italians and Jewish people)? What is its relation to capitalism? How does it view 'the family' and gender relations? How is it related to the usual suspects in American mythology such as the self-made men, self-reliance, the idea of freedom? What is its take on whiteness, becoming white and racial reasoning in general? We will also compare and contrast this specific pattern of making a movie with other genres (Film noir, Western, etc.). And, finally we will of course discuss the specific filmic devices used and the potential for innovation and continuation.

We will explore the following movies in depth: *Scarface* (1932), *The Big Heat* (1953), *The Godfather Trilogy* (1972-90), *Once upon a time in America* (1984), *GoodFellas* (1990), *The Sopranos* (1999-2007).

Please sign yourself up for this class in the virtual classroom in Moodle (link in Agnes)! The key is "Mafia". No registration through Agnes!

Readings:

- Texts will be uploaded onto the Moodle platform.

Viewings:

The movies can be screened for you on Mondays between 6PM and 8:30 PM, if you wish so. If you cannot participate in the screening you have to watch them on your own! Your instructor will throw a tantrum if you have not seen the movie very recently!

Course Requirements:

Students have to contribute a summary (together with one or two other students) of one meeting. As a MAP students will give a 15 min presentation – either in-class or, later, out-of-class. Topics for in-class presentations will be provided.

5250073 Film Discussion (englisch)

2 SWS 0 LP
SE Mo 18-20 wöch. (1) DOR 24, 1.501 M. Klepper
1) Beginn: 2. Semesterwoche

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

5250101 Academic Writing (englisch)

2 SWS 2 LP
UE Di 08-10 wöch. I 110, 349 M. McGovern
Di 10-12 wöch. I 110, 349 M. McGovern
detaillierte Beschreibung siehe S. 35

Modul 8: Research and Writing Skills

5250060 Research and Writing (englisch)

2 SWS 3 LP
SE Di 16-18 wöch. UL 6, 3001 M. Klepper

This Research/Writing Seminar helps to prepare and supports your work on the final thesis. It is conceptualized for the MA students; but if BA students need the seminar, it is also open to them. We will cover topics such as: how to find an appropriate topic, how to come up with a first set of ideas, how to imagine an outline for your thesis, how to write a first draft. We will discuss the structure,

possible thesis, main questions of imaginary and (your) real projects. We will talk about questions such as: how do you write an introduction, how should the conclusion look, how do you organize the main body of the thesis. We will also reflect on language and formal questions such as: how do I document my sources, which style do I take, how do I find literature in the first place etc. Methodology and theoretical grounding (or rather contextualization) of your work will be another topic.

Support:

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

Requirements:

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

5250099 Advanced Writing: US Politics (englisch)
 2 SWS 3 LP
 UE Di 10-12 wöch. DOR 24, 2.102 S. Ehlert
detaillierte Beschreibung siehe S. 35

5250100 Creative Writing (englisch)
 2 SWS 2 LP / 3 LP
 UE Do 10-12 wöch. DOR 24, 3.018 S. Ehlert
detaillierte Beschreibung siehe S. 35

Modul 9

Choose from courses offered in modules 5 (one course) and 4 or 6 (one course from one of these modules)

Modul 10

Choose from courses offered in modules 4 (one course) and 5 or 6 (one course from one of these modules)

Masterstudiengang Amerikanistik (MA Amerikanistik) StO 2007

Modul 4: Identities

5250068 Names and Naming in Contemporary American Literatures (englisch)
 2 SWS 4 LP
 SE Do 14-16 wöch. UL 6, 3001 C. Vogt-William
detaillierte Beschreibung siehe S. 35

5250069 Age(ing) in US American Literature (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.502 R. Isensee
detaillierte Beschreibung siehe S. 36

Modul 5: Diversity in American Literature and Culture

Angebot der Gender Studies (Interdisciplinary Problems of Gender and Sexuality)

5250027 Canadian Multiculturalism (englisch)
 2 SWS 4 LP
 SE Mo 12-14 wöch. (1) DOR 24, 1.502 W. Keller
 1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250069 Age(ing) in US American Literature (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.502 R. Isensee
detaillierte Beschreibung siehe S. 36

5250070 The Cultural Politics of Hair (englisch)
 2 SWS 4 LP
 SE Mo 16-18 wöch. DOR 24, 1.501 E. Boesenberg
detaillierte Beschreibung siehe S. 36

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)
 2 SWS 4 LP
 SE Mo 16-18 wöch. (1) DOR 24, 1.601 C. Vogt-William
 1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

Modul 6: Mediality

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)
 2 SWS 4 LP
 SE Mo 16-18 wöch. (1) DOR 24, 1.601 C. Vogt-William
 1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250072 America Media: Organized Crime and Hollywood (englisch)
 2 SWS 4 LP
 SE Di 10-12 wöch. DOR 24, 1.501 M. Klepper
detaillierte Beschreibung siehe S. 37

5250073 Film Discussion (englisch)
 2 SWS 0 LP
 SE Mo 18-20 wöch. (1) DOR 24, 1.501 M. Klepper
 1) Beginn: 2. Semesterwoche
detaillierte Beschreibung siehe S. 37

Modul 7: Identities, Diversity, Mediality: Other Perspectives

Angebot von Partnerdisziplinen

Modul 8: Research and Writing Skills

5250060 Research and Writing (englisch)
 2 SWS 3 LP
 SE Di 16-18 wöch. UL 6, 3001 M. Klepper
detaillierte Beschreibung siehe S. 37

5250099 Advanced Writing: US Politics (englisch)
 2 SWS 3 LP
 UE Di 10-12 wöch. DOR 24, 2.102 S. Ehlert
detaillierte Beschreibung siehe S. 35

Masterstudiengang Englische Literaturen (MA English Literatures) StO 2014

5250144 Graphic Novel: Weltliteratur im Comic
 2 SWS 4 LP
 SE Mo 16-19 14tgl. (1) DOR 24, 1.502 S. Gramatzki
 1) Zusatzangebot ohne Modulabschluss

Mit dem Begriff „Graphic Novel“ wird eine umfangreiche, erzählerisch komplexe Text-Bild-Sequenz bezeichnet, die zwischen Literatur und Bildkunst changiert und zumeist als rezente Spielart des Comics verstanden, bisweilen aber auch von diesem distinktiv abgegrenzt wird. Bekannte Werke wie Maus von Art Spiegelman oder Persepolis von Marjane Satrapi belegen, dass die Graphic Novel ein ideales Medium für die Darstellung ernster und anspruchsvoller Themen – wie in den genannten Beispielen etwa für die persönliche Auseinandersetzung mit der Zeitgeschichte – sein kann. Im Seminar soll untersucht werden, inwieweit sich die Graphic Novel auch als bildmediale Umsetzung von literarischen Vorlagen eignet. Nach einem kurzen Überblick über die Gattungsgeschichte und -theorie des Comics als notwendiger Grundlegung für die Diskussion sollen Texte des weltliterarischen Kanons (u.a. von Dante, Goethe, Kafka, Proust und Joyce) in ihrer Gestaltung als Graphic Novel besprochen werden. Die endgültige Textauswahl wird in Abstimmung mit den Teilnehmer/innen des Seminars festgelegt.

Organisatorisches:

geplante Termine: 19.10.15; 02.11.15; 16.11.15; 30.11.15; 14.12.15; 04.01.16; 18.01.16; 01.02.16

Modul 1a: Academic Skills

5250101 Academic Writing (englisch)

2 SWS	2 LP					
UE	Di	08-10	wöch.	I 110, 349	M. McGovern	
	Di	10-12	wöch.	I 110, 349	M. McGovern	

detaillierte Beschreibung siehe S. 35

5250102 Academic Skills: Presentation Skills for Academic Purposes (englisch)

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

In this course, students will develop and practise the oral communication skills required to give academic presentations on a variety of literary and cultural themes to English-speaking audiences. In addition to focusing upon organizational and structural dimensions of academic presentations, the course will enable students to investigate the different features of spoken academic discourse in German and English and to develop important techniques for interacting effectively with English-speaking academic audiences. Careful consideration will also be given to the role of voice, intonation and prosody in presentations given in English. Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do., 08. Oktober 2015 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang.

Modul 1b: Professional Communication Skills - Textual Competence

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS	2 LP / 3 LP					
UE	Mo	12-14	wöch.	DOR 24, 1.601	S. Ehlert	
	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert	

detaillierte Beschreibung siehe S. 10

5250100 Creative Writing (englisch)

2 SWS	2 LP / 3 LP					
UE	Do	10-12	wöch.	DOR 24, 3.018	S. Ehlert	

detaillierte Beschreibung siehe S. 35

5250103 Professional Communication Skills: Written Skills for Culture and Media Professions (englisch)

2 SWS	2 LP					
UE	Mi	10-12	wöch.	DOR 24, 1.502	M. Davies	

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

Einschreibung per E-Mail: michael.davies@rz.hu-berlin.de bis Do., 08. Oktober 2015 unter Angabe des Fachsemesters sowie bereits belegter Kurse im MA Engl Lit Studiengang.

Modul 2: Authors, Periods, Genres (Basics)

5250032 The Art of the Novel in English (englisch)

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

This course is dedicated to the art of the novel in English from the 18th to the 20th centuries. The range of texts will provide ample opportunity to discuss different genres as well as aesthetic and narratological principles (picaresque novel, novel of development, Realism, Modernism, Postmodernism) and reflect their grounding in literary and cultural history.

Part of this module will serve a propaedeutic function and help students to bring their knowledge of the basics of literary analysis and academic proficiency up to standard (if necessary).

Our reading will proceed chronologically (Defoe – Dickens – Woolf – Winterson).

Please start reading the texts before the beginning of the semester!

Texts:

Daniel Defoe, Moll Flanders

Charles Dickens, Great Expectations

Virginia Woolf, To the Lighthouse

Jeanette Winterson, Sexing the Cherry

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

N.B.: This module is only for students starting this winter semester (neue Studienordnung!).

5250033 The Art of the Novel in English (englisch)

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

Modul 3: Authors, Periods, Genres**5250013 The Long Fifteenth Century (englisch)**

2 SWS	4 LP					
SE	Di	08-10	wöch.	DOR 24, 1.501	W. Keller	

Until fairly recently, the literature produced between the late fourteenth century (the 'Age of Chaucer') and the sixteenth century was mainly perceived as dull. In the last couple of decades, scholarly opinion has slowly shifted towards a more positive assessment based, inter alia, on the recognition that dullness has to be recognized as an aesthetic strategy in its own right. In the course of the semester, we will read (short) works by several fifteenth-century writers (e.g. Thomas Hoccleve, John Lydgate, Robert Henryson, John Skelton, Stephen Hawes) especially with a view to their responses to their predecessors as well as to their socio-political contexts. A detailed syllabus and bibliography will be available at the end of September. Interested students should contact me by email at by 30 September 2015.

5250014 The Long Fifteenth Century (englisch)

2 SWS	4 LP					
LK	Di	10-12	14tgl.	UL 6, 2004A	W. Keller	

5250015 William Wordsworth and Romanticism (englisch)

2 SWS	4 LP					
SE	Fr	10-12	wöch.	DOR 24, 1.601	H. Schwalm	

The seminar addresses the works of William Wordsworth within the broader context of Romanticism. Looking at selected poetry, some prose essays as well as his verse autobiography *The Prelude*, we shall study Wordsworth's engagement with poetics, his conception of poetic memory and subjectivity, as well as the politics of his literature. Related key issues will be Wordsworth's concern with the natural environment against the backdrop of the socio-economics of the English countryside, of contemporary travelling and tourism as well as landscape painting. Finally, the seminar will also attempt to situate Wordsworth within the circle of his contemporaries and to study the process of his canonization through his first biographers.

Required Works (please obtain your own copies):

1. William Wordsworth, *The Major Works*, ed. Stephen Gill (OUP)
2. William Wordsworth, *The Prelude*, 1799, 1805, 1850, ed. Jonathan Wordsworth, et al. (Norton)
3. A moodle platform with additional material will be available as of mid October.

The Lektürekurs aims at studying in depth and discussing critical approaches to Wordsworth and Romanticism from New Criticism to New Historicism and Eco-Criticism. A moodle platform, providing the required reading material, will be available as of mid October.

5250016 William Wordsworth and Romanticism (englisch)

2 SWS	4 LP					
LK	Fr	12-14	14tgl.	DOR 24, 1.601	H. Schwalm	

5250142 „Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex

2 SWS	4 LP					
SE	Di	09-12	14tgl.	I 110, 343	S. Gramatzki	

„[T]he death [...] of a beautiful woman is, unquestionably, the most poetical topic in the world“ – wenn Edgar Allan Poe in seinem Essay „The Philosophy of Composition“ die emphatische Wirkung der Verbindung von Schönheit, Tod und Trauer hervorhebt, so gilt dies nicht nur für die Lyrik, sondern für die Literatur und Kunst schlechthin. Im Seminar soll der Motivkomplex der (zumeist weiblichen) „sterbenden Schönheit“ aus literaturwissenschaftlicher, aber auch aus kultur-, bild- und wissenschaftsgeschichtlicher Perspektive betrachtet werden. Insbesondere soll untersucht werden, welche Imaginationen von Weiblichkeit/Männlichkeit/Gender diesen Werken jeweils zugrundeliegen bzw. von ihnen produziert werden. Im Mittelpunkt stehen dabei englische Romane und Gedichte des 18. und 19. Jahrhunderts, flankiert von weiteren literarischen, aber auch nicht-literarischen Texten und von Bildern. Vorbereitende und begleitende Lektüre: Elisabeth Bronfen, *Over her dead Body. Death, femininity and the aesthetic* (1992)

Organisatorisches:

Die Lehrveranstaltung umfasst drei Zeitstunden . Sie beginnt also **s.t.** um 9:00 Uhr und endet um 12:00 Uhr.
Termine: 20.10.15; 03.11.15; 17.11.15; 01.12.15; 15.12.15; 05.01.16; 19.01.16; 02.02.16

5250143 „Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex

1 SWS	4 LP					
LK	Di	14-15	14tgl.	I 110, 343	S. Gramatzki	

Organisatorisches:

geplante Termine: 20.10.15; 03.11.15; 17.11.15; 01.12.15; 15.12.15; 05.01.16; 19.01.16; 02.02.16

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

5250019 Reading the Classics in 19th-Century Britain (englisch)

2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.502 W. Keller

According to most literary-historical accounts, the nineteenth-century reception of the classics is principally characterized by a shift away from an interest in Rome toward an interest in Greek antiquity, embedded within a general decline of engagement with classical cultures. This seminar focuses on the question whether such a view can be substantiated when taking into account the dissemination of the classics within the public sphere, which appears to be a history of a delayed reception of Roman antiquity. In the course of the semester, we will trace the place of Roman and Greek authors in school curricular, in the publication and dissemination of translations of classical authors as well as examine the presence of the classics in metropolitan and provincial (lending) libraries, in public oratory, in newspapers. A detailed syllabus and a bibliography will be available at the end of September. Interested students should contact me by email at by 30 September 2015.

5250020 Reading the Classics in 19th-Century Britain (englisch)

2 SWS 4 LP
LK Di 14-16 14tgl. DOR 24, 1.601 W. Keller

5250021 London and the Representations of Urban Spaces in 20th-Century Culture (englisch)

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

This course will mainly focus on 20th-century representations of London in literature and film and it will span aesthetic positions from Modernism to Postmodernism. We will establish a dialogue between the views of cultural critics on the modern metropolis and the material under discussion, and we will investigate how literary texts and films themselves produce a powerful discourse about metropolitan life.

The Lektürekurs will prepare students to take part in an international workshop with King's College London entitled "Sexing and Gendering Urban Spaces" to be held at HU from 19th to 21st of November 2015. Material for the Lektürekurs will be provided in due course. Please register for the module as early as possible. Furthermore, for successful participation it is necessary for students to attend the class from the very first session!

Texts:

Virginia Woolf, Mrs Dalloway
George Orwell, Down and Out in Paris and London
Sam Selvon, Lonely Londoners
Penelope Lively, City of the Mind

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

5250022 London and the Representations of Urban Spaces in 20th-Century Culture (englisch)

2 SWS 4 LP
LK Do 16-18 14tgl. DOR 24, 1.501 E. Kilian

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

5250023 Representations of the "Turk" in Elizabethan and Jacobean Drama (englisch)

2 SWS 4 LP
SE Mo 12-14 wöch. I 110, 343 K. Röder

During the last decades, Daniel Vitkus, Nabil Matar, Matthew Dimmock, Jonathan Burton and Stephen Schmuck have demonstrated that the Islamic world and especially the Ottoman Empire were of more political and cultural importance to early modern England than has previously been acknowledged. In contrast to the heyday of Orientalism in Britain during the 18th and 19th centuries, early modern England encountered the powerful and expansive Ottoman Empire from a position of relative weakness. The political, economic and military connections between England and the Islamic world at the end of the 16th and at the beginning of the 17th century were tight, but also varying in scope and intensity, depending on the changing political interests of the ruling monarchs. After her excommunication in 1570, Elizabeth I established close economic and political ties with the Ottoman Empire and regarded the Ottoman emperor Murad III as an important ally in her war against Spain. In her correspondence with Murad III, the Queen even emphasised the anti-idolatrous religious affinity between Protestantism and Islam. When James I ascended the English throne and was committed to peace with Spain, he turned away from his predecessor's alliances with the Ottoman Empire.

In many of his publications, Nabil Matar has emphasised the ongoing fascination which the Islamic world held for the early modern English population. He shows that this fascination was not only of a fictional and fantastic nature, but grounded in reality. In his book Islam in Britain, Matar writes that "the likelihood of an Englishman's or Scotsman's meeting a Muslim was higher than that of meeting a native American or a sub-Saharan African [...]". In this seminar, we will discuss early modern English representations of Islam and the "Turk" in sermons, pamphlets, travellers' and prisoners' reports, histories and especially in dramas because they offer an important perspective on representations of the Self and the Other before the beginning of the period of Orientalism proper. The texts selected for discussion show that early modern English representations of the Islamic Other were more ambiguous and fluid than in the 18th, 19th and 20th centuries. They were tendentious, hateful, often polemic and sometimes favourable, characterised by a blend of fear, admiration and imperial envy.

We will discuss the following dramas:

Christopher Marlowe: Tamburlaine the Great, Parts I & II (1587/88)

Thomas Kyd: The Tragedy of Soliman and Perseda (1588/1592-93)
 Robert Greene: The tragical reign of Selimus, sometime Emperor of the Turks (1594)
 Fulke Greville: Mustapha (1587-1609, with later revisions)
 John Mason: The Turk (1609)
 Robert Daborne: A Christian Turn'd Turk (1612)
 Thomas Goffe: The Courageous Turk, or Amurath the First (1618)
 Secondary literature will be provided at the beginning of the seminar.

5250024 Representations of the "Turk" in Elizabethan and Jacobean Drama (englisch)
 2 SWS 4 LP
 LK Mo 14-16 14tgl. I 110, 343 K. Röder

5250029 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)
 2 SWS 4 LP
 SE Do 10-12 wöch. DOR 24, 1.501 H. Schwalm

It is a commonplace that English literary criticism evolved during the eighteenth century. This seminar is designed to offer a survey of key eighteenth-century poetic and literary theories, retracing transitions from Neoclassicism to Romanticism and thus exploring the emergence of modern literary criticism. We shall study a range of texts from Alexander Pope's neoclassical verse essays and Samuel Johnson's "common sense" and yet deeply conservative approach to English literature, to new theories of the sublime (Joseph Addison; Edmund Burke), new reader response approaches to literature (Lord Kames et al.), and finally pre-Romantic notions of genius and originality (Edward Young).

A moodle platform with all required reading material will be available by the beginning of term.

Recommended Introductory Reading:

Domsch, Sebastian. The Emergence of Literary Criticism in 18th-Century Britain: Discourse between Attacks and Authority (Buchreihe der Anglia/Anglia Book Series). Berlin: de Gruyter, 2014.

The Lektürekurs is designed as a critical accompaniment to the seminar, allowing us to study closely and to discuss critically approaches to eighteenth-century literary criticism.

A moodle platform with all required reading material will be available by the beginning of term.

5250030 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)
 2 SWS 4 LP
 LK Do 12-14 14tgl. DOR 24, 1.501 H. Schwalm

Modul 6: Literary Interactions

5250025 J.R.R. Tolkien's Mythology of England (englisch)
 2 SWS 4 LP
 SE Mi 14-16 wöch. DOR 24, 1.601 C. Vogt-William

This seminar considers Tolkien's works from a predominantly Cultural Studies perspective (N.B. this does not mean that we will not be considering literary aspects like narrative perspective, focalization etc.). Points of interest will include how cultures are presented in these literary texts with a view to interrogating difference, otherness and identity with regard to the categories and readings of race and gender among others. Related questions are discrimination, stereotyping, as well as inclusion and cooperation made possible through transcending cultural boundaries and transcultural engagement. The histories and contemporary contexts of the diverse cultures in Middle Earth will thus bear scrutiny. At the same time, the range of mythological and literary resources accessed by Tolkien in the shaping of his magnum opus will bear some exploration.

Texts:

The Hobbit (1937)

The Lord of the Rings (1954, 1955)

The Silmarillion (1977)

5250026 J.R.R. Tolkien's Mythology of England (englisch)
 2 SWS 4 LP
 LK Mi 16-18 14tgl. DOR 24, 1.601 C. Vogt-William

5250027 Canadian Multiculturalism (englisch)
 2 SWS 4 LP
 SE Mo 12-14 wöch. (1) DOR 24, 1.502 W. Keller
 1) Beginn 2. Semesterwoche
 detaillierte Beschreibung siehe S. 36

5250028 Canadian Multiculturalism (englisch)
 2 SWS 4 LP
 LK Mo 14-16 14tgl. DOR 24, 1.502 W. Keller

Modul 7: Texts and Theories

- 5250029 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)**
2 SWS 4 LP
SE Do 10-12 wöch. DOR 24, 1.501 H. Schwalm
detaillierte Beschreibung siehe S. 43
- 5250030 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)**
2 SWS 4 LP
LK Do 12-14 14tgl. DOR 24, 1.501 H. Schwalm
detaillierte Beschreibung siehe S. 43

Modul 8: Research Colloquium

- 5250031 Forschungskolloquium (englisch)**
2 SWS 4 LP
CO Mi 12-14 wöch. UL 6, 3001 E. Kilian

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

Masterstudiengang Englische Literaturen (MA English Literatures) StO 2007

- 5250144 Graphic Novel: Weltliteratur im Comic**
2 SWS 4 LP
SE Mo 16-19 14tgl. (1) DOR 24, 1.502 S. Gramatzki
1) Zusatzangebot ohne Modulabschluss
detaillierte Beschreibung siehe S. 39

Modul Ia: Sprachpraxis Essay Composition/Text Production

- 5250101 Academic Writing (englisch)**
2 SWS 2 LP
UE Di 08-10 wöch. I 110, 349 M. McGovern
Di 10-12 wöch. I 110, 349 M. McGovern
detaillierte Beschreibung siehe S. 35
- 5250102 Academic Skills: Presentation Skills for Academic Purposes (englisch)**
2 SWS 2 LP
UE Di 16-18 wöch. UL 6, 2004A M. Davies
detaillierte Beschreibung siehe S. 40

Modul Ib: Sprachpraxis: Textsortenkompetenz

- 5250096 English Play: Daisy Pulls it Off (englisch)**
2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10
- 5250100 Creative Writing (englisch)**
2 SWS 2 LP / 3 LP
UE Do 10-12 wöch. DOR 24, 3.018 S. Ehlert
detaillierte Beschreibung siehe S. 35
- 5250103 Professional Communication Skills: Written Skills for Culture and Media Professions (englisch)**
2 SWS 2 LP
UE Mi 10-12 wöch. DOR 24, 1.502 M. Davies

detaillierte Beschreibung siehe S. 40

Modul II: Authors, Periods, Genres

- 5250013 The Long Fifteenth Century (englisch)**
2 SWS 4 LP
SE Di 08-10 wöch. DOR 24, 1.501 W. Keller
detaillierte Beschreibung siehe S. 41
- 5250014 The Long Fifteenth Century (englisch)**
2 SWS 4 LP
LK Di 10-12 14tgl. UL 6, 2004A W. Keller
detaillierte Beschreibung siehe S. 41
- 5250015 William Wordsworth and Romanticism (englisch)**
2 SWS 4 LP
SE Fr 10-12 wöch. DOR 24, 1.601 H. Schwalm
detaillierte Beschreibung siehe S. 41
- 5250016 William Wordsworth and Romanticism (englisch)**
2 SWS 4 LP
LK Fr 12-14 14tgl. DOR 24, 1.601 H. Schwalm
detaillierte Beschreibung siehe S. 41
- 5250142 „Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex**
2 SWS 4 LP
SE Di 09-12 14tgl. I 110, 343 S. Gramatzki
detaillierte Beschreibung siehe S. 41
- 5250143 „Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex**
1 SWS 4 LP
LK Di 14-15 14tgl. I 110, 343 S. Gramatzki
detaillierte Beschreibung siehe S. 41

Modul III: Texts, Contexts, Cultures

IIIa: Medien und kulturelle Vermittlungsformen

- 5250019 Reading the Classics in 19th-Century Britain (englisch)**
2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.502 W. Keller
detaillierte Beschreibung siehe S. 42
- 5250020 Reading the Classics in 19th-Century Britain (englisch)**
2 SWS 4 LP
LK Di 14-16 14tgl. DOR 24, 1.601 W. Keller
detaillierte Beschreibung siehe S. 42
- 5250021 London and the Representations of Urban Spaces in 20th-Century Culture (englisch)**
2 SWS 4 LP
SE Do 14-16 wöch. DOR 24, 1.501 E. Kilian
detaillierte Beschreibung siehe S. 42
- 5250022 London and the Representations of Urban Spaces in 20th-Century Culture (englisch)**
2 SWS 4 LP
LK Do 16-18 14tgl. DOR 24, 1.501 E. Kilian
detaillierte Beschreibung siehe S. 42

IIIb: Literatur und Wissensordnungen

5250023 Representations of the "Turk" in Elizabethan and Jacobean Drama (englisch)
2 SWS 4 LP
SE Mo 12-14 wöch. I 110, 343 K. Röder
detaillierte Beschreibung siehe S. 42

5250024 Representations of the "Turk" in Elizabethan and Jacobean Drama (englisch)
2 SWS 4 LP
LK Mo 14-16 14tgl. I 110, 343 K. Röder
detaillierte Beschreibung siehe S. 43

Modul IV: Literary Interactions

5250025 J.R.R. Tolkien's Mythology of England (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. DOR 24, 1.601 C. Vogt-William
detaillierte Beschreibung siehe S. 43

5250026 J.R.R. Tolkien's Mythology of England (englisch)
2 SWS 4 LP
LK Mi 16-18 14tgl. DOR 24, 1.601 C. Vogt-William
detaillierte Beschreibung siehe S. 43

5250027 Canadian Multiculturalism (englisch)
2 SWS 4 LP
SE Mo 12-14 wöch. (1) DOR 24, 1.502 W. Keller
1.) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250028 Canadian Multiculturalism (englisch)
2 SWS 4 LP
LK Mo 14-16 14tgl. DOR 24, 1.502 W. Keller
detaillierte Beschreibung siehe S. 43

Modul V: Texts and Theories

5250029 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)
2 SWS 4 LP
SE Do 10-12 wöch. DOR 24, 1.501 H. Schwalm
detaillierte Beschreibung siehe S. 43

5250030 British Eighteenth-Century Poetics and Aesthetic Theory (englisch)
2 SWS 4 LP
LK Do 12-14 14tgl. DOR 24, 1.501 H. Schwalm
detaillierte Beschreibung siehe S. 43

Modul VI: Forschungskolloquium

5250031 Forschungskolloquium (englisch)
2 SWS 4 LP
CO Mi 12-14 wöch. UL 6, 3001 E. Kilian
detaillierte Beschreibung siehe S. 44

Masterstudiengang für das Lehramt (MA of Education) StO 2008

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

5250091 **Forschungskolloquium Fremdsprachendidaktiken (deutsch-englisch)**

1 SWS
CO

S. Breidbach

Organisatorisches:
Persönliche Anmeldung, Information über Anmeldeverfahren folgt

Kleiner Master (60SP)

Modul Kompetenzorientierung im Englischunterricht

5250080 **Kompetenzorientierung Primarstufe und Sek I = Problemfelder der Praxis II: Children's and Teenage Literature Across the EFL Curriculum (englisch)**

2 SWS 3 LP
SE Mo 14-16 wöch. (1) HV 5, 0122-23 W. Zydatiß
1.) Auch anrechenbar als SE Problemfelder II

A university TEFL-course on „Kinder- und Jugendliteratur“ – why, there are textbooks galore?!? Well, the narrative mode of thinking is (according to Jerome Bruner, one of the most prolific and influential scholars in psychology, language acquisition and educational theory) the primary mode of cognition, by which the human mind processes language- (or discourse-) bound social experience and interaction. Telling stories to children (and vice versa, listening to tales and other fictional genres as a child) entails pre-forms of literacy, by which both first language acquisition of pre-school kids and primary school learners' mastery of literate techniques are given a significant boost. „Good“ first language learners tend to be successful second or foreign language learners. Thus it stands to reason that EFL teachers should exploit the huge potential of children's and young adult learners' literature written in English (each year about 5.000 new works get published and new genres develop: eg. graphic or multimodal novels) – both in regular primary schools and at the lower secondary level as well as in bilingual / immersion and/or CLIL classes. After all, these texts do not only appeal to the child's or adolescent's general interests in life, but they attract their imagination, their sense of verbal humour and creativity too. They also enhance intercultural learning. And not to forget: Usually they are carefully composed; that is, in linguistic and visual terms they are „constructed“ (ie. scripted and drawn) in a way which holds their attention and promotes the acquisition of the language at all its systemic levels. Fictional texts of this kind offer the EFL classroom a valuable blend of interesting authentic material (a rich vocabulary plus natural, idiomatic language use) and of carefully graded didactic resources. Recommended pre-reading:

Andrew Wright (1995): *Storytelling with Children*. Oxford: Oxford University Press.

dto. (1997): *Creating Stories with Children*. Oxford: Oxford University Press.

J. Morgan / Mario Rinalucchi (1983): *Once upon a Time: Using Stories in the Language Classroom*. Cambridge: Cambridge University Press.

J. Bland / Chr. Lütge (Hg.) (2013): *Children's Literature in Second Language Education*. Bloomsbury.

Heide Niemann (2002): *Mit Bilderbüchern Englisch lernen*. Seelze: Kallmeyer.

D. Tierney / P. Dobson (1995): *Are you sitting comfortably? Telling Stories to Young Language Learners*. London: CILT [Young Pathfinder 3].

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform (Moodle code: Child Teen Lit 2015/16) and hand in a written assignment by, preferably, mid-April 2016 (if you decide to write it in this area). Please, register with „Agnes“.

Organisatorisches:

Der Seminartyp "Problemfelder des Fremdsprachenlehrens und -lernens" (StO 2015) entspricht dem Seminartyp "Problemfelder der Praxis (StO 2008).

Das Seminar "Kompetenzorientierung Primarstufe und Sek I" ist ebenfalls als Seminartyp "Problemfelder der Praxis" (StO 2008+StO 2015) anrechenbar.

5250104 **Classroom Discourse (englisch)**

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

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

5250105 **Culture and Language Learning (englisch)**

2 SWS 3 LP
UE Di 12-14 wöch. UL 6, 2004A M. Davies
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: 08.10.2015

Modul Schulpraktische Studien

5250076	Vorbereitung auf das Unterrichtspraktikum	2 SWS SE	3 LP Mi	08-10	wöch.	HV 5, 0122-23	F. Klimczak
5250077	Tutorium zum SE Vorbereitung auf das UP: Videobasierte Unterrichtsanalyse	4 SWS TU	Mi	14-16	wöch.	HV 5, 0122-23	S. Schesch
5250078	Unterrichtspraktikum	2 SWS UPR	4 LP		wöch.		F. Klimczak
		UPR			wöch.		A. Mihan
5250079	Nachbereitung des Unterrichtspraktikums	1 SWS SE	4 LP	12-18	Block+Sa (1)	HV 5, 0122-23	K. Schultze
		SE		12-18	Block+Sa (2)	HV 5, 0122-23	K. Schultze
		SE		10-16	Block (3)	HV 5, 0122-23	S. Breidbach
	1) findet vom 23.10.2015 bis 24.10.2015 statt ; Freitag 12-18 Uhr Samstag 10-16 Uhr						
	2) findet vom 30.10.2015 bis 31.10.2015 statt ; Freitag 12-18 Uhr Samstag 10-16 Uhr						
	3) findet vom 05.10.2015 bis 06.10.2015 statt						

Großer Master (120 SP)

Modul Kompetenzorientierung im Englischunterricht

5250080	Kompetenzorientierung Primarstufe und Sek I = Problemfelder der Praxis II: Children's and Teenage Literature Across the EFL Curriculum (englisch)	2 SWS SE	3 LP Mo	14-16	wöch. (1)	HV 5, 0122-23	W. Zydatið
	1) Auch anrechenbar als SE Problemfelder II <i>detaillierte Beschreibung siehe S. 47</i>						
5250081	Theoriegeleitetes Forschen und Handeln: Issues of Gender and Sexuality in the EFL Classroom (englisch)	2 SWS SE	5 LP Do	10-12	wöch. (1)	HV 5, 0122-23	A. Mihan
	1) - verzahnt mit Problemfelder I						
5250082	Theoriegeleitetes Forschen und Handeln II: How teachers become professionals (englisch)	2 SWS SE	5 LP Fr	10-12	wöch. (1)	HV 5, 0122-23	S. Breidbach
	1) findet ab 23.10.2015 statt ; Beginn: 2. Semesterwoche						

In this course, we will investigate how teachers have been understood to become professionals in different and changing ways in teacher education and development research. In particular, we will look at the teacher development discourse in Applied Linguistics and in the more Germany-based general education discourse of Bildungsgangforschung.

Generally, this course aims for the development of student research projects that can be extended into MEd-Theses. Participants in this course may also become associated with a new research project recently started in the section Fachdidaktik Englisch, titled "Teacher educators as professionals".

Students will be required to participate regularly, read extensively for the weekly sessions including written comments in preparation for some, prepare and present a mini-research-project.

Term papers – if required – are to be submitted before March 31st, 2016.

A reading list will be provided at the beginning of the course. In order to facilitate communication and to access papers and tasks, participants should sign in to the Moodle course.

5250083 Theoriegeleitetes Forschen und Handeln III: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/CLIL" (englisch)

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

Increasingly, new curricular knowledge, competences and study skills are acquired in a foreign language to equip school learners for the tertiary level and professional / vocational contexts where a demanding academic proficiency is required in a 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); probably the most common and most successful curricular concept in German CLIL contexts (= bilingual tracks / wings in the general school system, including a bridging support in grades 5+6),
- two-way or dual immersion classes at both the primary and the secondary school level; in Berlin notably the „State Europe School" which has adopted its own curricular planning tools (topic web & leporello),
- „bilingual modules" at the lower and/or upper secondary level in a large variety of subjects and/or curricular domains of general schooling, but also temporary enrichment / CLIL courses at vocational schools (eg. business studies & economics, ICT, English for tourism & hotels, technology & design / Arbeitslehre 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).

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).

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

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform [Code: CLIL 2015/16] and hand in (if you decide to do it in this course) a written assignment by mid-April 2016. Please register with Agnes.

5250084 Problemfelder des Fremdsprachenlehrens und -lernens:: Teaching Issues of Gender and Sexuality; Task Design and Reflection (englisch)

2 SWS 2 LP
SE Fr 10-12 wöch. (1) DOR 24, 1.502 A. Mihan
1) - verzahnt mit Theoriegeleit. Forschen und Handeln I (StO 2008)

Organisatorisches:

Der Seminartyp "Problemfelder des Fremdsprachenlehrens und -lernens" (StO 2015) entspricht dem Seminartyp "Problemfelder der Praxis" (StO 2008).

Das Seminar "Kompetenzorientierung Primarstufe und Sek I" ist ebenfalls als Seminartyp "Problemfelder der Praxis" (StO 2008+StO 2015) anrechenbar.

5250085 Inklusion und Heterogenität (englisch)

2 SWS 2 LP
SE Di 14-16 wöch. HV 5, 0122-23 J. Buck

Das Seminar Heterogenität und Inklusion I eröffnet Ihnen durch eine Exkursion nach Helsinki einen außeruniversitären Lernort, wodurch eine Verknüpfung von Theorie, Forschung und Praxis entsteht.

Zu diesem Zweck eignen wir uns im Seminar Grundlagenwissen an und entwickeln – basierend auf dem Seminartitel Heterogenität und Inklusion I – fremdsprachendidaktische Fragestellungen, denen während der einwöchigen Unterrichtshospitation in Helsinki exemplarisch nachgegangen werden soll. So dient das Seminar sowohl der Beleuchtung theoretischer Grundlagen und fremdsprachendidaktischer Forschungsergebnisse als auch der inhaltlichen Vorbereitung auf die Unterrichtshospitation in Helsinki. Im Seminar entwickelte inklusionsspezifische Fragestellungen sowie Erkenntnisse und Rückschlüsse, welche sich unter anderem aus der Hospitation ergeben, können den thematischen und inhaltlichen Rahmen der Modulabschlussprüfung bilden.

Aufgrund der frühzeitigen Exkursionsplanung bitte ich Sie um eine möglichst verbindliche Anmeldung über AGNES. Der ungefähre Reisezeitraum erstreckt sich von Anfang Dezember bis Ende Januar; die Exkursion wird bezuschusst.

Sollten sich mehr Teilnehmerinnen und Teilnehmer für das Seminar anmelden, als an Plätzen für die Exkursion vergeben werden kann, erfolgt die Platzvergabe über das Losverfahren durch AGNES.

Organisatorisches:

1. Beim Studieren nach der neuen Studienordnung (SO 2015) ist es nicht möglich, sich das SE "Inklusion und Heterogenität" als SE "Problemfelder der Praxis" anerkennen zu lassen.

2. Zum Abschluss von Modul 6 nach der SO 2015 ist es notwendig, jeweils ein Seminar der beiden unterschiedlichen Seminartypen ("Inklusion und Heterogenität" + "Problemfelder ...") absolviert zu haben. Es ist also nicht möglich, sich das SE "Inklusion und Heterogenität" als SE "Problemfelder der Praxis" anerkennen zu lassen und dann das SE "Inklusion und Heterogenität" ein zweites Mal zu belegen.

5250087 Problemfelder der Praxis III: Why we teach literature in the EFL Classroom
 2 SWS 2 LP
 SE Do 14-16 wöch. (1) DOR 24, 1.601 S. Breidbach
 1) findet ab 22.10.2015 statt ; Beginn: 2. Semesterwoche

The study of literature has been an almost immovable element of foreign language curricula over the past decades.

Literature

This course explores the complex field of literary theory, literary criticism and the teaching of literature in the foreign language classroom.

Topics addressed will be (among others):

- Theories of literature and literary criticism, e.g. New Criticism, reader-oriented approaches, structuralist, post-structuralist, Marxist and socio-semiotic approaches

- The aims of studying literature in the foreign language classroom as seen from various perspectives, for example education, language acquisition, inter-/ transcultural learning etc.

- How literary theories affect the way literature is taught in class.

Students will be required to participate regularly, read extensively for the weekly sessions including written comments in preparation for some, prepare and present a mini-teaching-project (model lesson for teaching literature in class).

Term papers – if required – are to be submitted before March 31st, 2016.

A reading list will be provided at the beginning of the course. In order to facilitate communication and to access papers and tasks, participants should sign in to the Moodle course.

5250088 Mastercolloquium (englisch)
 2 SWS 2 LP
 CO Mo 12-14 wöch. HV 5, 0122-23 W. Zydati

Das Kolloquium bezieht sich auf die Klrung und Erarbeitung mglicher Themenstellungen fr die Masterarbeit im „Groen 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. First meeting: Oct 19, 2015 [Moodle-Code: MEd Coll 2015/16]. – Wer zusammen mit der Lehrveranstaltung zum Bi-lingualen Unterricht und der Masterarbeit im Bereich CLIL das M Ed-Kolloquium absolviert, kann ein Zusatz-zertifikat zum „Fremdsprachigen Sachfachunterricht“ erwerben, das im Referendariat ber entsprechende Module bei bestimmten Fachseminarleitern/innen vertieft werden kann.

5250089 Masterkolloquium
 2 SWS 2 LP
 CO Fr 12-14 wöch. (1) HV 5, 0122-23 S. Breidbach
 1) findet ab 23.10.2015 statt ; Beginn: 2. Semesterwoche

5250104 Classroom Discourse (englisch)
 2 SWS 2 LP
 UE Mo 08-10 wch. DOR 24, 1.502 S. Ehlert
 Do 08-10 wch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 47

5250105 Culture and Language Learning (englisch)
 2 SWS 3 LP
 UE Di 12-14 wch. UL 6, 2004A M. Davies
 Di 14-16 wch. UL 6, 2004A M. Davies
detaillierte Beschreibung siehe S. 47

Modul Literatur und Medien im Kontext des Englischunterrichts

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)
 2 SWS 4 LP
 SE Mo 16-18 wch. (1) DOR 24, 1.601 C. Vogt-William
 1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250095 Representations of Thatcherism in British Literature and Film (englisch)
 2 SWS 4 LP
 SE Fr 12-16 wch. (1) UL 6, 3001 D. Kriesch
 1) SE wird am 11.12.15 enden.

Social and political as well as literary histories have stressed that the year 1979, when Margaret Thatcher and her Conservative government came to power, marks a distinct caesura signaling the definite end of the post-war consensus. Thatcher's conviction was, in its most infamous phrasing, that 'there's no such thing as society': Her politics aimed at a radical restructuring of British economy and society, causing the eruption of a range of social conflicts such as the miners' strikes, an unprecedented inner city decline, race conflicts etc. This seminar seeks to cover a range of aesthetic responses to Thatcherism.

We will read David Lodge's, *Nice Work* (1988). Moreover, we will discuss the films *MY BEAUTIFUL LAUNDRETTE* (UK 1985, Stephen Frears), *PRIDE* (UK 2014, Matthew Warchus) and a variety of protest songs. Further primary texts to be discussed will be announced in the first session. Bibliographic information will be distributed in class.

Please note that the sessions will take place on 16 Oct, 23 Oct, 30 Oct, 6 Nov, 13 Nov, 20 Nov, 27 Nov, 4 Dec, 11, Dec (12 – 4 p.m.)

5250096 English Play: Daisy Pulls it Off (englisch)

2 SWS	2 LP / 3 LP				
UE	Mo	12-14	wöch.	DOR 24, 1.601	S. Ehlert
	Do	12-14	wöch.	DOR 24, 1.502	S. Ehlert

detaillierte Beschreibung siehe S. 10

5250106 Film and other Media in the classroom (englisch)

2 SWS	3 LP				
UE	Di	10-12	wöch.	DOR 24, 1.306	E. Affandi
	Di	12-14	wöch.	DOR 24, 1.306	E. Affandi
	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: 08 Oktober 2015.

Modul Schulpraktische Studien

5250076 Vorbereitung auf das Unterrichtspraktikum

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

detaillierte Beschreibung siehe S. 48

5250077 Tutorium zum SE Vorbereitung auf das UP: Videobasierte Unterrichtsanalyse

4 SWS					
TU	Mi	14-16	wöch.	HV 5, 0122-23	S. Schesch

detaillierte Beschreibung siehe S. 48

5250078 Unterrichtspraktikum

2 SWS	4 LP				
UPR			wöch.		F. Klimczak
UPR			wöch.		A. Mihan

detaillierte Beschreibung siehe S. 48

5250079 Nachbereitung des Unterrichtspraktikums

1 SWS	4 LP				
SE		12-18	Block+Sa (1)	HV 5, 0122-23	K. Schultze
SE		12-18	Block+Sa (2)	HV 5, 0122-23	K. Schultze
SE		10-16	Block (3)	HV 5, 0122-23	S. Breidbach

1) findet vom 23.10.2015 bis 24.10.2015 statt ; Freitag 12-18 Uhr Samstag 10-16 Uhr

2) findet vom 30.10.2015 bis 31.10.2015 statt ; Freitag 12-18 Uhr Samstag 10-16 Uhr

3) findet vom 05.10.2015 bis 06.10.2015 statt

detaillierte Beschreibung siehe S. 48

Modul Sprachwissenschaftliche Methoden und Englischunterricht

5250036 English in Contrast (englisch)

2 SWS	4 LP				
SE	Di	12-14	wöch.	DOR 24, 1.601	G. Smith

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

5250090 Sprachwissenschaft: Academic Literacy Across the CLIL Curriculum: Functional Linguistic Analyses of School Discourse (englisch)

2 SWS 3 LP / 4 LP
SE Mo 08-10 wöch. HV 5, 0122-23 W. ZydatiB

Both the European Union and the city-state of Berlin have made the implementation of academic literacy a major goal of their educational systems. The Council of Europe has established a task force of experts to introduce the notion of „school language“ in the curricula of its member states; and the Berlin government is planning to re-place the present-day „DaZ-Modul“ by a module related to „Bildungssprache“ (which in English normally translates as „academic literacy“, „language of schooling“ or „CALP / Cognitive Academic Language Proficiency“). The idea behind this strategy is that subject-matter content gets mediated via language at all levels and in all areas of the curriculum; which is to say that we need a language-based approach to content learning. Halliday's „Systemic Functional Linguistics“ offers such a theory oriented towards educational linguistics, and Vygotsky's „Sociocultural Theory“ contributes additional valuable insights taken from the psychology of learning and developmental psychology. – We will mainly look at the subjects of the bilingual / CLIL curriculum, where a foreign language is used as the ‚working language‘ of instruction and learning (English). Note that the language of schooling is neither identical with the everyday language used among peers in the school yard or in the street nor with the variant normally taught in the EFL classroom. Thus we have to look into the linguistic properties of this special use of language (ie. its most salient linguistic features and realizations), as it pertains to the different domains of the curriculum: eg. the science area, the social science subjects, foreign languages, maths, PE, music and/or fine arts (depending on students' second subject). In recent years the CLIL concept has undergone considerable functional and organisational diversification: bilingual tracks, bilingual modules within general schooling and at vocational schools, the bridging support (= Vorlauf), seminar or project courses at the upper secondary school level of the German school system (which calls for „Durchgängige sprachliche Bildung“ at all stages and in all types of school in the system). We will thus have to look at the development of academic literacy across the various stages of the curriculum as well.

You are expected to adopt a functional view of language; ie. shun the model of language as rule (particularly the generative and innatist positions). You are invited to see language as a resource for meaning-making; that is, for construing meaning by way of selecting language exponents from the various linguistic sub-systems. The seminar will give you an introduction to Halliday's „SFL“ and to Vygotsky's „SCT“, esp. the role language plays as a mediating tool towards cognition: Vygotsky's ideas on verbal thought and learning in a Zone of Proximal Development / „challenge zone“ are highly relevant here.

Recommended pre-reading: Michael Halliday (1985 / 1994): Introduction to Functional Grammar. London: Edward Arnold. – Thomas & Meriel Bloor (2013): The Functional Analysis of English. London & New York: Routledge [3rd Edition]. – Mary Schleppegrell (2004/2010): The Language of Schooling: A Functional Linguistic Perspective. Routledge. – Lev Vygotsky (1962): Language and Thought. Harvard Univ. Press. – Lev Vygotsky (1978): Mind in Society. Harvard Univ. Press.

You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform [Code: Academic Literacy in CLIL 2015/16] and use English in class. Depending on the regulations you can hand in a written assignment by mid-April 2016, if you decide to write it in this field. – Please, register on „Agnes“.

5250092 Language Acquisition (englisch)

2 SWS 4 LP
SE Mo 10-12 wöch. UL 6, 2004A K. Yatsushiro

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

5250107 Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

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

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how 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: 08.10.2015

Masterstudiengang für das Lehramt (MA of Education) StO 2015

5250091 Forschungskolloquium Fremdsprachendidaktiken (deutsch-englisch)

1 SWS
CO S. Breidbach

detaillierte Beschreibung siehe S. 47

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

5250036 English in Contrast (englisch)

2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.601 G. Smith

detaillierte Beschreibung siehe S. 51

5250071 AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics (englisch)
2 SWS 4 LP
SE Mo 16-18 wöch. (1) DOR 24, 1.601 C. Vogt-William
1) Beginn 2. Semesterwoche
detaillierte Beschreibung siehe S. 36

5250090 Sprachwissenschaft: Academic Literacy Across the CLIL Curriculum: Functional Linguistic Analyses of School Discourse (englisch)
2 SWS 3 LP / 4 LP
SE Mo 08-10 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 52

5250095 Representations of Thatcherism in British Literature and Film (englisch)
2 SWS 4 LP
SE Fr 12-16 wöch. (1) UL 6, 3001 D. Kriesch
1) SE wird am 11.12.15 enden.
detaillierte Beschreibung siehe S. 50

Modul 3/4: Sprachpraxis

5250096 Texte und Medien: English Play: Daisy Pulls it Off (englisch)
2 SWS
UE Mo 12-14 wöch. S. Ehlert
Do 12-14 wöch. S. Ehlert

Join the Institute's English language theater group "HUBBUB" in rehearsing and performing the British comedy hit "Daisy Pulls It Off." Set in a British boarding school for girls in the late 1920s, in this play Daisy, a plucky scholarship girl, manages to solve a mystery, find a treasure, and save the day.

Do not use the Sprachpraxis registration form for this course. Auditions (gender-blind casting) and further details for those interested during the informational meeting on Friday, October 9 at 9 am (Inv. 110, Room 349). You must attend the meeting on this day in order to be able to participate. Rehearsals will take place every week on Monday from 12-14 and Thursday from 12-14. You must be able to attend both days in order to take part. Those interested in being members of the crew (props, costumes, sets, etc.) also welcome! Please note: Course credit given only for 2 SWS, although the group meets four hours/week.

5250104 Fremdsprache im Unterricht: Classroom Discourse (englisch)
2 SWS
UE Mo 08-10 wöch. S. Ehlert
Do 08-10 wöch. 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.

5250105 Fremdsprache im Unterricht: Culture and Language Learning (englisch)
2 SWS
UE Di 12-14 wöch. UL 6, 2004A M. Davies
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: 08.10.2015

5250106 Texte und Medien: Film and other Media in the classroom (englisch)
2 SWS
UE Di 10-12 wöch. DOR 24, 1.306 E. Affandi
Di 12-14 wöch. DOR 24, 1.306 E. Affandi
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: 08 Oktober 2015.

5250107 Produktion und Analyse fremdsprachiger Texte: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

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

In this course students will take a critical look at conventional methods of assessment in foreign language education and consider how 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: 08.10.2015

5250108 Produktion und Analyse fremdsprachiger Texte: Written Expression (US topics) (englisch)

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

5250109 Produktion und Analyse fremdsprachiger Texte: Written Expression (UK topics) (englisch)

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

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

Hinweis: erstmalig im WS 2016/17

Modul 6: Aufbaumodul Fachdidaktik

Der Seminartyp "Problemfelder des Fremdsprachenlehrens und -lernens" (StO 2015) entspricht dem Seminartyp "Problemfelder der Praxis (StO 2008).

Das Seminar "Kompetenzorientierung Primarstufe und Sek I" ist ebenfalls als Seminartyp "Problemfelder der Praxis" (StO 2008+StO 2015) anrechenbar.

5250080 Kompetenzorientierung Primarstufe und Sek I = Problemfelder der Praxis II: Children's and Teenage Literature Across the EFL Curriculum (englisch)

2 SWS 3 LP
SE Mo 14-16 wöch. (1) HV 5, 0122-23 W. ZydatiB

1) Auch anrechenbar als SE Problemfelder II
detaillierte Beschreibung siehe S. 47

5250084 Problemfelder des Fremdsprachenlehrens und -lernens:: Teaching Issues of Gender and Sexuality; Task Design and Reflection (englisch)

2 SWS 2 LP
SE Fr 10-12 wöch. (1) DOR 24, 1.502 A. Mihan

1) - verzahnt mit Theoriegeleit. Forschen und Handeln I (StO 2008)

detaillierte Beschreibung siehe S. 49

5250085 Inklusion und Heterogenität (englisch)
2 SWS 2 LP
SE Di 14-16 wöch. HV 5, 0122-23 J. Buck
detaillierte Beschreibung siehe S. 49

5250087 Problemfelder der Praxis III: Why we teach literature in the EFL Classroom
2 SWS 2 LP
SE Do 14-16 wöch. (1) DOR 24, 1.601 S. Breidbach
1) findet ab 22.10.2015 statt ; Beginn: 2. Semesterwoche
detaillierte Beschreibung siehe S. 50

Modul 7: Transfermodul Fachdidaktik

Hinweis: erstmalig im SoSe 2016

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

5250036 English in Contrast (englisch)
2 SWS 4 LP
SE Di 12-14 wöch. DOR 24, 1.601 G. Smith
detaillierte Beschreibung siehe S. 51

5250083 Theoriegeleitetes Forschen und Handeln III: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/CLIL" (englisch)
2 SWS 5 LP
SE Mo 10-12 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 49

5250090 Sprachwissenschaft: Academic Literacy Across the CLIL Curriculum: Functional Linguistic Analyses of School Discourse (englisch)
2 SWS 3 LP / 4 LP
SE Mo 08-10 wöch. HV 5, 0122-23 W. Zydatið
detaillierte Beschreibung siehe S. 52

5250096 English Play: Daisy Pulls it Off (englisch)
2 SWS 2 LP / 3 LP
UE Mo 12-14 wöch. DOR 24, 1.601 S. Ehlert
Do 12-14 wöch. DOR 24, 1.502 S. Ehlert
detaillierte Beschreibung siehe S. 10

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:

5250111 Introduction to conference Interpreting (englisch)
2 SWS 3 LP
PL Do 10-12 wöch. DOR 65, 459 E. Affandi
detaillierte Beschreibung siehe S. 22

5250112 Sight Translation/Übersetzen vom Blatt (englisch)
2 SWS 3 LP
PL Do 12-14 wöch. DOR 65, 474 E. Affandi
detaillierte Beschreibung siehe S. 22

5250113 Interpreting Discussions: Exchange programmes (englisch)
 2 SWS 3 LP
 PL 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 08 Oktober 2015 via email to: eva.affandi@rz.hu-berlin.de

5250114 Professional Translation Skills I (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. 12

5250115 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/ Translating for the Media) (englisch)
 2 SWS 3 LP
 PL Fr 12-14 wöch. DOR 24, 1.302 M. Davies
detaillierte Beschreibung siehe S. 13

5250116 Language Awareness: Grammar in Context (englisch)
 2 SWS 2 LP
 UE Mo 14-16 wöch. DOR 65, 325 K. Heukroth
 Di 08-10 wöch. DOR 24, 1.502 K. Heukroth
detaillierte Beschreibung siehe S. 10

5250117 Language Awareness: Working with Words (englisch)
 2 SWS 2 LP
 UE Mo 16-18 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 10

5250118 Language Awareness: Academic Vocabulary (englisch)
 2 SWS 2 LP
 UE Fr 10-12 wöch. DOR 65, 325 K. Heukroth
detaillierte Beschreibung siehe S. 10

5250119 Language Awareness: From Paragraph to Academic Essay (englisch)
 2 SWS 2 LP
 UE Di 10-12 wöch. I 110, 306 T. Oldani
 Di 12-14 wöch. I 110, 306 T. Oldani
detaillierte Beschreibung siehe S. 10

5250121 Oral Skills: Oral Academic Skills/Presentation Proficiency (englisch)
 2 SWS 2 LP
 UE Do 14-16 wöch. (1) I 110, 306 T. Oldani
 Do 16-18 wöch. (2) I 110, 306 T. Oldani
 1) tba
 2) tba
detaillierte Beschreibung siehe S. 11

5250122 Oral Skills: Academic Listening and Discussion (englisch)
 2 SWS 2 LP
 UE Do 14-16 wöch. DOR 65, 325 E. Gibbels
 Do 16-18 wöch. DOR 65, 325 E. Gibbels
detaillierte Beschreibung siehe S. 11

5250124 Oral Skills: Public Speaking Skills (englisch)
 2 SWS 2 LP
 UE Di 16-18 wöch. DOR 65, 325 E. Kelly
detaillierte Beschreibung siehe S. 11

5250125	Oral Skills: Presentation Practice (englisch)	2 SWS UE	2 LP Do	14-16	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 12</i>						
5250126	Oral Skills: Britain in Brief (englisch)	2 SWS UE	2 LP Mi	14-16	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 12</i>						
5250127	Oral Skills: Current Trends and Developments in Great Britain and Ireland (englisch)	2 SWS UE	2 LP Mi	16-18	wöch.	DOR 65, 325	E. Kelly
	<i>detaillierte Beschreibung siehe S. 12</i>						
5250128	Oral Skills: Current Trends and Developments in the USA (englisch)	2 SWS UE	2 LP Di	12-14	wöch.	I 110, 353	A. Fausser
	<i>detaillierte Beschreibung siehe S. 12</i>						
5250129	Writing Tools and Strategies: Academic Writing (englisch)	2 SWS UE	2 LP Mo	16-18	wöch.	UL 6, 2004A	E. Gibbels
		UE	Mi	12-14	wöch.	UL 6, 2004A	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 20</i>						
5250135	TranslationTools and Strategies: Contrastive Translation (englisch)	2 SWS UE	2 LP Mi	10-12	wöch.	UL 6, 3001	E. Gibbels
	<i>detaillierte Beschreibung siehe S. 24</i>						

Personenverzeichnis

Person	Seite
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions)	22
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Introduction to conference Interpreting)	22
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Sight Translation/Übersetzen vom Blatt)	22
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)	53
Affandi, Eva, eva.affandi@rz.hu-berlin.de (Interpreting Discussions: Exchange programmes)	56
Alexiadou, Artemis, artemis.alexiadou@hu-berlin.de (English Historical Syntax)	9
Araya, Rebeca, arayaacr@cms.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	5
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (American Literary History I: Beginnings to 1918 (2 SP: VL+SE))	8
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (American Literary History: Tutorials)	27
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (Orientierungskurs)	28
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (Reading American Literature and Culture: Vorbereitung auf Lehrübung (Lektüreseminar))	34
Boesenberg, Eva, Tel. 2093-2326, eva.boesenberg@rz.hu-berlin.de (The Cultural Politics of Hair)	36
Boss, Alexandra, aleksandra.boss@hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	6
Boss, Alexandra, aleksandra.boss@hu-berlin.de (Concepts and Paradigms: From Benjamin Franklin to Oprah Winfrey: Self-Improvement in American Literature and Culture)	20
Boss, Alexandra, aleksandra.boss@hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse (Amerikanistik))	28
Braga-Neves, Julia, juliabneves@gmail.com (Representations of London in Contemporary Literature)	20
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (GK Einführung in die Fremdsprachendidaktik)	14
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Forschungskolloquium Fremdsprachendidaktiken)	47
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Nachbereitung des Unterrichtspraktikums)	48
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Theoriegeleitetes Forschen und Handeln II: How teachers become professionals)	48
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Problemfelder der Praxis III: Why we teach literature in the EFL Classroom)	50
Breidbach, Stephan, Tel. 2093-2768, stephan.breidbach@hu-berlin.de (Masterkolloquium)	50
Buck, Janna, janna.buck@hu-berlin.de (Inklusion und Heterogenität)	49
Darby, Jeannique, jeannique.darby@hu-berlin.de (Introduction to Morphology)	10
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Translation Skills I (Fachsprache: & Economic and Technical Translation))	12
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Translation Skills I (Gemeinsprache: Journalistic Styles/Translating for the Media))	13
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Academic Skills: Presentation Skills for Academic Purposes)	40
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Professional Communication Skills: Written Skills for Culture and Media Professions)	40
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Culture and Language Learning)	47

Person	Seite
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Pedagogic Grammar: Measuring and Evaluating Learner Outcomes)	52
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Fremdsprache im Unterricht: Culture and Language Learning)	53
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Produktion und Analyse fremdsprachiger Texte: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes)	54
Davies, Michael, Tel. 2093-2251, michael.davies@rz.hu-berlin.de (Produktion und Analyse fremdsprachiger Texte: Written Expression (UK topics))	54
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 (Introduction to formal semantics)	18
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (English Play: Daisy Pulls it Off)	10
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Writing Tools and Strategies: Writing the Term Paper)	21
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Advanced Writing: US Politics)	35
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Creative Writing)	35
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Classroom Discourse)	47
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Texte und Medien: English Play: Daisy Pulls it Off)	53
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Fremdsprache im Unterricht: Classroom Discourse)	53
Ehlert, Stefana, Tel. 2093-2251, lefko003@hotmail.com (Produktion und Analyse fremdsprachiger Texte: Written Expression (US topics))	54
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com (Oral Skills: Presentation Practice)	12
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com (Oral Skills: Current Trends and Developments in the USA)	12
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com (Writing Tools and Strategies: Writing Academic Essays)	21
Fausser, Audrey, Tel. 2093-2251, audrey.fausser@googlemail.com (Writing Tools and Strategies: Academic Writing for American Studies)	24
Gál, Réka, reka.p.gal@gmail.com (Rethinking Adaptations: The Impact of New Media and Fan Culture on Narratives and Society)	13
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... (Oral Skills: Academic Listening and Discussion)	11
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... (Writing Tools and Strategies: Academic Writing)	20
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... (Translation Tools and Strategies: Translation in Academic Contexts)	21
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... (Praxiskolloquium)	22
Gibbels, Elisabeth, Tel. 20932441, elisabeth.gibbels@rz.hu-berl... (TranslationTools and Strategies: Contrastive Translation)	24
Graaff, Kristina (American Cultural Theory)	7
Graaff, Kristina (Theories of American Studies: US American Social Movements)	33
Gramatzki, Susanne (Graphic Novel: Weltliteratur im Comic)	39
Gramatzki, Susanne („Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex)	41
Gramatzki, Susanne („Schöner Tod?“ Weiblichkeit, Schönheit und Tod als literarisch-künstlerischer Motivkomplex)	41
Harder, Alexander (Serious (Video) Games: Investigating the intersections of Image/Play/Virtuality)	23
Heinitz, Marc (Oral skills/Presentations)	33
Heinz, Sarah, sarah.heinz.1@hu-berlin.de (Tourists and Tourism in English Literature from 1900 to the Present)	19

Person	Seite
Heukroth, Kornelia, Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Grammar in Context)	10
Heukroth, Kornelia, Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Working with Words)	10
Heukroth, Kornelia, Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (Language Awareness: Academic Vocabulary)	10
Heukroth, Kornelia, Tel. 2093-2441, kornelia.heukroth@rz.hu-berl... (TranslationTools and Strategies: Language Learning through Translation)	21
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Einführung in die englische/amerikanische Literaturwissenschaft)	5
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Global Education in the 21st Century: A Joint NUYB and HU Course)	25
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Transatlantic Symposium)	34
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Projekt)	35
Isensee, Reinhard, Tel. 2093-2319, reinhard.isensee@rz.hu-berlin.de (Age(ing) in US American Literature)	36
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Canadian Multiculturalism)	36
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (The Long Fifteenth Century)	41
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (The Long Fifteenth Century)	41
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Reading the Classics in 19th-Century Britain)	42
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Reading the Classics in 19th-Century Britain)	42
Keller, Wolfram, Tel. 2093-2269, wolfram.keller@staff.hu-berlin.de (Canadian Multiculturalism)	43
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Language Awareness: Learning Language with Literature)	11
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Voices of Great Britain, Ireland and the United States)	11
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Public Speaking Skills)	11
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Britain in Brief)	12
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Oral Skills: Current Trends and Developments in Great Britain and Ireland)	12
Kelly, Eimear, Tel. 2093-2251, Eimear.Kelly@staff.hu-berlin.de (Writing Tools and Strategies: Essay Writing)	21
Kilian, Eveline, Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de (The Art of the Novel in English)	40
Kilian, Eveline, Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de (The Art of the Novel in English)	41
Kilian, Eveline, Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de (London and the Representations of Urban Spaces in 20th-Century Culture)	42
Kilian, Eveline, Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de (London and the Representations of Urban Spaces in 20th-Century Culture)	42
Kilian, Eveline, Tel. 2093-2532, eveline.kilian@rz.hu-berlin.de (Forschungskolloquium)	44
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	6
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (American Cultural History)	7
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Research Kolloquium)	26
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse (Amerikanistik))	28
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Major Problems of American Literary and Cultural History: Visual America)	33
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (America Media: Organized Crime and Hollywood)	37

Person	Seite
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Film Discussion)	37
Klepper, Martin, Tel. 2093-2312, martin.klepper@staff.hu-berlin.de (Research and Writing)	37
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Ausgewählte Kapitel zur Fachdidaktik Englisch)	14
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Vorbereitung auf das Unterrichtspraktikum)	48
Klimczak, Franziska, Tel. 2093-2533, franziska.klimczak@cms.hu-berlin.de (Unterrichtspraktikum)	48
Kohl, Martina (Cultural Diplomacy - An Outdated Concept?)	25
Kriesch, Desiree (Representations of Thatcherism in British Literature and Film)	50
Leusch, Ute (Ausgewählte Kapitel zur Fachdidaktik Englisch)	14
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	5
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (British Cultural History)	6
Lieske, Stephan, Tel. 2093-2291, stephan.lieske@rz.hu-berlin.de (Poetry of the Romantic Period)	8
Löbbermann, Dorothea, Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de (American Cultural Theory)	7
Löbbermann, Dorothea, Tel. 2093-2250, dorothea.loebbermann@rz.hu-berlin.de (Praxiskolloquium)	26
McGovern, Michael (Academic Writing)	35
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (Introduction to Linguistics)	5
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (English Historical Linguistics and Dialectology)	9
McIntyre, Andrew, Tel. 2093-2278, andrew.mcintyre@hu-berlin.de (English Syntax)	9
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Unterrichtspraktikum)	48
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Theoriegeleitetes Forschen und Handeln: Issues of Gender and Sexuality in the EFL Classroom)	48
Mihan, Anne, Tel. 2093-2767, mihanann@cms.hu-berlin.de (Problemfelder des Fremdsprachenlehrens und -lernens: Teaching Issues of Gender and Sexuality; Task Design and Reflection)	49
Oldani, Terence (Language Awareness: From Paragraph to Academic Essay)	10
Oldani, Terence (Oral Skills: Oral Academic Skills/Presentation Proficiency)	11
Olsen, Susan, Tel. 2093-2297, susan.olsen@rz.hu-berlin.de (Conceptual Combination)	18
Peter, Lothar, Tel. 2093-2278, lothar.peter@rz.hu-berlin.de (Introduction to Linguistics)	5
Peter, Lothar, Tel. 2093-2278, lothar.peter@rz.hu-berlin.de (Varieties of English in North America and the Caribbean)	16
Potjans, Anne, Anne.Potjans@cms.hu-berlin.de (American Literary History: Lektürekurse)	8
Potjans, Anne, Anne.Potjans@cms.hu-berlin.de (Paradigms of American Literature: Autobiographies of the Black Diaspora: The United States and Germany)	31
Repp, Sophie, Tel. 2093-2277, sophie.repp@rz.hu-berlin.de (Languages in German schools: a contrastive view on Russian, Turkish and English)	17
Repp, Sophie, Tel. 2093-2277, sophie.repp@rz.hu-berlin.de (Language comprehension: Understanding English words, sentences and discourse)	18
Roberts, Will, robertsw@hu-berlin.de (Introduction to Semantics)	9
Röder, Katrin, roederkx@staff.hu-berlin.de (Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories)	7
Röder, Katrin, roederkx@staff.hu-berlin.de (Representations of the "Turk" in Elizabethan and Jacobean Drama)	42

Person	Seite
Röder, Katrin , roederkx@staff.hu-berlin.de (Representations of the "Turk" in Elizabethan and Jacobean Drama)	43
Roering, Johanna (Einführung in die Literaturwissenschaft: Textanalyse)	6
Schäfer, Florian , florian.schaefer.2@hu-berlin.de (Introduction to Linguistics)	5
Scherf, Nathalie , nathalie.scherf.1@hu-berlin.de (Pragmatics)	9
Schesch, Stephan , stephan@schesch.de (Tutorium zum SE Vorbereitung auf das UP: Videobasierte Unterrichtsanalyse)	48
Schnabel, Brigitte , Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (Feminist Thought in English 19th and 20th Century Literature)	8
Schnabel, Brigitte , Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (The Motif of Education in 20th Century Writing)	8
Schnabel, Brigitte , Tel. 2093-2291, brigitte.schnabel@rz.hu-berlin.de (Aspects of 16th and 17th Century English Utopian Fiction)	19
Schoen, Julia , schoenjulia@web.de (Einführung in die Literaturwissenschaft: Textanalyse)	5
Schultze, Katrin , Tel. 20932767, katrin.schultze@hu-berlin.de (Nachbereitung des Unterrichtspraktikums)	48
Schwalm, Helga , Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (William Wordsworth and Romanticism)	41
Schwalm, Helga , Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (William Wordsworth and Romanticism)	41
Schwalm, Helga , Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (British Eighteenth-Century Poetics and Aesthetic Theory)	43
Schwalm, Helga , Tel. 2093-2665, helga.schwalm@rz.hu-berlin.de (British Eighteenth-Century Poetics and Aesthetic Theory)	43
Smith, George , Tel. 2093-2278, george.smith@staff.hu-berlin.de (Introduction to Linguistics)	5
Smith, George , Tel. 2093-2278, george.smith@staff.hu-berlin.de (Phonetics and Phonology)	9
Smith, George , Tel. 2093-2278, george.smith@staff.hu-berlin.de (English in Contrast)	51
Steglich, Dana , dana.steglich@hu-berlin.de (Good People: Fairies and Elves in British Literature)	9
Stepanova, Anna , astepanova8@gmail.com (Tutorium zur VL Einführung in die Literaturwissenschaft)	6
Stonecipher, Donna , donna.stonecipher@hu-berlin.de (American Literary History: Lektürekurse)	8
Stonecipher, Donna , donna.stonecipher@hu-berlin.de (American Literary History: Tutorials)	27
Tordasi, Kathrin , kathrin.tordasi@hu-berlin.de (Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories)	6
Tu, J.C. , tujiannk@hu-berlin.de (The Transnational Cosmopolitan: African Americans and Germany)	24
Veltrup, Mareike , thearia.friedbert@gmail.com (Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature)	13
Vogt-William, C. , christine.vogt-william@hu-berlin.de (American Media: Contemporary American Gothic)	20
Vogt-William, C. , christine.vogt-william@hu-berlin.de (Names and Naming in Contemporary American Literatures)	35
Vogt-William, C. , christine.vogt-william@hu-berlin.de (AIDS and Agency: Considering Cinematic and Stage Representations of Urban Gay AIDS Activism and Politics)	36
Vogt-William, C. , christine.vogt-william@hu-berlin.de (J.R.R. Tolkien's Mythology of England)	43
Vogt-William, C. , christine.vogt-william@hu-berlin.de (J.R.R. Tolkien's Mythology of England)	43
Wilde, Cornelia , cornelia.wilde@staff.hu-berlin.de (Einführung in die Literaturwissenschaft: Textanalyse)	5
Wilde, Cornelia , cornelia.wilde@staff.hu-berlin.de (Postmodernist Fiction and/on modernist texts. Woolf and Cunningham, Eliot and Cooley.)	19
Yatsushiro, Kazuko , yatsushiro@zas.gwz-berlin.de (Language Acquisition)	52

Person	Seite
Zille, Tom, zilletom@hu-berlin.de (Many Happy Returns? Gender Reconfiguration in Transformative Multimedia Adaptations of Victorian Literature)	13
Zydati, Wolfgang, WBKZydatiss@t-online.de (Kompetenzorientierung Primarstufe und Sek I =Problemfelder der Praxis II: Children's and Teenage Literature Across the EFL Curriculum)	47
Zydati, Wolfgang, WBKZydatiss@t-online.de (Theoriegeleitetes Forschen und Handeln III: Bilingualer Sachfachunterricht als "Content and Language Integrated Learning/ CLIL")	49
Zydati, Wolfgang, WBKZydatiss@t-online.de (Mastercolloquium)	50
Zydati, Wolfgang, WBKZydatiss@t-online.de (Sprachwissenschaft: Academic Literacy Across the CLIL Curriculum: Functional Linguistic Analyses of School Discourse)	52

Gebäudeverzeichnis

Kürzel	Zugang	Straße / Ort	Objektbezeichnung
BE 2 DOR 24		Bebelplatz 2 Dorotheenstraße 24	Kommode Universitätsgebäude am Hegelplatz
DOR 65 HV 5 I 110 UL 6		Dorotheenstraße 65 Hausvogteiplatz 5-7 Invalidenstraße 110 Unter den Linden 6	Boeckh-Haus Institutsgebäude Institutsgebäude Universitäts-Hauptgebäude

Veranstaltungsartenverzeichnis

CO	Kolloquium
GK	Grundkurs
LK	Lektürekurs
PCO	Praxiskolloquium
PL	Praxisorientierte Lehrveranstaltung
PW	Praxisworkshop
QT	Q-Tutorium
SE	Seminar
SPJ	Studienprojekt
TU	Tutorium
UE	Übung
UPR	Unterrichtspraktikum
VL	Vorlesung