Contents

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02181244 Exploring Berlin Museums (english)
4 SWS
SE Tue 14-18 weekly (1) HV 5, 0203 V. Bishop-Kendzia
1) takes place from 17.04.2018 till 12.06.2018

ECTS Points: 5
Language requirements: min. English B2
NB: As this is a BA-level course, MA-level students who wish to take this course are asked to contact with instructor in advance of registration by e-mail to discuss if this course is suitable for them.
This anthropologically infected course is interdisciplinary in nature. The aim of the course is to explore and critically analyze certain aspects of Berlin's museological landscape using anthropological methods. This will be realized during the various field trips to relevant sites. The focus is on two particularly visible and conflict-ridden aspects of this landscape, namely the Jewish narrative and the topic of migration. Although this course is based in social/cultural anthropology, it does engage with other disciplines and might be of interest to students of history, theology, art history, not to mention the more theme-based programs of Urban Studies, Ethics, and Museum Studies.
All the lectures will be in English. German is not required for this course, but a would be an asset as it would allow for indepth exploration of key issues.

Literatur:

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students. Language requirements English B2 minimum.
Application via Berlin Perspectives ONLY:
NO registration via Agnes.

Application via Berlin Perspectives ONLY: BP Module application

02181245 The East/West Competition - Urban Planning, Cultural Policy and Economics in Divided Berlin (english)
2 SWS
SE Tue 14-16 weekly (1) HV 5, 0323-26 M. Grass
1) takes place from 17.04.2018 till 17.07.2018

ECTS Points: 5
Language requirements: min. English B2 / some basic German is useful for sources
Berlin is the city of East / West competition. Since the division of the city into East and West, demonstrating the power of the capitalism and socialism respectively was central to urban planning. In the beginning, the solution of obstacles to urban development proved vital. This seminar examines the dualism in urban planning between East and West Berlin chronologically. Seminar presentations and two excursions trace the diverse targets and demands of capitalist and socialist urban planning. For the analysis, we do not only consider architectural and formal aspects. The Seminar provides a closer look to strategies and models of financing and commercialisation of urban planning. Cultural contexts, living and dwelling models and political strategies will be looked at as well.
This seminar targets students interested in urban sociology and planning, metropolitan studies, German cultural history, economics, art history, and architectural history. Interested students of the humanities and social sciences are invited.
Course taught in English (with parts of literature and sources in German)

Literatur:
Schlüsche, Günter; Pfeiffer-Kloss, Verena; Dolf-Bonekämper, Gabi; Klausmeier, Axel (Ed.): Stadtentwicklung im doppelten Berlin – Zeitgenossenschaften und Erinnerungsorte. Berlin 2014
Kosel, Elmar: Hermann Henselmann und die Moderne. Eine Studie zur Modernerezeption in der Architektur der DDR. Königstein 2013
Fierli, Bruno: Urban Design in Berlin, GDR. Berlin 1986
Franke, Thomas: Neighbourhood management – a key instrument in integrative urban district development. Berlin 2001
Berning, Maria: Historical City in New Quality. Berlin 2009
Neubauer, Barbara (Ed.): A redevelopment area in Prenzlauer Berg Teutoburger Platz : the results of 18 years of redevelopment. Berlin 2013
International Building Exhibition (Ed.): First Projects in Careful Urban Renewal. Berlin 1984
Harald Bodenschatz, Cordelia Polinna: Learning from IBA. Berlin 2010.
Bernt, Matthias; Grell, Britta; Holm, Andrej (Ed.): The Berlin Reader: a compendium on urban change and activation. Berlin 2013.

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students.

Language requirements English B2 minimum.
Application via Berlin Perspectives ONLY: BP Module application

02181279 Rethinking the Migrant (english)

ECTS Points: 5
Language requirements: min. English B2
Please note that this course starts at 12:00 and ends at 14:00.

In January 2016, The Sun, the most highly read “newspaper” in the UK, published an article with the headline: “Refugee Crisis: Berlin so swamped by migrants that city is in ruins”. Though such hyperbolic claims are often quickly dismissed, they also echo and reiterate fears existing within hegemonic discourses surrounding “migrants” and reflect public consciousnesses about the “crisis” in not only the UK but in Berlin, in Germany and, more generally, the Global North. This interdisciplinary course seeks to contextualize and deconstruct the figure of the migrant using critical interdisciplinary approaches while placing them into wider discussions of the various related “crises” in “raceless”, postcolonial Europe.

Literature:
Bhambra, G. 2009. "Postcolonial Europe: Or, Understanding Europe in Times of the Postcolonial". 
De Genova, N. 2016. "The European Question: Migration, Race, and Post-Coloniality in Europe". 
Fernando, N. 2016. "The Discursive Violence of Postcolonial Asylum in the Irish Republic". 
Prashad, V. 2017. "Academic arguments backing white supremacy and colonialism are making an ominous comeback". Excerpt from Grosfoguel, R. 2016. "What is Racism?". 
van Houtum, H. 2010. "Human blacklisting: the global apartheid of the EU's external border regime". 
1 Please note: readings are still being finalized and should not exceed 55 pages a week. 
Berg, L. & M. Lundahl. 2016. "Unveiling the West: Burkini-gate, Princess Hijab and Dressing as Struggle for Postsecular Integration". 
Kehl, K. 2018. "In Sweden, girls are allowed to kiss girls, and boys are allowed to kiss boys": Pride Järva and the inclusion of the ‘LGBT other’ in Swedish nationalist discourses". 
Lentin, A. 2005. "Replacing 'race', historicizing 'culture' in multiculturalism". 
Ha, K. N. 2016. "Integration as Colonial Pedagogy of Postcolonial Immigrants and People of Colour: A German Case Study" in Decolonizing European Sociology: Transdisciplinary Approaches. 
McIntosch, L. 2014. "Impossible presence: race, nation, and the cultural politics of 'being Norwegian'". 
Rajas, J. 2015. "Disciplining the human rights of immigrants: market verdiction and the echoes of eugenics in contemporary EU immigration policies". 
Kmak, M. 2015. "Between citizen and bogus asylum seeker: management of migration in the EU through the technology of morality". 
Rutazibwa, O. 2014. "In the name of human rights: the problematics of EU ethical foreign policy in Africa and elsewhere". 
Bosworth, M., K. Franko, S. Pickering. 2018. "Punishment, globalization and migration control: 'Get them the hell out of here'". 
Loftsdóttir, K. 2016. "International Development and the Globally Concerned European Subject". 
Bhambra, G. 2017. "The current crisis of Europe: Refugees, colonialism and the limits of cosmopolitanism".

Organisatorisches:
This seminar carries 5 ECTS.
20181287  Image and the City (english)

ECTS Points: 5  Language requirements: min. English B2

Capital of Cool, City of Tolerance and (affordable) Hub of Creativity – Berlin's image is a very alluring one. The images of Berlin circulating in all kinds of media are just as interesting, but also surprisingly diversified. If this is true for contemporary Berlin it proves to be so even more in regard of its 20th century history: historic moments like the fall of the Berlin Wall are always also represented in images. But what does those images actually tell us? What do they mean and what do they want us to see?

This seminar is meant to be an expedition into Berlin's and Germany's visual culture. We are going to have a closer look on some of these images – ranging from iconic photographs to music video clips to official marketing campaigns – and reflect their symbolic meaning and varying interpretations, their impact on Berlin's self-concept, identity, on its cultural scene and even on its economic value. Basic concepts developed in the context of the Visual Culture Studies are introduced, with aspects of Art History, Film Studies, Metropolitan Studies, Tourism Studies and Social Science.

To link content and form participants are asked to do a Visual Study Journal, documenting their learning aims, developments and achievements throughout the whole semester in a visual way (how to do so will be issued in class; no previous knowledge required). At the end of the seminar this Visual Study Journal will be presented in a student organized exhibition.

Literatur:
Introductive Literature:

Further Literature:
Biskup, Thomas; Schalenberg, Marc (Hg.): Selling Berlin - Imagebildung und Stadtmarketing von der preußischen Residenz bis zur Bundeshauptstadt, Stuttgart 2008.

Organisatorisches:
This seminar carries 5 ECTS.

For international incoming students and HU students.
Language requirements English B2 minimum.
NO registration via Agnes.
Application via Berlin Perspectives ONLY: BP Module application

02181292  "Aufbereitung": Dealing with difficult pasts - in Berlin and elsewhere (english)

ECTS Points: 5  Language requirements: English B2

The German term "Aufbereitung" is often considered to be "untranslatable", at least not to be captured by one word in English. However, struggles of coming to terms with an unjust, violent and often murderous past can be studied worldwide. Originally referring to Germany's obligation to confront its Nazi past, "Aufbereitung" in Germany today concerns also the legacy of the SED-rule in Communist East Germany as well as transgressions and injustices that were committed on either side of the Cold War frontier, such as violence against children in institutions and families. The seminar will introduce students to the historical background and theory of "Aufbereitung" and related concepts such as "transitional justice" and "politics of memory" and ask for the role these concepts grant to memorialization. Students will study the history, aims and practices of some of the major memorial sites, state commissions and NGO's addressing difficult pasts in Berlin. These are considered as case studies that help us to focus on general questions such as: Who are the agents, what the aims and what the effects of "Aufbereitung"? What processes of inclusion or exclusion can be observed? The last phase of the seminar will be dedicated to the in-depth study of practices of "Aufbereitung" from different contexts and countries – students are invited to set the agenda collaboratively. Final assignments will be contributions for a joined teamwork product (blog, podcast ...) on "Aufbereitung – a German thing?" (this is a working title, decision on final title will be made collectively).

Literatur:
Tim Garton Ash, Insight the Stasi Files. The Communist Past in Post-Communist Europe. https://www.youtube.com/watch?v=BnQFJsOHI68

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students.
Language requirements: English B2
NO registration via Agnes.
Application via Berlin Perspectives ONLY:
BP Module application

02181293 Berlin in the Twentieth Century: A Cultural Topography (english)
2 SWS
SE Wed 14-18 fortnigh (1) HV 5, 0323-26 R. Alexandrova
1) takes place from 18.04.2018 till 18.07.2018
ECTS Points: 5
Language requirements: min. English B2
Taking Andrew J. Webber's eponymous recent study on Berlin as our updated travel guide to the physical localities of literature, art, political strife and philosophical resignation in the German capital, we will explore the constant interpretative effort that is encapsulated in a walk and consider perambulation itself as a scriptural paradigm. To this end, we will alternate our intensive seminar sessions with journeys to significant "Schauplätze der Evidenz", libraries, museums, commemorative facades and relegated clubs, but also authors' lived interiors, street corners and kiosks, as well as iconic urban areas and architectural emblems. In preparation for these field trips, we will read each time a chapter from our primer in English and decide on short German-language excerpts from the works addressed in this particular chapter, which we will then read and discuss in class. Such close textual and sometimes film analysis in this dual linguistic modality will allow us to reflect not least on theories of translation and intercultural transfer, in which accented expression, infelicities of meaning and even irritant code switching combine to strengthen and enrich the process of academic integration.

Literatur:
Introductive Literature:

Further Literature:
Biskup, Thomas; Schalenberg, Marc (Hg.): Selling Berlin - Imagebildung und Stadtmarketing von der preußischen Residenz bis zur Bundeshauptstadt, Stuttgart 2008.

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students.
Language requirements English B2 minimum.
NO registration via Agnes.
Application via Berlin Perspectives ONLY: BP Module application

02181294 Contemporary Art in Berlin (english)
2 SWS
SE Fri 14-16 weekly (1) HV 5, 0323-26 B. Begusch
1) takes place from 20.04.2018 till 20.07.2018
ECTS Points: 5
Language requirements: min. English B2
What makes Berlin the art world's darling, and does it still live up to the myth? This course provides an introduction to contemporary art while simultaneously creating a framework within which to actively explore and analyze the city's rich and varied cultural offerings. Through readings, writing exercises, and field trips to galleries, artist-run spaces, studios, and private collections, students will gain a unique insider's perspective to Berlin's vibrant international art scene and the cultural issues shaping the city today.

Literatur:
Required Readings (available via Moodle):
This seminar carries 5 ECTS.
For international incoming students and HU students.
Language requirements English B2 minimum.
NO registration via Agnes.
Application via Berlin Perspectives ONLY: BP Module application

02181295  
Twentieth-Century Berlin: An Urban Historical Perspective (english)

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ECTS Points: 5
Language requirements: min. English B2

Urban history is a form of historical inquiry that enriches our understanding of cities and urban landscapes, often using an interdisciplinary approach. This course is an introduction to specific points of interest in the political, social and cultural developments in Berlin between the 1920s and the 1990s, showing how they illuminate German twentieth-century history. It links city sites, monumetns and buildings to collective memory and political debates.

We learn about the fascinating stories of twentieth-century political events, places, people, buildings and monuments in Berlin presented by three urban historians, and we also learn the basic principles and approaches of urban history. We make urban history come alive through audio-guide narrated city walks, develop our own piece of micro-history by researching neighborhoods, and take part in an urban preservation project — restoration of the Alexander Haus in Groß Glienicke — that brings this city’s urban history into the present.

Literatur:

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students.
Language requirements English B2 minimum.
NO registration via Agnes.
Application via Berlin Perspectives ONLY: BP Module application

02181296  
Traces and Memory of German colonialism in Africa in Berlin’s urban and cultural landscapes (english)

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ECTS Points: 5
Language requirements: min. English B2

This course will introduce international students to visible traces of German colonialism in the Berlin urban landscape. Departing from streets in the so-called “African quarter” in Wedding and the experience of local initiatives who have all been committed for an earnest remembrance of the genocides of the Herero and Nama, the Maji Maji War in former German East-Africa, or the entanglements between colonialism and present-day racism. Through discussion and a guided excursion in the city, we will address some important concepts of memory studies while engaging in a search for traces of the German colonial past in Berlin and connected histories of colonial violence remembered in memorials, exhibitions, performances and literature. On this basis, the course will introduce contemporary cultural projects which have anchored German colonial imperialism in contemporary debates on racism, discrimination and geopolitics.

The following questions will be addressed among others: how are we connected to colonialism and the persistence of colonial thinking in Berlin, Europe, Africa, in diasporic communities, or elsewhere? How might memory of the Holocaust help in a growing acknowledgement of other instances of genocide and violence? What have activist, academic and artistic voices in Berlin brought with regard to the importance of working through this history?

Literatur:
Urban Activism in Berlin (english)

ECTS Points: 5
Language requirements: min. English B2

Berlin has a multi-layered and contradictory landscape; high-rise buildings and gated communities next to squats, dense urban areas next to a huge urban park, etc. Over the course of the 1990s and 2000s, over 50 percent of the city’s public housing stock has been sold to private investors and the city has become a highly desirable destination for international property investment (Holm 2007). The lack of affordable housing and a rise in the speculative real-estate market spur new discussions about gentrification. Meanwhile, inhabitants and newcomers fight for their rights in the city. The focal point of this course is an examination of the changes associated with urban development in Berlin and “counter actions” as urban social movements. This interdisciplinary course explores urban activism in Berlin through several lenses, including: housing, urban environmental activism, community gardening and political power relations in the city. From the perspective of urban activism, this course offers an analysis of the origin, context, and structure of theory of right to the city, urban commons, social justice, participation, grassroot organizing, and inhabitants experiences and citizens’ orts collide to produce different forms of resistance within Berlin’s political sphere.

Literature:
Allon, Fiona. "Litter and Monuments Rights to the City in Berlin and Sydney" Space and Culture, 16, no: 3, page(s): 252-260, September 2013
Actors of Urban Change, Urban Change Newspaper Nr. 3, Robert Bosch Stiftung in Cooperation with Mitost E.V.
Borch C. & Kornberger M. Urban Commons: Rethinking the City, Routledge, 2015
Colomb, Claire. "DIY urbanism' in Berlin: Dilemmas and conflicts in the mobilization of 'temporary uses' of urban space in local economic development” Paper presented 'Transience and Permanence in Urban Development' University of Sheffield, 14-15 January 2015.
Batty, M; Axhausen, K.W; Giannotti, F; Pozdnoukhov, A; Bazzani, A; Wachowicz, M & Ouzounis, G. “Smart cities of the future.” The European Physical Journal Special Topics , 214 (1) pp. 481-518, 2012.

Organisatorisches:
This seminar carries 5 ECTS.
For international incoming students and HU students.
Language requirements English B2 minimum.
NO registration via Agnes.
Application via Berlin Perspectives ONLY: BP Module application
Vertiefendes Grundlagenfach: Introduction to Jewish Law (Systematische Gruppe) (english)

2 SWS  
VL  
Wed  
14-16  
weekly  
UL 6, 2094  
T. Blanchard

Vorlesung, Seminar und Übung (Theologische Fakultät, Ls Prof. Dr. Schieder) bieten einen Überblick über die weit gefächerten, klassischen wie aktuellen Themengebiete des Jüdischen Rechts, wobei die Vorlesung eher als Einführungskurs verstanden werden kann, Seminar und Übung als Vertiefung und Erweiterung der in der Vorlesung angesprochenen vielfältigen Thematik. Es werden sowohl Geschichte als auch Inhalte und literarische Formen der Standardquellen (Thora, Talmud, Kodifikationen, Responsen) des Jüdischen Rechts anhand vieler anschaulicher Beispiele besprochen.

In Ergänzung hierzu werden ausgewählte Themen des Deliktstrechts, des Verwaltungsrechts, des Strafrechts, des Familienrechts sowie Fragen der Bioethik detailliert unter dem Gesichtspunkt eines einheitlichen, religiösen Gesetzessystems (der Halacha), und die daraus resultierenden Spannungen zwischen staatlichem und parallelem, religiösem Gesetzessystem (Gerichten), im Exil und im modernen Staat Israel, diskutiert. So werden nach und nach die Prinzipien, Werte und Visionen verdeutlicht, die dem traditionellen wie modernen Jüdischen Recht zu Grunde liegen.

Prüfung:
Rechtswissenschaft PO 2008 / PO 2015: Modulabschlussklausur (2h)
Studienordnung 2008 / 2015: Bei der Anmeldung zur Prüfung muss entschieden werden, ob die Klausur im Modul Grundlagen oder im Modul BZQ II (Fachorientierte Fremdsprachenkenntnisse) absolviert werden soll. Eine Doppelverwertung ist nicht möglich!
Studienordnung 2003: Bei der Anmeldung zur Prüfung muss entschieden werden, ob die Klausur im Grundlagenfach oder Fachorientierte Fremdsprache absolviert werden soll. Eine Doppelverwertung ist nicht möglich!

Model European Union Conference (MEUC) - Simulation des Rates der Europäischen Union (english)

2 SWS  
SE  
E. Peuker


Introduction to the English Law of Contract (english)

2 SWS  
VL  
Mon  
10-12  
weekly  
MO 60, 001  
G. Dannemann

Prüfung:
Anschließende Studienarbeit
BZQ II: Mündliche Prüfung (+ 1 LP = 2 LP gesamt)
Keine Doppelverwertung für Schwerpunkt und BZQ II möglich!

International Criminal Justice (english)

2 SWS  
VL  
Tue  
14-16  
weekly  
UL 9, 213  
G. Werle

The lecture will provide an overview of fundamental principles of international criminal justice. It will deal with the historical evolution of international criminal law, the core crimes, such as genocide, crimes against humanity, and war crimes, and the general principles of individual criminal responsibility under international law. Lectures on transitional justice will be included. Current international case law will be covered throughout just as the various modes of enforcement, including prosecution of international crimes before national courts.

Literatur:

Prüfung:
BZQ II: Abschlussklausur

Seminar on Jewish Law (english)

2 SWS  
SE  
Tue  
10-12  
weekly  
BE 2, 326  
T. Blanchard

Prüfung:
Anschließende Studienarbeit (auch in Englisch möglich), Seminararbeiten (auch in Englisch oder Französisch möglich)

Berlin Colloquium on Global and Comparative Public Law (english)

2 SWS  
CO  
18-20  
weekly  
UL 9, 210  
M. Kumm

After three introductory sessions this colloquium will discuss work in progress by leading contemporary scholars of global and comparative public law, who will discuss their work in person with participants. The focus of most contributions will involve central...
concepts and ideas relating to public law (such as sovereignty, democracy, rule of law, human rights) generally or as they play out in specific institutional and doctrinal contexts. Texts will be distributed in advance and participants are expected to read and prepare each session to enable them to engage in discussions with the author. The majority of presenting scholars will present in English language, the lingua franca of global public law scholarship. The colloquium is likely to be of particular interest to persons seriously considering writing a dissertation in either legal or political philosophy or public, European or international law.

Organisatorisches:
Fragen zum Kolloquium richten Sie bitte an mattias.kumm@wzb.eu
In der ersten Sitzung findet eine Vorbesprechung und Einführung zum Kolloquium statt.

Prüfung:
Anschließende Studienarbeit

10 651  European and International Insolvency Law (english)
2 SWS  1 LP / 2 LP / 4 LP / 6 LP
VL  Tue  14-16 weekly  BE 2, E42  C. Paulus

The lecture will focus on the European Insolvency Regulation und its impact on cross-border bankruptcy cases (in particular of corporations and groups). An introduction to the basics of International Insolvency Law will also be included. The lecture will be held in English.

Literatur:

Prüfung:
Anschließende Studienarbeit (für 5 Studierende möglich) / Consecutive Studienarbeit (available for 5 students)

10 656  International Sales Law and Arbitration (english)
2 SWS  1 LP / 2 LP / 4 LP
VL  Thu  18-20 Single (1)  T. Pröstler, T. Streckr
Fri  14-18 Single (2)  BE 2, E42  T. Pröstler, T. Streckr
Sat  10-18 Single (3)  BE 2, E42  T. Pröstler, T. Streckr
Fri  14-18 Single (4)  BE 2, E42  T. Pröstler, T. Streckr
Sat  10-18 Single (5)  BE 2, E42  T. Pröstler, T. Streckr

1) takes place on 17.05.2018
2) takes place on 01.06.2018
3) takes place on 02.06.2018
4) takes place on 15.06.2018
5) takes place on 16.06.2018

The aim of this lecture and workshop is to give an introduction to International Sales Law, particularly the CISG, as well as to International Arbitration from the insight view of a commercial law and arbitration practitioner. The language of this lecture will be English. It also serves as a preparation for students interested in a participation in the Willem C. Vis Moot Court in Hong Kong and Vienna. As far as International Sales Law is concerned, the lecture will focus on the CISG's implications for duties and rights of the buyer and the seller of goods as well as for possible remedies. The arbitration part of the lecture will provide for an overview of the arbitral proceedings, their origin in the implementation of an arbitration agreement up to the enforcement of the arbitral award. Students can use this class as a stepping stone not only to the world of international transactions and dispute resolution, but also to their involvement in the Vis Moot Court where Humboldt-Universität regularly competes in the field of International Commercial Arbitration in Hong Kong and Vienna together with more than 300 other universities from around the globe.

Literatur:
Huber, Peter / Mullis, Alastair: The CISG, selleri. 2007 (downloadable at vismoot.pace.edu/media/site/about-the-moot/perspectives/HuberMulls.pdf)
Schlechtriem, Peter / Butler, Petra: UN Law on International Sales, Springer 2009
Schlechtriem, Peter / Schroeter, Ulrich G.: Internationales UN-Kaufrecht, 6. Aufl., Mohr Siebeck, 2016 (in German)

Organisatorisches:
Please register by email with the lecturers under "tom.proestler@cms-hs.com" and indicate your contact details, course of study (state exam, LL.M., Erasmus, etc.), matriculation-number, semester and whether you intend to write an exam paper.

Prüfung:
Anschließende Studienarbeit
LL.M.-Studierende und Erasmus: Klausur

10 659  European Labour Law (english)
2 SWS  1 LP / 2 LP / 4 LP
VL  Tue  16-18 Single (1)  BE 2, E42  T. Bazzani
Thu  14-16 weekly (2)  BE 2, E42  T. Bazzani

1) takes place on 27.03.2018
2) takes place from 03.05.2018
What does the "social dimension" of the European Union mean, especially in times of crisis like today? What is "European Labour Law" and what is its goal? This course aims to teach legal concepts that will help students to develop a deeper understanding of the current European legal framework and its influence on domestic systems. We will analyse the historical development of EU Labour Law in order to develop an informed perspective about labour law issues at both the European and domestic level. The course will focus on key concepts, such as the difference between soft and hard law, the European Employment Strategy, the European Social Model, and the EU Charter of Fundamental Rights. The course will also introduce national cases. These cases will highlight some particularly meaningful recent reforms in labour law: dismissal, unfixed contract, unemployment benefits, atypical contracts, and activation policies. The cases will also allow us to analyse the interaction between national labour law and EU legal strategies.

Prüfung:
Anschließende Studienarbeit

10 688 Corporate Law & Economics (english)

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1) takes place on 28.05.2018
2) takes place on 11.06.2018

The course "Corporate Law & Economics" aims to enhance the understanding of the interaction between markets, contracts and corporations. Fields of the law treated are corporate and capital market law, including references to contract law. The course covers questions such as: (1) When is a corporation a functional transaction structure? (2) For which of the core structural elements of corporations is law needed? (3) Which corporate governance problems should be solved by law? (4) To what extent do specific problems of control transactions interact with corporate governance? (5) In view of one to four, which are the challenges a functional rule making should take care of? The last class will be devoted to a training session exclusively dealing with possible answers to exam questions.

The course addresses beginners in law and economics. Prior knowledge of corporate law or of economics is not required.

Literatur:
Course readings are taken mainly from the 'Anatomy of Corporate Law', edited by Kraakman et al., 2^nd ed., 2009.

Prüfung:
Vorausgehende Studienarbeit, anschließende Studienarbeit

10 744 The International Rule of Law: Rise or Decline? (english)

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1) takes place on 16.04.2018
2) takes place on 17.04.2018
3) takes place on 23.04.2018
4) takes place on 24.04.2018
5) takes place on 04.06.2018
6) takes place on 05.06.2018
7) takes place on 11.06.2018
8) takes place on 12.06.2018
9) takes place on 18.06.2018
10) takes place on 19.06.2018
11) takes place on 25.06.2018
12) takes place on 26.06.2018

The course examines the role of international law over time. Can we, under the current changing conditions, still observe an increasing juridification of international relations based on a universal understanding of values, or are we, to the contrary, rather facing a significant crisis of confidence in international law, including an informalization or a reformalization of international law, or even an erosion of international legal norms? Would it be appropriate to revisit classical elements of international law in order to react to structural changes, which may give rise to a more polycentric or non-polar world order? Or are we simply observing a slump in the development towards an international rule of law based on a universal understanding of values? These questions will be discussed from the point of view of different treaty regimes, but also from a more general perspective.

Organisatorisches:
Die Vorlesung findet im April und Juni immer montags und dienstags von 8 bis 10 Uhr im Raum E 25 (UL9) statt. Bitte informieren Sie sich über die Themen unter: http://nolte.jura.hu-berlin.de/

Prüfung:
Anschließende Studienarbeit
The Procedural Law of the International Criminal Court (english)

This course assess the procedural law of the International Criminal Court (ICC) from a comparative perspective, discussing the origins (common law/Romano-Germanic law) of some of the principal elements of the ICC's procedure and their interplay.

Students are expected to prepare a presentation on a relevant topic in advance and present their findings at the course. If you are interested in taking part in the seminar, please contact Ms Anja Schepke: Anja.Schepke@rewi.hu-berlin.de

Agency law deals with the problems arising when A acts on behalf of B. A normally has a contract with B, but whether he has or not, he will be subject to fiduciary duties developed from the law of equity and trusts. A third party dealing with an agent will normally not know what powers the agent is entitled to exercise- what happens when the agent makes a contract with the third party which he has no authority to make?

Equity is a distinctive feature of common law systems. It operates in parallel to the rules of the common law, adjusting and supplementing them, providing practical and flexible remedies to numerous problems in almost all fields of law.

The trust itself was the first concept in equity. Evolved at the time of the Crusades it still provides vital solutions to problems of ownership- whether pension fund investments or or jointly owned homes. It has been described as 'the greatest and most distinctive achievement performed by Englishmen in the field of jurisprudence.

Agency law deals with the problems arising when A acts on behalf of B. A normally has a contract with B, but whether he has or not, he will be subject to fiduciary duties developed from the law of equity and trusts. A third party dealing with an agent will normally not know what powers the agent is entitled to exercise- what happens when the agent makes a contract with the third party which he has no authority to make?

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Organisatorisches:

Bitte beachten Sie die Hinweise zur Anmeldung und weitere Informationen zum Zertifikatsstudiengang Fremdsprachiges Rechtsstudium (FRS) unter https://www.rewi.hu-berlin.de/de/ip/cert/frs/anm

This course will familiarise you with a number of aspects of English Criminal Law, including the criminal justice system, the judiciary, magistrates and jury, classification of offences, the Crown Prosecution Service, elements of a crime (actus reus/mens rea), defences, sentencing and mitigation, and appeal routes. We will discuss several criminal offences such as murder/manslaughter, theft, robbery and burglary, and you will be exposed to legal texts, including statutes and cases. Your active participation in class will be required.

Organisatorisches:

Bitte beachten Sie die Hinweise zur Anmeldung und weitere Informationen zum Zertifikatsstudiengang Fremdsprachiges Rechtsstudium (FRS) unter https://www.rewi.hu-berlin.de/de/ip/cert/frs/anm

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Organisatorisches:

Bitte beachten Sie die Hinweise zur Anmeldung und weitere Informationen zum Zertifikatsstudiengang Fremdsprachiges Rechtsstudium (FRS) unter https://www.rewi.hu-berlin.de/de/ip/cert/frs/anm
20 029  Urban Horticulture - An Introduction (english)
4 SWS  6 LP
VL  Tue  09-12  weekly (1)  C. Ulrichs

1) takes place from 17.04.2018

Organisatorisches:
Ort: Lentzeallee 55/57 Raum 101

20 129  Effects of Plant Nutrition and other Environmental Factors on Composition and Quality of Vegetable and Ornamental Plants (english)
4 SWS  6 LP
VL  Fri  12-16  weekly (1)  ATW 5-H47, 107  E. George, B. Brückner, U. Drüge, Y. Klopotek, L. Nett, S. Neugart

1) takes place from 20.04.2018

Organisatorisches:
Please contact Prof. George: george@igzev.de

20 130  Plant Nutrition in Environmentally-friendly Horticultural Systems (english)
4 SWS  6 LP
VL  Thu  08-12  weekly (1)  ZEP, 116  M. Zander

1) takes place from 19.04.2018

20 136  Physiology of Woody Plants and Applied Dendrology (english)
4 SWS  6 LP
VL  Thu  08-12  weekly (1)  ZEP, 116  M. Zander

1) takes place from 19.04.2018

20 142  Land and Water Management (english)
4 SWS  6 LP
VL  Tue  08:30-12:00  weekly (1)  HN27-H12, 2.01  K. Daedlow, C. Schleyer

Sat  08-13  Single (2)  HN27-H12, 2.01  K. Daedlow, C. Schleyer

09-16  Block+SaSo (3)  HN27-H12, 2.01  K. Daedlow, C. Schleyer

1) takes place from 24.04.2018 till 05.06.2018
2) takes place on 02.06.2018
3) takes place from 26.05.2018 till 27.05.2018

20 161  Economics of Agricultural and Rural Development/Economics of Human Development (english)
4 SWS  6 LP
VL  Thu  14-18  weekly (1)  HN27-H12, 1.03  K. Siddig

1) takes place from 19.04.2018 till 12.07.2018

20161ÜWP  Economics of Agricultural and Rural Development/Economics of Human Development (english)
4 SWS
VL  Thu  14-18  weekly (1)  HN27-H12, 1.03  K. Siddig

1) takes place from 19.04.2018 till 12.07.2018

20 165  Biodiversity: Assessment, Function and Evolution (english)
4 SWS  6 LP
VL  Thu  12-16  weekly (1)  I - H, 1119  U. Zeller

1) takes place from 19.04.2018
### 20 167 Practices and Organization of Organic Farming (english)

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<td>Practices and Organization of Organic Farming (english)</td>
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H. Hoffmann, J. Sanders, T. Döring

1) takes place from 23.04.2018; Fällt aus am 30.04. und am 09.07.2018!

### 2112090 Scientific English (english)

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L. Ringrose

1) takes place from 17.04.2018 till 21.07.2018

Prüfung: Klausur

### 2112091 Scientific communication (english)

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L. Ringrose

1) takes place from 19.04.2018 till 19.07.2018

### 2112092 Scientific writing and presentation [QB-1] (english)

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<td>Scientific writing and presentation [QB-1] (english)</td>
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L. Ringrose

### 2112145 A: Biochemical aspects of parasite biology (english)

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<td>A: Biochemical aspects of parasite biology (english)</td>
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N. Gupta, K. Matuschewski

1) takes place from 16.04.2018

Prüfung: A written examination (ca. 60-90 minutes) or an oral examination (ca. 20-30 minutes, alternatively an oral report) covering the contents of parts A-D (in English when appropriate); 1 SP

### 2112146 B: Cell Biology of parasites (english)

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<td>2112146</td>
<td>B: Cell Biology of parasites (english)</td>
<td>OS</td>
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N. Gupta, K. Matuschewski

1) takes place from 23.05.2018 till 21.07.2018

Prüfung: A written examination (ca. 60-90 minutes) or an oral examination (ca. 20-30 minutes, alternatively an oral report) covering the contents of parts A-D (in English when appropriate); 1 SP

### 2112147 C: Cell Biology of Parasites [MP6] (english)

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<td>2112147</td>
<td>C: Cell Biology of Parasites [MP6] (english)</td>
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N. Gupta, K. Matuschewski

1) takes place from 22.05.2018 till 01.06.2018

Prüfung: A written examination (ca. 60-90 minutes) or an oral examination (ca. 20-30 minutes, alternatively an oral report) covering the contents of parts A-D (in English when appropriate); 1 SP

### 2112338 Current Topics in Bacterial Genetics, Molecular and Cell Biology (english)

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<td>2112338</td>
<td>Current Topics in Bacterial Genetics, Molecular and Cell Biology (english)</td>
<td>OS</td>
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R. Hengge

### 2112423 Computational Neuroscience (english)

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<td>2112423</td>
<td>Computational Neuroscience (english)</td>
<td>OS</td>
<td>2</td>
<td>Wed 12:30-14:00</td>
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R. Kempter, S. Schreiber

1) takes place from 18.04.2018 till 21.07.2018; Ph13, H4, SR012

Organisatorisches:
Do legal institutions set up the (global) rules of the game? And does law matter for making people’s lives better? This interdisciplinary research seminar (Q-Team) seeks to introduce students to the interconnections between legal orders and economic development through a focus on theories, contestations, and actors. Students will examine the various roles that law and legal institutions play in economic, social and political development, and thereby critically unpack the multifaceted concept of ‘development’.

The first part of the course will provide a theoretical foundation by reflecting on the different approaches taken during the Law and Development movement until today. The second part will include thematic sessions with case studies, each of which will relate to one overarching development theme, like ‘progress’, ‘poverty’ or ‘contestation’. In between the thematic sessions, selected guest speakers will share practical insights from their work in the field of development cooperation. These guest lectures will closely connect to phenomena and case studies discussed in class.

The teaching approach of this seminar encourages students to formulate and execute their own individual research project. This will include individual work and teamwork on selected readings and research questions as well as writing and presenting a short blog post for a Law and Development Blog, that will be launched as part of this seminar.

Organisatorisches:
The number of participants is limited for this course. Interested candidates with a law (Rechtswissenschaft), social science (Politikwissenschaft und Soziologie) or economics (Volkswirtschaftslehre) background are asked to sign up by sending a short email stating their faculty association and interest by 6th April 2018 to siddharth.de.souza@rewi.hu-berlin.de and thomas.dolmaier@rewi.hu-berlin.de


Prüfung:
Rechtswissenschaft PO 2008 / PO 2015: Präsentation und schriftliche Arbeit (5 LP)
Language has been investigated from a range of perspectives. Linguists have described it as a formal system focusing on levels that range from phonology to syntax, semantics and pragmatics. Both linguists and psychologists worked on models focusing on the time course of linguistic processing in production and understanding, so that these psycholinguistic models could be tested in behavioral experiments. Most recently, neuro- and cognitive scientists attempt at spelling out the brain mechanisms of language in terms of neuronal structure and function. These efforts are founded in neuroscience data about the brain loci that activate when specific linguistic operations occur, the time course of their activation and the effects of their specific lesion. The lecture series will provide a broad introduction into these linguistic, psycholinguistic and neurolinguistic research streams and highlight a range of cutting edge behavioral and neuroscience findings addressing a broad range of linguistic issues, including, for example, the recognition of words, the parsing of sentences, and the computation of the meaning and communicative function of utterances.

Language development and language disorders caused by disease of the brain will also be in the focus. The experimental approaches under discussion will range from behavioral (reaction time studies, eye tracking) to neuroimaging methods (EEG, MEG, fMRI, NIRS) and neuropsychological ones (patient studies, TMS, tDCS). A discussion of major theoretical approaches to language in the human mind and brain will round up the lectures.

Literatur:
Preparatory readings:

In the empirical-experimental exercise students extend their basic knowledge of neurocognitive research methods gained in the research methods lecture and tutorial series and deepen their knowledge of theoretical principles and practical applications of neurocognitive methods. The objective of the class is to familiarize students with experimental (as well as descriptive) research methods by providing “hands-on” experiences in designing, conducting, analyzing, interpreting, and writing up one experimental neurocognitive research study. The empirical-experimental exercise is concluded with a documented individual report on the empirical project following APA guidelines.

As a result of careful study and fulfillment of the course assignments, students should be able to:

1. Develop experimental research problems in cognitive neuroscience
2. Conduct reviews of the scientific literature relevant to a chosen research problem
3. Formulate research hypotheses
4. Design experimental neurocognitive studies
5. Execute experimental studies by collecting research data under carefully controlled conditions
6. Summarize and statistically analyze research data
7. Evaluate research results and draw conclusions pertaining to hypotheses
8. Communicate research studies in oral, written, and poster formats

32 852 Empirical Research Training (Mind Track) (english)
2 SWS 4 LP
VL Mon 12:15-13:45 weekly (1) PH13-H06, 114
TU Fri 09:00-12:15 weekly (1) I 110, 449
I. Dziobek
1) takes place from 20.04.2018 till 20.07.2018

32 855 Tutorial: Language and the Brain (english)
2 SWS 2 LP
TU Fri 13:15-14:45 weekly (1) LU56-H01, 419
D. Palleschi
1) takes place from 20.04.2018 till 20.07.2018
The tutorial will complement the lecture "Language and the Brain" by familiarizing students with current research questions regarding language and the brain, as well as the current methods and paradigms used to address these questions. The class will focus on group discussions of articles which investigate the underlying neuronal mechanisms of language, how humans use words to communicate ideas, how language may influence our perception, and current theories of embodied cognition.

32 856 Tutorial: Ethics and Neuroscience (english)
2 SWS 2 LP
TU Fri 15:15-16:45 weekly (1) I 110, 449 R. Sofroni
1) takes place from 20.04.2018 till 20.07.2018

The course will be concerned with issues at the intersection of neuroscience and philosophical ethics, comprising what has come to be known as Neuroethics. The course will be divided into two main sections. In the first half, we will deal with matters concerning what can be called the ethics of neuroscience: we will discuss a number of ethical questions that arise within and as a consequence of advances in neuroscience, like whether it is morally permissible to improve people's physical, cognitive and moral abilities through neuroenhancement. Going beyond questions of applied ethics, we will, secondly, take a closer look at what may be called the neuroscience of ethics, exploring potential implications of neuroscientific findings for a number of issues within moral philosophy. Among other things, we will discuss the relevance of neuroscientific discoveries for debates about free will and moral responsibility, both in general as well as in particular cases such as that of severe addiction. We shall also discuss which, if any, conclusions can be drawn from functional neuroimaging studies about the nature of moral thought. Finally, the course will offer plenty of opportunities to exercise and improve a number of key methodological competences required for serious research in the area of philosophical ethics.

Literatur:
Introductory Literature:

32856ÜWP Tutorial: Ethics and Neuroscience (english)
2 SWS
TU Fri 15:15-16:45 weekly (1) I 110, 449 R. Sofroni
1) takes place from 20.04.2018 till 20.07.2018

The course will be concerned with issues at the intersection of neuroscience and philosophical ethics, comprising what has come to be known as Neuroethics. The course will be divided into two main sections. In the first half, we will deal with matters concerning what can be called the ethics of neuroscience: we will discuss a number of ethical questions that arise within and as a consequence of advances in neuroscience, like whether it is morally permissible to improve people's physical, cognitive and moral abilities through neuroenhancement. Going beyond questions of applied ethics, we will, secondly, take a closer look at what may be called the neuroscience of ethics, exploring potential implications of neuroscientific findings for a number of issues within moral philosophy. Among other things, we will discuss the relevance of neuroscientific discoveries for debates about free will and moral responsibility, both in general as well as in particular cases such as that of severe addiction. We shall also discuss which, if any, conclusions can be drawn from functional neuroimaging studies about the nature of moral thought. Finally, the course will offer plenty of opportunities to exercise and improve a number of key methodological competences required for serious research in the area of philosophical ethics.

Literatur:
Introductory Literature:

32 860 Current Issues in Neuroscience and Philosophy of Consciousness and Free Will (english)
2 SWS 3 LP
SE Mon 14:15-15:45 weekly (1) J. Haynes, M. Pauen
1) takes place from 16.04.2018 till 16.07.2018

32860ÜWP Current Issues in Neuroscience and Philosophy of Consciousness and Free Will (MIND/ BRAIN) (english)
2 SWS
SE Mon 14:15-15:45 weekly (1) J. Haynes, M. Pauen
1) takes place from 16.04.2018 till 16.07.2018

32 862 Psychology of Emotions: From Mind to Brain (english)
2 SWS 3 LP
SE Wed 16:30-18:00 weekly (1) I 110, 449 D. Kobylińska, J. Loaiza Arias
1) takes place from 18.04.2018 till 18.07.2018
The course will consist of two parts: more theoretical (Mind) and empirical (Brain). During the first part the main emotion theories in psychology will be covered (Basic emotion theory, Appraisal theories, and Constructionism) as well as we will go into some theoretical problems regarding emotions as natural kinds. During the second part we will concentrate on research that helped answering some basic questions concerning human emotions. Each topic of the second part will be illustrated with practical demonstrations prepared by the students (with help of a teacher), such as fragments of movies, mini experiments etc. We will also refer to theories while discussing research trying to find out which approach to emotions was chosen by the researchers.

32862ÜWP Psychology of Emotions: From Mind to Brain (MIND/BRAIN) (english)
2 SWS
SE  Wed  16:30-18:00  weekly (1)  I 110, 449  D. Kobylińska, J. Loaiza Arias
1) takes place from 18.04.2018 till 18.07.2018

The course will consist of two parts: more theoretical (Mind) and empirical (Brain). During the first part the main emotion theories in psychology will be covered (Basic emotion theory, Appraisal theories, and Constructionism) as well as we will go into some theoretical problems regarding emotions as natural kinds. During the second part we will concentrate on research that helped answering some basic questions concerning human emotions. Each topic of the second part will be illustrated with practical demonstrations prepared by the students (with help of a teacher), such as fragments of movies, mini experiments etc. We will also refer to theories while discussing research trying to find out which approach to emotions was chosen by the researchers.

32 863 Topics in Philosophy of Psychology: Concepts and Mental Representation (english)
2 SWS
SE  Wed  14:30-16:00  weekly (1)  I 110, 449  D. Coelho Mollo
1) takes place from 18.04.2018 till 18.07.2018

The notions of concept and mental representation lie at the centre of many debates in the philosophy of psychology, and play an important role in several branches of the cognitive sciences. In this seminar, we will investigate the nature and explanatory role of these constructs, encompassing questions about what makes representations have the contents they do; whether concepts are representations or abilities; whether and to what extent representations and concepts are innate or learned; and whether to be realists, instrumentalists, or eliminativists about these notions.

32863ÜWP Topics in Philosophy of Psychology: Concepts and Mental Representation (MIND) (english)
2 SWS
SE  Wed  14:30-16:00  weekly (1)  I 110, 449  D. Coelho Mollo
1) takes place from 18.04.2018 till 18.07.2018

The notions of concept and mental representation lie at the centre of many debates in the philosophy of psychology, and play an important role in several branches of the cognitive sciences. In this seminar, we will investigate the nature and explanatory role of these constructs, encompassing questions about what makes representations have the contents they do; whether concepts are representations or abilities; whether and to what extent representations and concepts are innate or learned; and whether to be realists, instrumentalists, or eliminativists about these notions.

32 867 Interpersonal Perception (english)
2 SWS
SE  Thu  15:30-17:00  weekly (1)  I 110, 449  L. Kaltwasser
1) takes place from 19.04.2018 till 19.07.2018

How do we perceive others? The seminar deals with the processing of social stimuli – covering psychological and neuroscientific research from basic principles of face cognition up to the influence of stereotypes onto social interaction. We want to revise classical and current literature regarding the complex interplay of interpersonal perception, social cognition and social interaction in everyday situations. Topics include the perception of faces, emotions, attributes, personality, intentions and attractiveness, but also associated psychological processes such as empathy and stereotypes on the neurophysiological, cognitive and social level. A main emphasis will lie on interpersonal perception in terms of top-down influences.

32867ÜWP Interpersonal Perception (BRAIN) (english)
2 SWS
SE  Thu  15:30-17:00  weekly (1)  I 110, 449  L. Kaltwasser
1) takes place from 19.04.2018 till 19.07.2018

How do we perceive others? The seminar deals with the processing of social stimuli – covering psychological and neuroscientific research from basic principles of face cognition up to the influence of stereotypes onto social interaction. We want to revise classical and current literature regarding the complex interplay of interpersonal perception, social cognition and social interaction in everyday situations. Topics include the perception of faces, emotions, attributes, personality, intentions and attractiveness, but also associated psychological processes such as empathy and stereotypes on the neurophysiological, cognitive and social level. A main emphasis will lie on interpersonal perception in terms of top-down influences.

32 874 The Neurobiological Bases of Consciousness: An Evolutionary Perspective. (english)
2 SWS
SE  Thu  17:30-19:00  weekly (1)  I 110, 449  A. Tramacere
1) takes place from 19.04.2018 till 19.07.2018
The pragmatic turn in cognitive science and, quite speculatively, the embodied cognitive revolution in philosophy of mind gave new input to the study of consciousness and its neurobiological bases. In contrast with the functionalist tradition, it is now stated that the characteristics and properties of the body play a constitutive role in the conscious states of an organism. Conscious states are instantiated by bodily and brain processes of interoception, proprioception and exteroception, and understood as multilevel or multidimensional constructs. Minimal states of consciousness are described as depending on interoceptive and proprioceptive contingencies, without the organism being aware of having an experience that counts as a self-experience. In contrast, objectified self-related mental states (self-models) entail the possibility to conceive the self as an agent separated from the others and from the world, and able to cope, through a subjective sense of reality, with a past and a future.

Different attempts are now made to connect these different levels or dimensions of consciousness with local or global neurobiological mechanisms, producing more questions than answers: at which point of brain development and evolution can we attribute these different conscious states? Identifying the emergence of a self-model with the possession of an organized neocortex would exclude non-mammals from the status of conscious subjects? And how can we explain apparent complex conscious states in animals with a relatively simple central nervous system, such as octopus or insects?

**32874ÜWP  The Neurobiological Bases of Consciousness: An Evolutionary Perspective. (BRAIN) (english)**

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<th>2 SWS</th>
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**32 876  Explaining Human Behaviour: Nature, Nurture, and Gender (english)**

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Also Philosophy students must register for this course. For students of the department of philosophy: Die Bepunktung richtet sich nach den jeweiligen eigenen Studienordnungen. Die Studierenden können diese im KVV nachsehen.

Literatur:
Key texts:


Organisatorisches:

What explains human behaviour, and the apparent differences in behaviour between different populations of humans? Is it our genetic inheritance (‘nature’), or the environment in which we are raised (‘nurture’)? A historically popular idea in cognitive science research is that males and females have undergone selection pressure to fulfill different social roles. Men are hardwired to be hunters, and to protect the tribe; women to be mothers, and to care for the tribe. In recent years, this idea – and the cognitive science supporting it – has been challenged. We will read and discuss both recent cognitive science research and philosophical writing on gender and human nature, in order to better understand the biological and social foundations of human social identity. Readings will consist of a selection of works from evolutionary psychology – in particular studies of sexual behavior and sexual difference in non-human great apes – and recent work in the Philosophy of Biology, and the Philosophy of Gender (including Cordelia Fine’s Testosterone Rex, 2017 winner of the Royal Society science book of the year).

**32876ÜWP  Explaining Human Behaviour: Nature, Nurture, and Gender (MIND) (english)**

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<th>SE</th>
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Also Philosophy students must register for this course. For students of the department of philosophy: Die Bepunktung richtet sich nach den jeweiligen eigenen Studienordnungen. Die Studierenden können diese im KVV nachsehen.

Literatur:
Key texts:

neuroimaging that will allow students to design, perform and analyse their own studies. The course provides an introduction to a number of key non-invasive research methods in structural and functional neuroimaging.

We will discuss (i) the seminal experiments of Elizabeth Loftus on false memories and more recent work on eyewitness testimony (ii) the mechanism of reconsolidation and ways of altering memories by interfering with reconsolidation; (iii) recent studies that created false memories in rodents using optogenetic manipulation; (iv) studies investigating how to suppress unwanted memories; and (v) possible ways to enhance memory by pharmacologic interventions, cognitive training and deep-brain stimulation.

The course provides an introduction to a number of key non-invasive research methods in structural and functional neuroimaging. Participating students will learn about the basics of functional MRI, EEG, and TMS including technological and physiological foundations, experimental design and basic and advanced statistical methods. The goal is to provide an understanding of functional neuroimaging that will allow students to design, perform and analyse their own studies.

The course includes readings from a variety of sources including Gary Marcus's op-ed "Face It, Your Brain Is a Computer" in The New York Times. We will discuss different ways our memory might be manipulated and will consider ethical and legal consequences of such manipulations.

What explains human behaviour, and the apparent differences in behaviour between different populations of humans? Is it our genetic inheritance (‘nature’), or the environment in which we are raised (‘nurture’)? A historically popular idea in cognitive science research is that males and females have undergone selection pressure to fulfill different social roles. Men are hardwired to be hunters, and to protect the tribe; women to be mothers, and to care for the tribe. In recent years, this idea – and the cognitive science supporting it – has been challenged. We will read and discuss both recent cognitive science research and philosophical writing on gender and human nature, in order to better understand the biological and social foundations of human social identity. Readings will consist of a selection of works from evolutionary psychology – in particular studies of sexual behaviour and sexual difference in non-human great apes – and recent work in the Philosophy of Biology, and the Philosophy of Gender (including Cordelia Fine's Testosterone Rex, 2017 winner of the Royal Society science book of the year).

Organisatorisches:
(1) takes place from 18.04.2018 till 18.07.2018

Please contact mb-soccog@hu-berlin.de for information regarding the weekly changing venue.

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In this course, students will learn how to analyze data with statistical procedures, to report and visualize those analyses, and to interpret similar reports in the published literature. An introductory section of the course will provide some basic theoretical background on the two key concepts of probability and evidence, and how they can be quantified. After that, we will cover the most common statistical procedures typically encountered in an introductory statistics course, including t-tests, chi-square, correlation, regression, and analysis of variance. For each procedure, there will be a practical session in which students run the analyses themselves using the statistics software R, followed by a short homework assignment in which they report the results. No previous knowledge of statistics or of R is assumed. By the end of the course, students should have the necessary skills to analyze data from their own research projects.

### 32883ÜWP Applied Statistics (BRAIN) (english)

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### 32 884 Python (english)

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Python is a free, flexible and relatively easy-to-use programming language. It has become a very popular tool in many fields of research, including cognitive science. Along with the Psychopy add-on, Python can be used to create psychophysical experiments. In this course, students will learn the basics of how to use Python and Psychopy. The first half of the course concerns Python itself, and covers writing basic commands, manipulating numbers and text, and reading and writing data files. The second half of the course concerns creating experiments with Psychopy. Classes will be based around practical demonstrations and tasks. No previous knowledge of Python or other programming languages is assumed; the course is aimed at complete beginners. By the end of the course, students should have the necessary skills to program and run a simple visual experiment with Python, and to save, manipulate and display the resulting data.

### 32 886 Cognitive Ontology (english)

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<td>D. Coelho Mollo</td>
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What is the relationship between the constructs of psychology and neuroscience? Do they capture how cognition works or should they be revised? Can we map them onto each other, and if so, how? This seminar will investigate these and related questions in light of recent philosophical and neuroscientific work on cognitive ontology. Topics will include multiple realisability of cognitive capacities, degeneracy and pluripotentiality of brain regions, methodology of fMRI studies, and the debate about the autonomy (or lack thereof) of psychology from neuroscience.

### 32886ÜWP Cognitive Ontology (MIND) (english)

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### 32 887 Metarepresentation and Metacognition (english)

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Metarepresentation – the ability to think about representations – and metacognition – the ability to monitor cognitive processes – have been hypothesised to play a number of key roles in human life. For example, metacognition has been supposed to play an important role in action guidance and control (Proust); and metarepresentation is thought necessary for both mental time-travel, including episodic memory and future planning (Corballis, Suddendorf), and social cognition (Sperber). In this seminar, we will set out to clarify the nature of metacognition and metarepresentation – by considering whether they are elements of a single ability, or a number of related abilities. We will also consider and evaluate competing claims about the extent to which metarepresentation and metacognition are implicated in different aspects of human life, and possible sources of their development in ontogeny and phylogeny.

Literatur:

Key texts:
Metarepresentation – the ability to think about representations – and metacognition – the ability to monitor cognitive processes – have been hypothesised to play a number of key roles in human life. For example, metacognition has been supposed to play an important role in action guidance and control (Proust); and metarepresentation is thought necessary for both mental time-travel, including episodic memory and future planning (Corballis, Suddendorf), and social cognition (Sperber). In this seminar, we will set out to clarify the nature of metacognition and metarepresentation – by considering whether they are elements of a single ability, or a number of related abilities. We will also consider and evaluate competing claims about the extent to which metarepresentation and metacognition are implicated in different aspects of human life, and possible sources of their development in ontogeny and phylogeny.

Literatur:
Key texts:
Proust, J. (2013). The Philosophy of Metacognition: Mental Agency and Self-Awareness. OUP.

Please note that there will be two alternating groups (group I & group II).
This module seeks to provide an introduction to conservation biogeography and the role of science in the effective safeguarding of the Earth’s remaining flora and fauna. Student get acquainted with the scientific basis of nature conservation, including motivations for the conservation of nature, history of biodiversity conservation, threats to biodiversity (e.g., habitat loss and fragmentation, invasive species, pollution and climate change), approaches for protecting nature and conservation planning. Course participants will learn critically read, reflect on, and summarize primary literature, as well as train presentation skills. Students will learn computer-based tools to answer questions related to analyzing threats to species and communities and to guide conservation planning.

Prerequisites: Modules M3 (Statistics) and M6 (GIS)

The course will consist of a lecture and a seminar. The lecture will cover the following topics

- What makes species go extinct?
- Motivations for conserving biodiversity
- Systematic conservation planning
- Protected areas and conservation in human dominated landscapes
- Population dynamics and conservation genetics
- Threats to biodiversity (habitat loss & fragmentation, overharvesting, pollution, invasive species, trophic cascades, climate change, and synergistic effects)
- Conservation policy and implementation of conservation measures

The seminar will serve to deepening of lecture topics via reading current literature, critical thinking, and debating 'hot topics' in conservation. Practical exercises will include:

- Setting conservation goals
- Deciding where and what to protect
- Reserve design
- Population viability analyses
- Corridor mapping and assessment
- Quantifying habitat loss and fragmentation effects

THE CLASS WILL BE TAUGHT IN ENGLISH IF FOREIGN STUDENTS ARE ATTENDING.

Literatur:
To be distributed in class.

Prüfung:
Projektbericht (ca. 10 Seiten)

3312032EX MEX Bavarian Forest National Park, 12.-15.7.2018 (english)

0.5 SWS 1 LP
EX
Block+SaSo (1)

A. Ghoddousi,
T. Kümmerle

1) takes place from 12.07.2018 till 15.07.2018

Description
The Nationalpark Bayerischer Wald (Bavarian Forest National Park) is Germany’s first national park (founded in 1970) and one of its largest. It borders to Czech Bohemian Forest, also partly a protected area, forming one of the largest contiguous area of forest in Central Europe. The Bavarian Forest National Park exemplifies many interesting aspects and challenges of nature conservation in Germany, including tensions between conservation and land use, an increasing focus on protecting wilderness and for allowing ecosystem dynamics (e. g., forest disturbance), the return of large mammals, particularly lynx and wolf, and the challenges that cross-border protected areas face. The excursion will discuss and showcase these issues, mainly in the field and during hikes, and allow for interactions with both researchers working in the national park as well as park officials. A focus will also be on large mammals and ongoing restoration and reintroduction work (e. g., lynx, wildcat, European bison). Students will receive literature before the excursion and are expected to be prepared. To receive credit, students will have to write a report.

Time schedule
1. Day 1 Trip to the Bavarian Forest National Park
2. Day 2 Excursion and hike to the park, meeting with researchers of the NP office. Focus on large mammal management and reintroductions, and protecting wilderness.
3. Day 3 Hike in the surrounding of the park, meeting with NP officials. Focus on interactions between the park and the surrounding local communities.
4. Day 4 Trip back to Berlin

- Dates: 12 - 15 July 2018 (starting and ending at the Geography Department)
- Transportation: Buses of the Geography Department
- Approximate costs: 150 €, including accommodation, transport, food (without drinks) and fees
- Report: Participants are expected to write a short excursion report (Protokoll) in order to get credits (Exkursionstage)
- Credits: 1 (SP)
- Requirements: This excursion is open to everyone but particularly useful for students participating in the Module Conservation Biogeography and/or those that have completed the Module Introduction to Biogeography.
- Tutors: Prof. Tobias Kueemmerle, Dr. Arash Ghoddousi

Organisatorisches:
This excursion will be held in English.

Contact arash.ghoddousi@hu-berlin.de for registration.
This module will be taught in the English language. This will allow exchange students who do not speak German to participate and German students to practice their skills in the language of science in a protected setting of learning.

Topics will be taught in blocks of 4 hours each week, one topic per week. Each 4 hour block will be flexibly subdivided into three elements: Student presentations, a lecture by the professor adding additional perspective and depth, and defined group work on each topic.

The module will reflect on the up-to-date state of discussions in "sustainability science", i.e. on the issue of sustainability from a scientific perspective. This concerns equally issues of global-scale sustainability and of regional or national sustainability and its politics. Concepts of social ecology in their various forms will be explored. The focus is on reading selected texts, reflecting about scientific complexity, developing systemic thinking in social ecology, and arriving at your own individual positions and reflections on these topics.

The following texts and topics will form the core of the course:

- * selected chapters from special reports of the German Advisory Council on the Environment
- * selected papers from the recent literature reflecting on the concepts of sustainability, the Anthropocene and the future World-Earth system
- * selected epochal readings from the foundations of sustainability science and its percursor discourses
- * social ecology will be particularly developed for the example of urban ecology and urban social-ecological systems; the social dimensions of land use, green space use, recreation, its qualitative aspects and quantification are explored and discussed in depth against the background of current scientific and political discourses on environmental justice and public health
- * guest contributions will bring to the table perspectives on the social ecology from an urban perspective

The module exam (MAP) will be a written reflection on the topics of the course and discussed at the beginning of the semester.

Prüfung:
The written form of the exam (MAP) will be discussed in the first weeks of the seminar.

3312038 Advanced Remote Sensing Topics using R (english)

This module targets BSc students aiming for deeper knowledge of remote sensing and an entry into applied R programming. Students are expected to have successfully completed BSc modules 3 (statistics) and 6 (GIS) as well as module 7 "Introduction to remote sensing" or equivalent.

The monitoring and mapping of vegetation and land cover is one of the key activities in Earth observation (EO). Advanced EO products are pivotal for many geographic and environmental studies. In this module students learn concepts and techniques for analyzing and mapping vegetated land cover and its characteristics at various spatial scales and with different sensor systems.

Data analysis is fully done in R and students learn to create customized R-scripts along a series of processing tasks throughout the semester.

The advanced remote sensing topics module is designed for advanced BSc students who want to deepen and extend their remote sensing skills with regard to theory and application (e.g. to pursue a BSc thesis related to remote sensing or as preparation for MSc studies) as well as to gain problem-driven knowledge in R programming. Participants must have successfully completed Module 6 "Introduction to Geoinformation Science" and Module 7 "Introduction to Remote Sensing" or present equal experience.

The module is fully taught in English language and includes reading of English original articles. Student presentations and written reports may be held in English or German. International students with relevant experience are welcome.

The module is organized in two parallel sections: in the first part students gain deeper knowledge on the theory of (vegetation) remote sensing, learn about in-situ techniques, common imaging sensors and advanced analysis methodology from original literature; theory is deepened and exemplified along small exercises. The second part introduces students to script programming in the R language and teaches students how to develop analysing frameworks for digital image analysis.

Four selected topics will be explored in detail by students. Each topic involves reading of original literature, new methodologies and data sets, as well as implementation of these methodologies in R. The topics will include:

1) **Analysing vegetation characteristics with field and laboratory measurements**
2) **Investigating impervious urban land cover with quantitative mapping approaches**
3) **Mapping land cover from multi-seasonal data**
4) **Mapping biomass from multispectral and lidar data**

Each of the topics is covered in three seminar sessions and three related weekly assignments including i) literature work, ii) programming, iii) documentation.

Final module exam (MAP)
The MAP consists of a report covering the four advanced topics of the course. For each topic students will provide a summarizing report showing data analysis and related program code. One of these four chapters will be elaborated further by students in a self-chosen direction, including additional/independent data analysis and programming.

Registering for the course
Students are asked to register online for the course and come to the first seminar session in week 1 of the summer term. Students who do not come to the first session must contact the lecturers prior to the session!

Literatur:
Relevant literature will be announced during the seminar. The seminar includes readings of at least four original articles which are distributed online through Moodle. Each student will summarize these articles and present one of them.

The study project is integrated in the Erasmus+ EAGERLearn Programm and cooperates with the University of Nairobi (UoN), Karatina University (KARU) and University of Dar es Salaam (UDSM) as well as the Institute of Asian and African Studies and Albrecht Daniel Thaer-Institute for of Agricultural and Horticultural Sciences (HU). The study project will take place together with Tanzanian and Kenyan staff and students (e.g. African Literature and Swahili Studies, Geography, Transportation and Engineering) in inter- and transdisciplinary research teams. The field research area is located in Berlin and Brandenburg and the seminar will be held in English. Hence, German students will need to translate for Kenyan/ Tanzanian students during field research.

Content

Interdisciplinary research in international teams on (socio)economic transformations and its impacts on food systems and the environment. The research area will be Berlin/ Brandenburg. Both qualitative and quantitative research approaches can be applied and will be discussed. Optionally, methods of applied geoinformation can be used to collect, analyze and visualize data. Suggestions for project studies include:

- Horticultural/ agricultural food supply systems in BB
  - Where is the supply of BB retail with FFV coming from? (imports vs regional supply)
  - In the context of the Sustainable Development Goals of the UN (SDGs): How could/ should a sustainable and sovereign and regional food system for BB look like?
  - Case study: organic box subscriptions - regional alternative or only a feel good fake?
  - stakeholders: Nutrition Council Berlin, Inkota, Böll Foundation; Terra / Brodowien / Schorfheide,?
- How are markets emerging and socially constructed?
- Political/ institutional level: interviewing decision makers, retailers, associations,
- Food vs. Energy Debate: conflicts and social impacts in BB
  - political. Framework (EU / Federal / county /
  - Agriculture and horticulture (conventional / organic) vs. renewable energies: bio gas / ethanol / solar / wind
  - impact on land and food prices
  - impact on local communities, smallholdings etc.
- Environmental impact (biodiversity?)
- Regional marketing in BB
  - Certificates
  - Food ethics, awareness, perception
- The role of story-telling in the commodification of products
- Tourism?

Further Ideas:
- Loss of trad. knowledge in agrarian systems (Konold 2004?)
- archives/ museums?
- comparison approaches for follow-up projects?
- human-wildlife conflicts: wolves, wild boars; comparison of compensation schemes, cultural perceptions
- how does oral literature impact on land use management, food preservation, ecological education?
- Participatory approach for GIS?: to find out hotspots for human-wildlife conflicts for a map --> are there already organizations doing that? Is there a chance for cooperation?

In addition, individual topics can also be developed. The development of a Master Thesis based on the study project is possible.
3312107 De-colonizing urban geography (english)  
4 SWS 10 LP  
MAS  Mon 10-13 weekly (1) RUD16, 1.201 J. Ren  
1) takes place from 23.04.2018  

Seats are allocated with preference to students in the Master "Urban Geographien" and other MA students in Geography. Should additional seats be available, preference will be given based on participation in the Week 1 seminar. The course grade is predominantly centered on a written essay of ca. 25,000 characters, to be completed by 30 September 2018. Additional requirements of the course include a presentation, reading notes, and seminar participation. Failure to comply may result in the inadmissibility of the essay grade. Required readings must be completed before the seminar, including for Week 1.  

Literatur:  
Background reading for the course:  

Week 1 Required reading:  

Organisatorisches:  
Taking Edward Said's writing about geography as a discipline of the empire as a starting point, this seminar will take an in-depth look at canons of urban thought through a critical, post-colonial lens. From the "global city" to a "planet of slums," the ubiquity of the "creative city" and the imperatives of the "smart city," this course will interrogate dominant urban tropes, their origins and consequences for a variegated world of cities. In addition to theoretical readings, this seminar will consider empirical cases with a focus on cities of the majority world.  

3312120 Ecosystem Dynamics and Global Change (english)  
4 SWS 10 LP  
MAS  Fri 09-13 weekly (1) RUD16, 1.231  
Fri 09-13 weekly (2) RUD16, 1.201 D. Haase, T. Kümmerle, S. Scheuer  
1) takes place from 20.04.2018  
2) takes place from 20.04.2018  

Students attained profound knowledge base of theory and concepts related to ecosystem ecology, and a deep understanding of complex human-environment systems. Students know and have practiced methods and tools to analyze and model the feedbacks between biotic and abiotic components of such systems, and to explore the spatiotemporal dynamics, stability, and resilience of human-environment systems with a focus on ecological processes. Moreover, students attained a methodological basis to quantify and assess ecosystem services, to analyze trade-offs and synergies between in human-environment systems across scales. Course participants have deepened their skills in critically evaluating, summarizing, and discussing primary research literature. The seminar will build the theoretical foundation for the course, via lectures, group discussions, literature reviews, and targeted debates. Topics that will be covered include:  
- Foundations of ecosystem ecology: abiotic and biotic components of ecosystems, ecosystem functioning, energy, water, and nutrient cycling, trophic dynamics  
- Spatial and temporal dynamics in ecosystems across scales  
- Non-linearity, thresholds and tipping points, resilience in human-environment systems  
- Ecosystem services (concepts, quantification, evaluation)  
- Trade-offs and synergies  
- Ecosystem management (conservation planning, landscape design, restoration ecology, prioritization and optimization)  

The computer-based seminar will focus on providing training in and application of analytical, computer-based tools. Exercises will include:  
- Analyze and model spatiotemporal dynamics in ecosystems and coupled human-natural systems  
- System modelling  
- Quantifying, mapping, and assessing ecosystem services  
- Optimization and prioritization to analyze synergies and trade-offs between multiple goals  
- Scenarios and model uncertainty  

3312120Ü Ecosystem Dynamics and Global Change (english)  
4 SWS 10 LP  
MOD  Fri 09-13 weekly (1) RUD16, 1.201 D. Haase, T. Kümmerle, S. Scheuer  
1) takes place from 20.04.2018  

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- Ecosystem services (concepts, quantification, evaluation)
- Trade-offs and synergies
- Ecosystem management (conservation planning, landscape design, restoration ecology, prioritization and optimization)

The computer-based seminar will focus on providing training in and application of analytical, computer-based tools. Exercises will include:

- Analyze and model spatiotemporal dynamics in ecosystems and coupled human-natural systems
- System modelling
- Quantifying, mapping, and assessing ecosystem services
- Optimization and prioritization to analyze synergies and trade-offs between multiple goals
- Scenarios and model uncertainty

### 3312121 Field Observation in Climatology and Environmental Hydrology (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Units</th>
<th>Lectures</th>
<th>Credits</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOD</td>
<td>4 SWS</td>
<td>Thu 09-13</td>
<td>ev. 4 weeks</td>
<td>RUD16, 1.227</td>
<td>C. Schneider, D. Tetzlaff, M. Langer</td>
</tr>
</tbody>
</table>

1) takes place from 31.05.2018 till 12.07.2018

There will be a preliminary meeting for all participants of Module 5.1, Thursday, April, 26th, 2018 at 9 am in room 1’227 for detailed information on field courses, lectures, and other course requirements.

The seminar will build the theoretical foundation for the course, via lectures, group discussions, literature reviews, and targeted debates. Topics that will be covered include:

- Scenarios and model uncertainty
- Optimization and priorization to analyze synergies and trade-offs between multiple goals
- Ecosystem services (concepts, quantification, evaluation)
- Non-linearity, thresholds and tipping points, resilience in human-environment systems
- Spatial and temporal dynamics in ecosystems across scales
- Central are the energy and mass exchange between atmosphere and ground, the theory of eddy-covariance measurement systems, glaciological field methods, hydrological field methods (velocity measurements and discharge estimations), measurement of soilwater, groundwater, surface waters, and environmental tracer measurements.
- Measurement of soilwater, groundwater, surface waters, and environmental tracer measurements.
- The lectures are blocked into 6 slots of 4 hours on Thursday 9-13, starting 31st May and ending 12th July, 2018. The specific dates will be 31st May, 7th June, and 14th June (Hydrology), and 28th June, 5th July, and 12th July (Climatology). For the field course there are two choices and one can voluntarily chose both if one wish:
  1) Italian Alps at Marteller Hütte in South Tyrol, Italy (Alto Adige, Italia), 25th August to 1st September 2018, 5 full days in the field. Field work is on proglacial and periglacial grounds and on the glacier "Fürkelenferner". Alpine experience is not required. However, necessary are trekking or mountaineering boots and clothing suitable for high alpine environment. The costs of the field course per student are approximately 300 EUR. We can accommodate maximum 16 students in this course.
  2) Brandenburg, Spree catchment: 3rd – 7th September. This field practical will take place at 5 day excursions (though there are options to organise accommodation for the 4 nights locally to avoid daily driving). The field site is about 1 hr car drive south-east of Berlin, in the Demnitzer Mill Creek catchment. The catchment is representative for Brandenburg’s landscape in terms of its heterogeneous landuse of agriculture, wetland and forest areas. Recently, beavers are having a major effect on the structure and consequent functioning of the system. The area is ideal to conduct a range of hydrological and climatological practical field investigations on the land-atmosphere-water interface.
- A half-day seminar on Friday, 16th November 2018 concludes the module. On that event the participants report each other on their respective results with max. 15 minutes oral presentations. Please be aware that students in the M.Sc. Global Change Geography must take either Module 5.1 or 5.2. However, you can take both modules by replacing one of the free electives (Module 7.0/8.0) by either 5.1 or 5.2. Module 5.2 is organized through the group of Patrick Hostert in remote sensing.

Prüfung:
Exercises & homework (partly reading assignments) parallel to the lecture; field report to selected field data in the form of a scientific paper after the field course; the field report is due on November 1st, 2018; the final module examination in the form of an oral examination of approximately 20 minutes concludes the module is scheduled for November 29th, 2018.

### 3312121Ü Field Observation in Climatology and Environmental Hydrology (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Units</th>
<th>Lectures</th>
<th>Credits</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOD</td>
<td>4 SWS</td>
<td>Thu 09-13</td>
<td>weekly</td>
<td>RUD16, 1.227</td>
<td>C. Schneider, D. Tetzlaff, M. Langer</td>
</tr>
</tbody>
</table>

1) takes place from 31.05.2018 till 12.07.2018

There will be a preliminary meeting for all participants of Module 5.1, Thursday, April, 26th, 2018 at 9 am in room 1’227 for detailed information on field courses, lectures, and other course requirements.

The lecture comprises topics of climatological and micro-meteorological ("The climate near the ground", Christoph Schneider) and hydrological ("Eco-Hydrology", Doerthe Tetzlaff) field methods to understand land-atmosphere-water processes and interactions.

Central are the energy and mass exchange between atmosphere and ground, the theory of eddy-covariance measurement systems, glaciological field methods, hydrological field methods (velocity measurements and discharge estimations), measurement of soilwater, groundwater, surface waters, and environmental tracer measurements.

The lectures are blocked into 6 slots of 4 hours on Thursday 9-13, starting 31st May and ending 12th July, 2018. The specific dates will be 31st May, 7th June, and 14th June (Hydrology), and 28th June, 5th July, and 12th July (Climatology).

For the field course there are two choices and one can voluntarily chose both if one wish:

1) takes place from 31.05.2018 till 12.07.2018

There will be a preliminary meeting for all participants of Module 5.1, Thursday, April, 26th, 2018 at 9 am in room 1’227 for detailed information on field courses, lectures, and other course requirements.
In this module, you will acquire advanced knowledge on remote sensing methods. In the seminar, you will become familiar with theory, concepts and methods from environmental monitoring and the analysis of terrestrial ecosystems. A specific focus lies on land cover and land use. You will accordingly conceptualize methodological frameworks that match the investigated process regimes (and that will be implemented in the computer seminar of the module).

The overall workload is 120 hours, with 25 hours face-time including 20-minute student presentations.

In the computer seminar, you will perform PC-based analyses with digital image processing systems. The advanced research questions targeted here are jointly developed in the accompanying seminar. You will get exposed to ongoing research and will through that embed remote sensing approaches in applied scientific analyses. Case studies can focus on two main research areas in geography:
- agricultural landscapes, and
- forests.

The different regional foci will align with the research projects conducted in the Geomatics Lab and could include, for example, Central and Eastern Europe, Latin America or Central Asia. The computer seminar has an overall workload of 120 hours, with 25 hours face-time. Off-seminar workload averages ca. 4 hours per week for the computer seminar.

This module will finish with oral exams that focus on technical/methodological and application related aspects within the broader framing of global change and remote sensing.

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- forests.

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This module will finish with oral exams that focus on technical/methodological and application related aspects within the broader framing of global change and remote sensing.
The aim of this module is to receive theoretical and practical knowledge on concepts and methods of spatial modeling of the human-environment system, focussing on the use of multiple disparate datasets from administrative sources, remote sensing, and social media, we will explore and apply geostatistical methods, exploratory spatial data analysis, and agent-based and fuzzy logic modeling. Different tools will be introduced and applied, such as R, Weka, Netlogo. Basis knowledge in GIS and a statistical software are required. The final project work is a paper on the project work.

Prüfung:
MAP Hausarbeit

### 3312123 Ü  Spatial modelling of the human-environment systems (english)

<table>
<thead>
<tr>
<th>4 SWS</th>
<th>10 LP</th>
<th>Mon</th>
<th>09-13</th>
<th>weekly (1)</th>
<th>RUD16, 1.230</th>
<th>O. Grübner, B. Walker</th>
</tr>
</thead>
</table>

1) takes place from 23.04.2018

The aim of this module is to receive theoretical and practical knowledge on concepts and methods of spatial modeling of the human-environment system. focussing on the use of multiple disparate datasets from administrative sources, remote sensing, and social media, we will explore and apply geostatistical methods, exploratory spatial data analysis, and agent-based and fuzzy logic modeling. Different tools will be introduced and applied, such as R, Weka, Netlogo. Basis knowledge in GIS and a statistical software are required. The final project work is a paper on the project work.

Prüfung:
MAP Hausarbeit

### 3312124  Scientific Writing (english)

<table>
<thead>
<tr>
<th>2 SWS</th>
<th>3 LP</th>
<th>Fri</th>
<th>10-16</th>
<th>weekly (1)</th>
<th>RUD16, 0.101</th>
<th>O. Grübner</th>
</tr>
</thead>
</table>

1) takes place from 01.06.2018 till 29.06.2018

**Learning goals**

After the seminar, participants will be able to:

- Assess and review the quality of scientific research papers
- Discuss the structure of original research papers
- Summarize the process of paper writing
- Design paper drafts
- Write paper drafts

After successful completion of this course, you will get 3 LP.

This course is connected to the geomatics colloquium (2 LP).

The whole module is completed after successful participation in both course and colloquium (total of 5 points).

Please contact me in case you have any questions:
Dr. Oliver Gruebner
Department of Geography
Humboldt-Universität zu Berlin
Rudower Chaussee 16
12489 Berlin
Room: 3’112
Tel: 2093 6847
Fax: 2093 6853
oliver.gruebner@geo.hu-berlin.de

Prüfung:
You will have to attend the seminar and write 3 scientific paper drafts for the successful completion of this course.

### 3312125  Geoprocessing with Python (english)

<table>
<thead>
<tr>
<th>4 SWS</th>
<th>10 LP</th>
<th>Tue</th>
<th>09-13</th>
<th>weekly (1)</th>
<th>RUD16, 1.231</th>
<th>M. Baumann</th>
</tr>
</thead>
</table>

1) takes place from 17.04.2018 till 19.07.2018

The main objective of this seminar is to teach the students with the ability to solve common problems in big data processing using Open Source programing languages (python) and Geodata Libraries (OGR, GDAL). The seminar will start by providing an introduction into basic scripting techniques (execute scripts, building loops, using lists), and will later use these techniques to solve complex, yet in modern geodata science common, processing tasks.

Students will have to submit (nearly) weekly labs, and the MAP will be constituted of a complex programing problem. Students of all MSc-levels are welcome, yet the class is, because of the workload, recommended for people close to, or already in, their Msc-Thesis. The class will be taught in the PC-pools using departmental infrastructure, but students are welcome to bring their own equipment (e.g., laptop).

**Literatur:**

Prüfung:
The MAP will consist of a complex programing problem, for which the students will have to submit a report and a code example.
### 3312125Ü Geoprocessing with Python (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Weekly</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAS</td>
<td>4 SWS</td>
<td>10 LP</td>
<td>09-13 weekly</td>
<td>(1)</td>
<td>RUD16, 1.231 M. Baumann</td>
</tr>
</tbody>
</table>

Prüfung: in the first session. For the Q-Team you can get 6 credits.

Q-team will preferably be held in English. It will consist of 2 SWS, with biweekly fixed meetings; the agenda will be communicated.

Organisatorisches: Participation and motivation, because we understand our role as mentors or co-researchers rather than the authoritative teacher.

The aim is to get an insight into academic research, by not only observing, but taking part in the process. We thus expect active participation and motivation, because we understand our role as mentors or co-researchers rather than the authoritative teacher.

The main objective of this seminar is to teach the students with the ability to solve common problems in big data processing using Open Source programming languages (python) and Geodata Libraries (OGR, GDAL). The seminar will start by providing an introduction into basic scripting techniques (execute scripts, building loops, using lists), and will later use these techniques to solve complex, yet in modern geodata science common, processing tasks.

Students will have to submit (nearly) weekly labs, and the MAP will be constituted of a complex programing problem. Students of all MSc-levels are welcome, yet the class is, because of the workload, recommended for people close to, or already in, their MSc-Thesis. The class will be taught in the PC-pools using departmental infrastructure, but students are welcome to bring their own equipment (e.g., laptop).


### 3312174 Abschlusskolloquium Geomatik (Colloquium Geomatics) (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Weekly</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>2 SWS</td>
<td>1 LP / 2 LP</td>
<td>13-15 weekly</td>
<td></td>
<td>RUD16, 2.108 P. Hostert</td>
</tr>
</tbody>
</table>


Für Bachelor- und Master-Studierende ist die Vorstellung der Abschlußarbeit im Kolloquium Pflicht. Entsprechend wird eine regelmäßige und aktive Teilnahme an den Diskussionen vorausgesetzt und ist Grundlage für die Vergabe entsprechender Credits.

Um den Kurs nutzen zu können, müssen Sie sich zuerst bei Iversity registrieren.

Organisatorisches:
- Um den Moodle-Kurs nutzen zu können, müssen Sie sich zuerst bei Iversity registrieren.

### 3312177 Abschlusskolloquium Biogeographie (Colloquium Biogeography) (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Weekly</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>2 SWS</td>
<td>1 LP / 2 LP</td>
<td>13-15 weekly</td>
<td></td>
<td>RUD16, 2.104 T. Kümerle</td>
</tr>
</tbody>
</table>

The Biogeography Colloquium provides a space for presenting initial concepts as well as progress made in Bachelor and Master’s theses carried out within the Conservation Biogeography group. All thesis students will present their work at least twice, once in the initial conceptualization phase (short presentation – 10min) and once at a stage when first results are available (~25min) in order to get constructive feedback and critical discuss methodological and thematic aspects of their respective projects with a wide range of peers (fellow students, PhD students, postdocs and faculty members). The colloquium also serves as a forum for improving presentation and communication skills.

All students writing a thesis with the Conservation Biogeography group are expected to participate actively in the colloquium. As the working language of the group is English, the presentations and discussion in the colloquium will be in English as well.

Organisatorisches:
- Eine regelmäßige Teilnahme am Kolloquium wird erwartet.

### 3312190 Global aspects of socio-hydrologic modelling (english)

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Weekly</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>QTE</td>
<td>2 SWS</td>
<td>5 LP / 5-6 LP</td>
<td>09-13 weekly</td>
<td>(1)</td>
<td>RUD16, 0.101 F. Stenzel</td>
</tr>
</tbody>
</table>

1) takes place from 17.04.2018

Are you interested to work in an interdisciplinary group of students, co-designing and conducting your own research project in the new field of socio-hydrology?

In this Q-team you can co-design your own focus study (possibly as group work and together with the mentor), perform the required data analysis and/or literature review, and finally present the main results to a scientific audience. Topics and analysis tools for individual projects will be identified during the course depending on the students’ individual backgrounds and skills.

But what is socio-hydrology? The researcher Sivapalan (Socio-Hydrology: A new science of people and water, 2012) described it as follows: “The focus of socio-hydrology is observing, understanding and predicting future trajectories of co-evolution of coupled human-water systems. [...] It treats people as an endogenous part of the water cycle, interacting with the system in multiple ways, including through water consumption for food, energy and drinking water supply, through pollution of freshwater resources, and through policies, markets, and technology.”

We hope that in this very diverse and interesting field every student can bring in their individual interests and strengths, obtained in their respective study fields. We hope for a fruitful interdisciplinary group, which could consist of:

- Social scientists, geographers, hydrologists, computer scientists, ecologists ...

The aim is to get an insight into academic research, by not only observing, but taking part in the process. We thus expect active participation and motivation, because we understand our role as mentors or co-researchers rather than the authoritative teacher.

Organisatorisches:
- Q-team will preferably be held in English. It will consist of 2 SWS, with biweekly fixed meetings; the agenda will be communicated in the first session. For the Q-Team you can get 6 credits.

Prüfung: Presentation of study concept and main findings
3314410  **Number Theory (english)**  
4 SWS  
10 LP  
VL  
Mon 09-11 weekly  
Wed 11-13 weekly  
RUD25, 1.013  
B. Klingler  

33144101  **Number Theory (english)**  
2 SWS  
10 LP  
UE  
Mon 15-17 weekly  
RUD25, 3.006  
B. Klingler  

3314430  **Stochastic Processes II: continuous time - Stochastic Analysis (M24) (english)**  
4 SWS  
10 LP  
VL  
Mon 09-11 weekly  
Thu 11-13 weekly  
RUD26, 0311  
D. Becherer  

33144301  **Stochastic Processes II: continuous time - Stochastic Analysis (M24) (english)**  
2 SWS  
UE  
Mon 11-13 weekly  
RUD26, 0311  
D. Becherer  

33144301ÜW  **Stochastic Processes II: continuous time - Stochastic Analysis (M24) (english)**  
2 SWS  
UE  
Mon 11-13 weekly  
RUD26, 0311  
D. Becherer  

3314490  **Ausgewählte Themen der Stochastik (M27): Verzweigungsprozesse (english)**  
2 SWS  
5 LP  
VL  
Fri 09-11 weekly  
RUD25, 4.007  
W. Xu  

33144901  **Ausgewählte Themen der Stochastik (M27): Verzweigungsprozesse (english)**  
1 SWS  
UE  
Fri 11-13 fortnightly  
RUD25, 4.007  
W. Xu  

33144901ÜW  **Ausgewählte Themen der Stochastik (M27): Verzweigungsprozesse (english)**  
1 SWS  
UE  
Fri 11-13 fortnightly  
RUD25, 4.007  
W. Xu  

3314490ÜW  **Ausgewählte Themen der Stochastik (M27): Verzweigungsprozesse (english)**  
2 SWS  
5 LP  
VL  
Fri 09-11 weekly  
RUD25, 4.007  
W. Xu  

3314494  **Algebraic K-Theory (english)**  
2 SWS  
5 LP  
SE  
Wed 15-17 weekly (1)  
RUD25, 3.011  
B. Klingler  
1) In English!  

51 001  **Introduction to Chinese Philosophy (english)**  
2 SWS  
VL  
Wed 14-16 weekly (1)  
UL 6, 2014A  
M. Beaney  
1) takes place from 18.04.2018 till 18.07.2018
This course is intended as an introduction to ancient Chinese philosophy, offering an overview of its main schools and exploring some of its main themes. One of our aims will be to demonstrate the relevance of an understanding of ancient Chinese philosophy to contemporary Western philosophy. The lectures will be given in English, but questions can be asked in German.

Literatur:

51 016  Virtue Ethics (english)
2 SWS
PS Thu 12-18 Block (1) HN 6, 3.03 J. Bjeide
1) takes place from 05.07.2018 till 12.07.2018
2) takes place from 06.07.2018 till 13.07.2018

What sort of person am I? What sort of person ought I strive to be? In this seminar, we will explore the notions of character and virtue from both ancient and contemporary perspectives. We’ll focus first on what distinguishes virtue ethics from deontological and consequentialist ethical theories, and then going on to consider particular issues and controversies in contemporary virtue ethics, including the action-guiding force of virtue theoretic concepts, the legitimacy of ethical naturalism, and the empirical viability of the notion of character. The seminar will be in English. Please note that participants must register by emailing joseph.bjeide@hu-berlin.de no later than June 29th, 2018, in order to have time to prepare adequately for our first meeting.

51 022  Explaining Human Behaviour: Nature, Nurture, and Gender (english)
2 SWS
PS Tue 10-12 weekly (1) R. Moore
1) takes place from 17.04.2018 till 17.07.2018

What explains human behaviour, and the apparent differences in behaviour between different populations of humans? Is it our genetic inheritance (‘nature’), or the environment in which we are raised (‘nurture’)?

A historically popular idea in cognitive science research is that males and females have undergone selection pressure to fulfill different social roles. Men are hardwired to be hunters, and to protect the tribe; women to be mothers, and to care for the tribe. In recent years, this idea – and the cognitive science supporting it – has been challenged. We will read and discuss both recent cognitive science research and philosophical writing on gender and human nature, in order to better understand the biological and social foundations of human social identity. Readings will consist of a selection of works from evolutionary psychology – in particular studies of sexual behaviour and sexual difference in non-human great apes – and recent work in the Philosophy of Biology, and the Philosophy of Gender (including Cordelia Fine’s Testosterone Rex, 2017 winner of the Royal Society science book of the year).

Literatur:

51 038  Argumentation und Sprache (STO 2007)/Philosophische Schreibwerkstatt (STO 2007)/Schreiben und Argumentieren (STO 2014) (english)
2 SWS
UE Wed 14:30-16:00 weekly (1) I 110, 449 D. Coelho Mollo
1) takes place from 18.04.2018 till 18.07.2018

The notions of concept and mental representation lie at the centre of many debates in the philosophy of psychology, and play an important role in several branches of the cognitive sciences. In this seminar, we will investigate the nature and explanatory role of these constructs, encompassing questions about what makes representations have the contents they do; whether concepts are representations or abilities; whether and to what extent representations and concepts are innate or learned; and whether to be realists, instrumentalists, or eliminativists about these notions.

51 045  Language and Reasoning in Greek Mathematics (english)
2 SWS
HS Thu 10-12 weekly (1) UL 6, 2014B J. Beere
1) takes place from 19.04.2018 till 19.07.2018

This course focuses on the deductive machinery of a Greek mathematical proposition. How do the deductions work? One important question is: do the deduction introduce a particular object, prove something about it, and generalize to other objects? Special emphasis will be put on the role of geometrical constructions, which we shall investigate in a new perspective. We shall also clarify the function of denotative letters and of diagrams, with particular attention paid to the phenomenon of “overspecification” of the latter. We shall extensively discuss the crucial part of a Greek mathematical proposition called “setting-out”. The study of the deductive structures at work in the proof—such as relations and atomic inferential patterns—will allow us to see parallels between mathematical practice and ancient grammatical and logical doctrines (both Stoic and Peripatetic).
This course is the sequel to a course taught in the fall, but participation in the previous course is not required. We will not presuppose knowledge of Greek, nor of Greek mathematics. Participants are required to have completed a course in logic. Some previous exposure to ancient philosophy and/or some general knowledge of mathematics will be useful. Language of instruction: English. (Hausarbeiten may be written in German.)

51 047  Aristotle on Wisdom (english)
2 SWS  HS  weekly (1)  Mon 14-16  HN 6, 3.03  J. Bjeide
1) takes place from 16.04.2018 till 16.07.2018

Aristotle distinguishes, as Socrates and Plato did not, between theoretical and practical wisdom. In this seminar we'll read carefully through book VI of the Nicomachean Ethics, with the goal of better understanding why Aristotle distinguishes these two sorts of wisdom, and how he conceives of them. Special attention will be given to the following questions. How does Aristotle's understanding of theoretical wisdom differ from Socrates and Plato's - and, for that matter, from ours? How would Aristotle criticize the classification in Plato's Statesman of the political art as theoretical rather than practical? How is practical wisdom on Aristotle's account related to contemporary moral particularism? What exactly separates the person with practical wisdom from a clever villain? Supplementary readings will be drawn from other books of the Nicomachean Ethics, from the Metaphysics, and from the Eudemian Ethics. No knowledge of ancient Greek will be presupposed. The seminar will be primarily in English, but participants who feel more comfortable contributing in German are very welcome.

51 053  Metarepresentation and Metacognition (english)
2 SWS  HS  weekly  Wed 12-14  I 110, 241  R. Moore

Metarepresentation – the ability to think about representations – and metacognition – the ability to monitor cognitive processes – have been hypothesised to play a number of key roles in human life. For example, metacognition has been supposed to play an important role in action guidance and control (Proust); and metarepresentation is thought necessary for both mental time-travel, including episodic memory and future planning (Corballis, Suddendorf), and social cognition (Sperber). In this seminar, we will set out to clarify the nature of metacognition and metarepresentation – by considering whether they are elements of a single ability, or a number of related abilities. We will also consider and evaluate competing claims about the extent to which metarepresentation and metacognition are implicated in different aspects of human life, and possible sources of their development in ontogeny and phylogeny.

Literatur:
- Proust, J. (2013). The Philosophy of Metacognition: Mental Agency and Self-Awareness. OUP.

51 058  Practical Normativity: Reasons (english)
2 SWS  HS  -  T. Schmidt

Diese teilnahmebeschränkte und bereits separat angekündigte Blockveranstaltung findet im Rahmen der HU-Princeton-Profilpartnerschaft im August 2018 an der Universität Princeton statt.

51 063  Philosophisches Kolloquium/ Philosophical Colloquium (english)
3 SWS  CO  weekly (1)  Thu 16-19  UL 6, 2014B  M. Beaney
1) takes place from 19.04.2018 till 19.07.2018

This colloquium is open to all advanced students, both MA and PhD students, who have an interest in analytic (theoretical) philosophy and its history, as well as in the relationship between Western (analytic) and Chinese philosophy. We will discuss work in progress from both regular participants and visiting speakers. Participation is by invitation only; if you are interested, then please contact Mike Beaney: michael.beaney@hu-berlin.de.

51 064  Philosophisches Kolloquium/Philosophical Colloquium (english)
3 SWS  CO  J. Beere

This colloquium will have an unusual format. It will not be a series of talks but rather a taught course, focusing on questions about Books 5 through 7 of the Republic. The language of instruction is English. Participation only with the PREVIOUS consent of the instructor. Not suitable as a first course on Plato's Republic.

51 067  Ancient Philosophy (english)
3 SWS  CO  weekly (1)  Wed 14-17  HN23-H11, 3.03  S. Menn
1) takes place from 18.04.2018 till 18.07.2018
Topics in ancient (Greek) and medieval (Arabic and Latin) philosophy and science. Intended for students specializing in ancient or medieval philosophy or science; presentations by students and visitors. This will be the regular colloquium of the Graduate School in Ancient Philosophy/Research Training Group "Philosophy, Science and the Sciences" in Summer 2018. We may devote blocks of time to areas in which several participants share an interest. Language will normally be English. Students other than GSAP/RTG students who wish to participate should contact Stephen Menn, stephen.menn@ancient-philosophy.de, ahead of time.

51 087  
Is there a ready-made gender? Ontological and Epistemological Perspectives (english)
2 SWS
PT  Thu  14-16    weekly  N. Küspert, L. Witte

The project tutorial explores whether gender exists mind-independently. We contrast realist positions that affirm this question with relativist positions that deny it. The participants investigate the research question with regards to ontological as well as epistemological aspects and work out especially the political advantages and disadvantages of the different positions. The tutorial will be held in english.

51 088  
Reflecting on Resistance (english)
2 SWS
PT  Wed  16-18    weekly (1)  I 110, 241
1) takes place from 18.04.2018 till 18.07.2018

C. Blauth


51 091  
Introduction to Chinese Philosophy (english)
2 SWS
TU  Thu  12-14    weekly (1)  I 110, 239
1) takes place from 19.04.2018 till 19.07.2018

M. Stihl

51 315  
The Double City - Architectural Competition, Cultural Policy and Urban Politics in Divided Berlin (english)
2 SWS
SE/PS  Tue  12-14    weekly (1)  FRS191, 5009
1) takes place from 17.04.2018

M. Grass

Surveillance is one of the most sensitive and controversial topics of our age. At the latest since the 2013 NSA ”leaks”, the email surveillance practices of intelligence authorities have caused indignation and led to warnings about an imminent "technological totalitarianism". In contrast to these presentist debates, the seminar roots surveillance in the birth of the modern state in the 18th century. Therefore, it does not conceptualize state data collection on citizens exclusively in the framework of control and repression, but rather as a basic administrative and state field of action that was shaped and extended by technological revolutions, socio-technical change and, at least in post-1945 Western societies, resistance and quests for transparency. In the seminar we will first explore academic conceptualizations of surveillance in view of the modern and the postmodern age. Secondly, we will analyze surveillance as well as its particular political, societal and technological contexts through the use of case studies. These will cover totalitarian regimes and liberal democracies, approaching both police and intelligence activities as well as data collection and processing linked to wider state activities, i.e. growth of the welfare state. A special focus will be laid on the effects of digitalization on surveillance from the 1960s onwards.

Literatur:

51 333  
State Surveillance in the 20th Century (english)
2 SWS
MAS  Fri  16-18    weekly (1)  FRS191, 5008
1) takes place from 20.04.2018

R. Bergien

51 334  
Kinship (english)
2 SWS
MAS  Wed  10-12    weekly (1)  DOR 24, 1.402
1) takes place from 18.04.2018

M. Lutz
Families matter in the modern global economy. The history of economic globalization is much more than a mere story of technological innovation, the expansion of markets and the spread of capitalist practices. As sociologist Mark Granovetter argued in a seminal paper in 1985, economic action is "embedded" in social structures. Social historians have shown in recent studies how familial networks in particular have shaped the economic globalization through kinship networks across national boundaries. The seminar draws on this ongoing debate and looks at kinship ties in transnational entrepreneurial families between 1800 and 1914. We will first look at theoretical foundations in social history, business history and sociology. Second, students will develop case studies on specific families and their transnational connections based on empirical analyses. Third, the case analyses will contribute to the current debate on the structural origins of global capitalism and its driving actors.

Literatur:

51 336 State Creation since 1776: Empires, nations and the changing international order (english)
2 SWS MAS Thu 14-16 weekly (1) FRS191, 5008 F. Zamola
1) takes place from 19.04.2018

How do new states emerge? How do states disintegrate? Are there any patterns that we can discern in the successive waves of state creation in the last two centuries? What is the relationship between international norms and local societal conflicts? These questions will be at the core of this multi-disciplinary seminar aimed at bringing a global perspective to the analysis of the ever changing configuration of the international order of territorial states. The course will offer students a theoretically grounded case study selection that will illustrate the complexity of the process of state creation and the way the local and the global interact. After a theoretical reflection during the first few weeks, the seminar will follow a chronological structure that will seek to incorporate the narratives of different regional "peripheries". Its aim is to challenge the established Eurocentric models of state creation explanation in which the nation-state is seen an integral part in attaining a successful modernity.

51 338 Global Military Revolution (english)
2 SWS MAS Fri 10-12 weekly (1) FRS191, 4026 B. Noordam
1) takes place from 20.04.2018

51 359 Deviations in Modern Capitalism: On the Embeddedness of Economic Practice in the 19th and 20th Centuries (english)
2 SWS UE Tue 10-12 weekly (1) DOR 24, 1.405 M. Lutz
1) takes place from 17.04.2018

In is commonplace to consider Western Europe and North America as the birthplace of Modern Capitalism – and either praise or demonize the fundamental changes in the economy since the Early Modern Period.

Notwithstanding their diversity, most concepts of capitalism agree that a central feature of Modern Capitalism is the emergence of an economic logic that is at least relatively autonomous from its social, political and cultural context. Instead of being structured by the demands of political institutions or cultural and social needs, it is the economy that transforms social relations and continues to expand the allocation of labour, land etc. through markets.

However, a historical perspective reveals many deviations from this common perception of what Modern Capitalism is; be it the co-operative movement, economic practices in communes, or simply the ongoing importance of family and kinship in the modern economic world. Thus, scholars such as sociologist Mark Granovetter consider the social and cultural "embeddedness" of economic practices as essential to understand how the modern economy actually works, shifting the focus of historical research on the economy to its social context.

In this course, we will take a closer look at these alternative forms of economic practices and investigate the relevance of concepts such as the "embeddedness" of the economy in its social and cultural context. The course will have to parts: We will first look at the scholarly literature on modernity and capitalism in general. The second part will focus on specific cases of “deviations” from mainstream perceptions of Modern Capitalism, such as the Kibbuz, communes, or religious communities.

Literatur:

51 360 Theories of International Relations and International History (english)
2 SWS UE Wed 14-16 weekly (1) HV 5, 0319-22 F. Zamola
1) takes place from 18.04.2018

What is the relationship between theories of International Relations and International History? Are there any patterns that we can identify between competing paradigms for understanding international politics and contrasting interpretations of historical events in the international arena? In order to answer these questions, this inter-disciplinary seminar will offer students a critical introduction
to the main theories of International Relations. The first part of the syllabus will concentrate on introductory and theoretical works while the second part of the course will focus on a selection of case studies, which will illustrate the relationship between theoretical assumptions and the formulation of competing historical interpretations. Beyond the theoretical and methodological reflection, the seminar is also intended as a forum in which students are encouraged to discuss their own projects. Active participation and extensive reading is expected as well as a previous knowledge in Modern International History.

51 364  State Formation and Empire: State and Society in the Nineteenth-Century Ottoman Empire (english)
2 SWS  UE  Wed  10-12  weekly (1)  UL 6, 2014A  I. Yilmaz
1) takes place from 18.04.2018

This seminar introduces students to the range of theoretical and historical studies on theories of empire. During the last two decades a new discussion on state formation and empire has emerged. This literature has created an understanding of empire as the politics of multi-culturalism, rule of law, and administrative decentralization and privatization. This new scholarship, also tried to analyze not only western colonialism but also classical empires like Russia, Austria-Hungary and Ottoman Empire; however the discussions on the late Ottoman Empire were very limited. In this seminar, based on the theoretical readings and classroom discussions we will try to develop a critical perspective on Ottoman governing practices of the comparative political geographies with a particular attention to concepts of empire and imperial politics in the late 19. Century Ottoman Empire.

51 370  1968 as a Global Event (english)
2 SWS  UE  Wed  08:30-10:00  weekly (1)  FRS191, 4026  F. Günther
1) takes place from 18.04.2018

What is 1968 – a youth rebellion, a civil uprising, a cultural revolution, a communication event, a global lieu de mémoire, or the climax of social long-term transformations? What happened during that year in different cities, regions, and countries? How were political events and movements interconnected? Did something like a shared identity exist around the globe? In this course (taught in English), we try to find answers to these questions and study a variety of sources like photos, posters, pamphlets, or cartoons. We will discuss events in different parts of the world and ask about their interconnections and long-term causes. In light of the 50th anniversary, we will also include current debates and controversies about 1968 among witnesses and historians. Students are expected to prepare short presentations in class and read from a collection of primary and secondary texts for each session.

Literatur:

51 373  Jews as Intermediaries in the Ottoman Empire during the Early Modern Period (english)
2 SWS  UE  Mon  16-18  weekly (1)  HV 5, 0319-22  I. Filter
1) takes place from 23.04.2018

The course will examine the intermediary and translation activities of Ottoman Jews during the early modern period. In the course of this period some Ottoman Jewish families managed to rise to prominence by acting as cultural, social, and financial brokers between the Ottoman Empire and Europe. Chronologically, the course will span from the beginning of the eighteenth until the early nineteenth century. We will reconstruct the details of cultural translations conducted by Ottoman Jews for European embassies in Istanbul, for Ottoman ambassadors to Europe, and among the various Jewish communities. The course will investigate the significance of cultural translators and intermediaries for the exchange of information and knowledge. Moreover, central is also the examination of the Ottoman Jews in comparison to other cultural brokers such as Ottoman Greeks or Levantines in the Ottoman-European context. Finally, inspired by translational and cultural studies as well as post-colonial approaches, the course will attempt to link questions of transculturality, hybridity, and entanglement to the practices of Ottoman intermediaries. In light of current debates on globalization processes, we will try to explore the flows and frictions entailed in early modern transcultural practices of mainly Ottoman Jews but also of other intermediaries.

Literatur:
Recent disclosures about studies on the toxicity of fumes funded by car companies have brought debates to Germany which have already been treated by historians of science in the Anglophone world: historians have studied the deliberate making and use of knowledge deemed "scientific" in order to influence public discourse and political decision making. This course will set off from the monograph "Merchants of doubt," which analyzes the role of science and industry in the U.S. from the Cold War to the present, across topics such as health (smoking and cancer), the environment (acid rain, ozone hole) and climate change. What role have "facts," or to be more precise, scientific knowledge, as well as its counterpart, doubt, played in how societies have dealt with these issues? What role did different experts, institutions, or consumers play? Based on this story, we will explore a number of pertinent questions about the role of the sciences (as well as the humanities) in the present: what might a history of scientific facts look like? What was and is the function of the sciences for democracy? Moreover, are the sciences themselves democratic, or should they be? Participants should be able to read and discuss texts both in English and in German; please bring a personal copy of the "Merchants of doubt."

Literatur:
In the face of hyper-production and consumption, what happens with all the stuff? How does some get kept for the future and what happens with the rest? Are we at risk of ‘stuffocation’ - being submerged in too many things, too much information and too many decisions to make? The last decade has seen a major rise in many countries of specialised products and services to help people cope with excess and overload. This includes vast storage facilities for things that won’t fit into people’s homes, smart domestic storage ‘solutions’ to help pack more and more in, and professional organisers and ‘declutters’ to help people to ‘let go’ of excess stuff. Hoarding has become defined as an official psychological illness in the US; and in many West European countries even museums have begun looking into whether they can get dispose of things from their increasingly growing collections. Focusing on material profusion – the overload of things – in this seminar we will take an anthropological perspective, considering especially whether what we are witnessing is a particular kind of relationship of personhood, things and time. To do so, we will look for theoretical elucidation from various areas, ranging from those concerning the nature of contemporary capitalism to sustainability, and from purity and danger to spirit possession. In the first part of the semester we will read and discuss texts. In the second half, seminar participants will present cases of their choice.

The seminar will be in English.

Literature:
Lewe, C., T.Othold and N.Oxen (eds) 2016: Müll. Intretdisziplinäre Perspektiven auf das Ubrig-gebleibene. (Bielefeld: transcript)

Organisatorisches:
Termine und Räume werden noch bekannt gegeben.

51 726  The only game in town? Anthropology and the housing and real estate markets in Berlin (english)
2 SWS 6 LP Wed 10-12 weekly I. Farias, T. S. Criado

Today, maybe more than ever in the last decades, housing and the real estate markets are becoming a growing concern in many European cities, particularly in Berlin. Gentrification, displacement, speculation, eviction, money-laundering, residential alienation and many other such processes shape the current urban condition. But how to inquire into such transformations from an urban anthropological perspective?

In this study project, we propose four entry points to these issues: firstly, the cultural logics of real estate agents and the question of how value and values are calculated by such actors; secondly, the social life of policy instruments and the question of how legal reasoning is done in practice; thirdly, the practice of dwelling within commodities and the multiple forms of value articulated in the practice of making a home; and finally, the politization of housing issues and activism as a form of making the city inhabitable.

In weekly double sessions, we will engage in a collective research process of these issues leading to an individual identification of research questions and problems. In parallel to that we will read literature on urban assemblages, anthropology of markets, dwelling theory and also current design anthropology. The latter should inspire us to re-design our ways of conveying anthropological knowledge and potentially intervening in ongoing controversies by prototyping a board game based on empirical insights from all research projects.

By the end of the first semester, each student is expected to submit a detailed project proposal based on preliminary ethnographic research and a research documentation portfolio. By the end of the second semester, each student is expected to submit an approx. 8000 words research report and the whole group will submit and present the collectively designed game (including a physical prototype plus documentation).

Organisatorisches:
Die Lehrveranstaltung findet im Raum 107a, Mohrenstraße 41 statt.

51 728  Energy Humanities (english)
2 SWS 6 LP Tue 10-12 weekly G. Bakke

Much of the discussion that swirls around global warming, its causes and its consequences, cycles around eventually to the question of why people don’t “feel” facts. How is it that so much solid scientific research fails to convince so many that energy – how we make it, how we use it – has radically shaped every aspect of our contemporary world? Or as Boyer and Szeman have written “Economic growth, as well as expansion of the access to goods and services we have come to associate with the experience of modernity, is a direct consequence of the massive expansion of energy use by human communities, especially (though not only) in the global North; the capacities and freedoms that are connected to the modern, to the opening up of leisure time to expectations of almost unfettered mobility, are similarly a consequence of a world awash in the kilocalories generated primarily by fossil fuels.” (Boyer & Szeman, 2017).

In this course, we will read from the fantastic wealth of contemporary work on energy in the humanities and qualitative social sciences. Some works treat the question of how energy allows for certain literatures, imaginaries, or cultural systems to arise; others look to explicitly literary, imaginative and culture work on energy systems and sources; and yet others consider the problems of anthropogenic climate change playfully—sidestepping science as the only way to communicate things scientific. Readings will include: new essays, works of fiction (including selections from the burgeoning world of climate fiction), TV and film productions, classic works, and full monographs. Reading will be limited to 40 pages per meeting. Hard scientists and engineers are welcome.

51 822  Digital Information Infrastructures (english)
2 SWS 2 LP Mon 10-12 weekly DOR 26, 123 M. Seadle

1) takes place from 23.04.2018 till 16.07.2018
The lecture will give an overview of the development of digital information resources with special emphasis on issues involving infrastructure, capabilities, content, and audience. A substantial portion of the lecture will focus on library-based digital collections ("digital libraries") and on commercial competitors. Students taking this course should be able to describe the development of present-day digital information resources in technical, social and historical terms.

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51 823 Digital Information Infrastructures (english)  
2 SWS  4 LP  
HS  Tue  10-12  weekly (1)  DOR 26, 123  C. Strauß
1) takes place from 17.04.2018 till 17.07.2018

The seminar will focus on assessing digital libraries from various angles, starting from commercial internet resources via aggregator projects like Europeana, to repositories like HUs edoc-Server: Is there more to a digital library than a "patchwork paradise" of diverse digital content? What are "must haves" for a quality digital collection? How do digital library projects create coherence, visibility and context – both in technical terms and in terms of interoperability, metadata, organizational and legal structures, and user interfaces? What are the challenges for physical libraries "going digital"? How can users contribute their "patches", and how do digital libraries affect digital practices?

51 829 Communication and Knowledge Management (engl.) (english)  
2 SWS  2 LP  
VL  Mon  12-14  weekly (1)  DOR 26, 123  C. Stein
1) takes place from 23.04.2018 till 24.07.2018

The lecture thematizes the Semantic Web and introduces related concepts, technologies and applications as well as the necessary semiotic structures. In particular, the operation and integration of current web technologies to semantic web applications is shown. The lecture gives the students an understanding for the functioning of the semantic web, its applications and their use is praxis.

51 830 Communication and Knowledge Management (engl.) (english)  
2 SWS  4 LP  
HS  Mon  14-16  weekly (1)  M. Seadle
1) takes place from 23.04.2018 till 24.07.2018

This seminar course covers internet technologies, programming and markup languages, data modeling, and knowledge management systems. The user side of communication will play a role, as well as discussions of expert systems and machine intelligence. Students will have to take part in one or more panel discussions on specific topics, and must complete three exercises during the semester to be admitted to the written exam. While the teaching will take place primarily in English, the panel discussions, exercises and exams may be in either English or German.

5220072 Betreutes Selbststudium (english)  
2 SWS  8 LP  
SpeSe  -  weekly (1)  A. Alexiadou
1) Bitte VOR erfolgter Anmeldung in AGNES Kontakt mit der/dem gewählten Hochschullehrer/in aufnehmen.

5220077 Visual context effects in languages processing (english)  
2 SWS  4 LP  
SE  Mon  14-16  weekly  DOR 24, 3.138  P. Knoeferle

Language processing is a task that we all manage rapidly and seemingly effortlessly. And yet, there are points in the comprehension process at which we may experience some difficulty. Which kinds of information can help us in understanding language (words, sentences, and discourse) as rapidly as we do (and what does ‘understand’ mean)? Would you treat all sorts of information in the visual context the same and is more information better? Would your reaction to context be the same as a child’s? Based on a review of the literature on visual context effects in language comprehension this seminar will explore these and related questions. The default language of instruction is English.

Literature:  

5250001 Introduction to British Cultural Studies and History: Key Concepts and Theories (english)  
2 SWS  3 LP  
SE  Tue  14-16  weekly  UL 6, 1072  E. Haschemi Yekani

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 (especially film analysis), concepts of history and of cultural memory, issues of Gender Studies and of Postcolonial Studies will be examined and discussed using selected examples from literature and popular culture. A reader with material will be provided at the beginning of the class.
5250002  **Introduction to British Cultural Studies and Cultural History: key Concepts and Theories (english)**

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.

5250003  **Survey of English Literatures (english)**


5250004  **Shakespeare Now (english)**

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

In this course, we are going to read two of Shakespeare's plays: *A Midsummer Night's Dream* and a second play – depending on what Berlin's theatres will have to offer. We will read the plays very carefully with an eye to their dramatic language, the constellations of their characters, and the dynamics of their conflicts, and also with regard to Elizabethan theatrical practices.

We will also perform selected scenes ourselves as team-works in class. In a second step, we will watch contemporary cinematic adaptations and (filmed) theatrical performances of these plays. Furthermore, we will go to one of Berlin's theatres and see a performance on stage. So by the end of our course, we will have made Shakespeare our contemporary. Please get your own copies of *A Midsummer Night's Dream* by the beginning of term. The second play will be decided on in one of our first sessions. For Shakespeare's plays, I do recommend the Arden or the Oxford Shakespeare edition.

5250005  **Early Modern Poetry (english)**

"So long as men can breathe, or eyes can see,/ So long lives this, and this gives life to thee." This final couplet from Shakespeare's sonnet no. 18 refers to the poem's immortality and to the poem's potential to immortalise its subject – the beloved. Starting with sonnets by William Shakespeare and his contemporaries, this class will cover a wide range of 17th century – immortal – poetry: in terms of poets, genres and topics. In addition to reading Shakespearean sonnets we will study examples of Metaphysical poetry by John Donne and Andrew Marvell – amongst others. We will focus on some of the verse of the so-called Cavalier poets as for example the Earl of Rochester's, and also read poems by women writers such as Katherine Philips and Aphra Behn. In terms of poetic genres, there will be sonnets, satires, epigrams and elegies: there will be love poems – "innocent" and highly erotic, poems on friendship and on death. We will read these texts with a close eye to their characteristics as verse, focussing on the uses of poetic devices and stylistic specialities. Furthermore, we will place the poetic texts in their specific historical contexts – and read them as part of debates about writing poetry, about religious views, gender relations, the discovery of the New Americas, and the New Sciences.

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

5250006  **Thomas Hardy's Wessex Literature (english)**


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The class offers a critical interpretation of poetry written before, during, and after World War I as well as contemporary theories of poetry. On the one hand, we will explore what constitutes its "modernist" innovations and, on the other, trace relations to the Romantic and Victorian heritage. The seminar will focus on the poetry of 3 canonical modernist poets: W.B. Yeats, T.S. Eliot, and Ezra Pound. In order to investigate the variety of the poetry of that period we will also study a selection of texts by D.H. Lawrence, Siegfried Sassoon, Wilfred Owen, and others.

With his villanelle "Do not go gentle into that good night"—regularly drawn in undergraduate introduction courses to English literary studies as a rare English adaptation of the French verse form— the Welsh poet secured himself a place in the history of English verse. Even the poem's appearance as the opening feature of the science fiction movie Interstellar (2014), gives proof to the lasting legacy of this one literary piece in popular culture. Recordings of Thomas reading the poem in his low, yet penetrant broadcaster's voice are currently accessible on streaming platforms such as Youtube, adding a whole new meaning to the expression "poetic presence". Regarded by contemporary poet and critic T. S. Eliot as the budding hope of literary modernity, Thomas' oeuvre—in the form of poems, short stories, radio broadcasts, film scripts, and even news reports for the South Wales Daily Post—is representative of the shifting artistic scene of the inter-war years. The course aims to do justice to Thomas' prolific literary and mediatic legacy in the context of English literary history and criticism. A selection of his writings will be discussed, supplemented by contemporary documents for the purpose of historical contextualization. Students are advised to obtain the Weidenfeld & Nicolson paperback edition of Dylan Thomas Omnibus [1995], ISBN 978-1-7802-278-3. The remaining material will be provided by the course instructor.


This research/writing course helps to prepare and support you in writing your BA-thesis. We will cover topics such as: How to plan and organise your BA-thesis-project; how to find an appropriate thesis topic and a central research question; how to come up with a first outline and structure of your thesis. Furthermore, we will talk about bibliographical conventions, the use of academic language, about methodology, theoretical grounding and contextualisation of your topics.


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The sonnet has remained one of the most productive poetic forms since the early modern period - in spite or perhaps because of the manifold modifications of its original ideational and formal structure. The seminar explores the origin of this poetic form in the context of early modern culture and traces the history of sonneteering since then. In Part II we will study critical evaluations of sonnet writing and practice essay writing.

5250014 The Age of Modernism (Part I) (english)

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This course will be dedicated to the 1910s and 1920s, which produced a new movement in the various arts (literature, painting, music, dance) that was international in scope and that is still influential today. This period saw a number of fundamental changes in the political, social and cultural fields. It covers World War I and its aftermath; it was a time when traditional values were questioned, when gender relations were being renegotiated and concepts of femininity and masculinity redefined, when new findings in psychology fostered a marked interest in the workings of the individual consciousness, and when the nature of reality itself was under severe scrutiny. And it was a time marked by considerable literary innovations. Virginia Woolf, one of the prime representatives of Modernism, claimed that a new vision of life required new forms of literary expression. We will explore these issues by analysing a variety of sources, e.g. essays, the novels mentioned below, short fiction by Katherine Mansfield, James Joyce, D.H. Lawrence and others, as well as poetry by T.S. Eliot.

In Part II of the module, which can only be attended in tandem with Part I, we will enlarge on some of the aspects and material from Part I and, in addition, participants will have the opportunity to develop research questions and practise the skills necessary for the writing of their term papers.

Please buy and read the following texts:
Dorothy Richardson, Pointed Roofs (available on Project Gutenberg)
Rebecca West, The Return of the Soldier
Virginia Woolf, To the Lighthouse
Katherine Mansfield, Selected Stories (Oxford World's Classics)

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

5250015 The Age of Modernism (Part II) (english)

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<th>Course Code</th>
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<tr>
<td>SE 2 SWS</td>
<td>The Age of Modernism (Part II) (english)</td>
<td>4 LP</td>
<td>Mon</td>
<td>16-18</td>
<td>weekly</td>
<td>DOR 24, 1.501</td>
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This course will be dedicated to the 1910s and 1920s, which produced a new movement in the various arts (literature, painting, music, dance) that was international in scope and that is still influential today. This period saw a number of fundamental changes in the political, social and cultural fields. It covers World War I and its aftermath; it was a time when traditional values were questioned, when gender relations were being renegotiated and concepts of femininity and masculinity redefined, when new findings in psychology fostered a marked interest in the workings of the individual consciousness, and when the nature of reality itself was under severe scrutiny. And it was a time marked by considerable literary innovations. Virginia Woolf, one of the prime representatives of Modernism, claimed that a new vision of life required new forms of literary expression. We will explore these issues by analysing a variety of sources, e.g. essays, the novels mentioned below, short fiction by Katherine Mansfield, James Joyce, D.H. Lawrence and others, as well as poetry by T.S. Eliot.

In Part II of the module, which can only be attended in tandem with Part I, we will enlarge on some of the aspects and material from Part I and, in addition, participants will have the opportunity to develop research questions and practise the skills necessary for the writing of their term papers.

Please buy and read the following texts:
Dorothy Richardson, Pointed Roofs (available on Project Gutenberg)
Rebecca West, The Return of the Soldier
Virginia Woolf, To the Lighthouse
Katherine Mansfield, Selected Stories (Oxford World's Classics)

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

5250016 Margaret Atwood: Novels, Essays, Adaptation (Part I) (english)

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<td>SE 2 SWS</td>
<td>Margaret Atwood: Novels, Essays, Adaptation (Part I) (english)</td>
<td>4 LP</td>
<td>Tue</td>
<td>10-12</td>
<td>weekly</td>
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The last year saw a fresh interest in Canadian writer Margaret Atwood, with TV productions of The Handmaid's Tale and Alias Grace being lauded by critics and audiences alike. Atwood's novels - marked by a mixture of high literary quality, social commentary and speculation – seem to hit a nerve. The fact that The Handmaid's Tale once more topped the bestseller lists in 2016 underlines the relevance of her work but it also raises the question how and why this 1985 novel appeals to a new generation of readers. This context provides a good opportunity to revisit Atwood's work and its impact on today's discourses on gender relations, social structure and the directions humanity could pursue into the future.

In this seminar, we'll focus on speculative elements, feminist themes and the role of the narrator in Atwood's work, with an eye to how her novels' form contributes to their meaning. We'll discuss the claustrophobic first person narrative in The Handmaid's Tale, the unreliable patchwork narrative of Alias Grace and the mythopoeic style of the Penelopiad. Samples from TV adaptations as well as a selection of essays by and about Atwood complete the seminar's material and will provide students with a broad spectrum of perspectives and a basis for in-class discussion.

Please acquire and prepare the following novels:
Margaret Atwood, The Handmaid's Tale (1985)
Margaret Atwood, Alias Grace (1996)
Margaret Atwood, The Penelopiad (2005)
This seminar builds on the theoretical context and literary analyses provided in "Margaret Atwood: Novels, Essays, Adaptations (Part I)". Students will expand their discussion of Atwood's work by considering essays and further context material on topics related to her novels (e.g. the history and development of dystopian fiction in Anglophone literature, feminist literary theory, the role of gender in classical mythology and modern adaptations etc.). In addition to its focus on theory and cultural context, the seminar will also offer exercises and room for discussion with regards to academic writing and working with secondary texts.

A reader with essays and excerpts for discussion will be available at the beginning of the semester.

You will present your own drafts of possible topics, outlines, and introductions in class. Credit for the course requires your regular attendance and participation in class discussions, the completion of written assignments, and an oral presentation of your own ideas for a thesis-project.

This seminar aims to provide a cursory overview and to pursue a close reading of a number of contemporary British novelists. Next to canonical author Julian Barnes (The Sense of an Ending), we shall study Xiaolu Guo's I Am China and James Kelman's Dirt Road (please obtain your own copies!). Moreover, we shall investigate new writers in short prose format as in GRANTA's Best of Young British Novelists of 2013.

Apart from the three novels mentioned above, all material will be available on the Moodle platform.

This seminar is dedicated to last year's winner of the Nobel Prize in Literature, the fascinating Japanese British writer Kazuo Ishiguro. We shall study a selection of his work in depth and in chronological order.

A Pale View of Hills (1982; his first novel)

The Remains of the Day (1989; winner of the Booker Prize)

Never Let Me Go (2005; a dystopian novel)

The Buried Giant (his most recent novel, set some 1,500 years ago).

Further texts are negotiable and to be announced.

In this module, we shall study a broad range of cultural phenomena, in particular literary and poetological writings pertaining to the "Scottish Enlightenment". The latter is an umbrella term designating the "conjunction of minds, ideas, and publications in Scotland" (Britannica) in the 18th century, with Edinburgh at its centre. Perhaps the most prominent legacy of the Scottish Enlightenment is its philosophy – David Hume and Adam Smith as proponents of a theory of moral sense stand out, but there are also the lesser known Lord Kames, James Beattie, Thomas Reid, who were also highly influential well beyond the boundaries of Scotland. Apart from notable architects, scientists, historians, theologians, and critics, poets and novelists like James Thomson, James McPherson (the inventor of "Ossian"), Henry Mackenzie and Tobias Smollett also left their mark.

If the Scottish Enlightenment thus appears to have been a small, regional phenomenon, a formidable "hotbed of genius" (Voltaire) on the margins of Europe that invented modern sociology just as its own fictive past, many of its key players were indeed inextricably linked to the dynamics of the British empire, negotiating imperialism and slavery on both sides. This global entanglement of the Scottish Enlightenment will be a key aspect to be studied in this seminar.

Most relevant primary material will be on the Moodle platform; however, you will need your own copies of Tobias Smollett's Humphry Clinker (preferably Norton Critical Edition), Henry Mackenzie's The Man of Feeling, and James Boswell's/Samuel Johnson's A Journey to the Western Islands of Scotland and the Journal of a Tour to the Hebrides (Penguin Classics).

Our seminar will be in dialogue with the seminar on Contemporary Scottish Literature run by Prof. Wolfram Keller. The Lektürekurs is designed to allow the in-depth study of further primary material and relevant recent research.

"When I devised this story, I foresaw the likelihood that a class of readers and commentators would suppose that I was at great pains to conceal exactly what I was at great pains to suggest [¼]" (Dickens, "Postscript Our Mutual Friend 798). Charles Dickens's final completed novel, Our Mutual Friend (1864-65), is a complex construct with multiple plot lines. For this reason, it is an excellent basis for learning more about what happens when we read a text.
This seminar is organised in a special way: instead of reading *Our Mutual Friend* before the semester begins, we will read a set of chapters from the novel, based on Dickens's original monthly instalments, each week, so that the novel will have been read in its entirety only at the end of the semester. In other words: we will imitate the original reading experience. Seminar discussions will be based on a weekly reading log. In this course, we will not only discuss narration, foreshadowing, ambiguity, but also how understanding is achieved, or not achieved, during the gradual reading process of the novel.

Please buy the following editions of the novels:

It is the aim of the seminar to have read *Our Mutual Friend* on a week to week basis during the semester. Therefore, *Our Mutual Friend* must not be read before the seminar begins.

The Lektürekurs will focus on cultural and critical contexts of Dickens, his novels, and the Victorian period.

5250023  **Reading Charles Dickens (english)**
- 2 SWS
- LK  Tue 16-18 fort/1  DOR 24, 1.501 A. Zirker

5250024  **American Literary History II: World War I to the Present (english)**
- 2 SWS  1 LP
- VL  Mon 16-17 weekly (1)  U 6, 2091/92  E. Boesenberg

The lecture offers an overview of U.S. American literary history since World War I. It is complemented by a Lektüreseminar or Lektüreübungen in which selected texts from the respective periods are discussed in greater depth. The courses are based on the Norton Anthology of American Literature (Shorter 8th Edition), which is an essential text for the study of American literature. Additional texts will be available on moodle.

Credit for the Lektüreseminar / Lektüreübungen is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.

B.A. students in American Studies will be tutored by more advanced students in the Master program (Lektüreübungen).

5250025  **Lektüreseminar: American Literary History II: 1918 to the Present (english)**
- 2 SWS  1 LP
- SE  Tue 16-18 fort/1  U 6, 2014B  E. Boesenberg
- SE  Tue 16-18 fort/2  U 6, 2014B  E. Boesenberg
- SE  Wed 12-14 fort/1  DOR 24, 1.601  D. Löbbermann
- SE  Wed 12-14 fort/2  DOR 24, 1.601  D. Löbbermann
- SE  Tue 10-12 fort/1  U 6, 3075  R. Isensee
- SE  Tue 10-12 fort/2  U 6, 3075  R. Isensee
- SE  Thu 16-18 fort/1  DOR 24, 1.601  J. Tu
- SE  Thu 16-18 fort/2  DOR 24, 1.601  J. Tu

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

Credit is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.

Registration via AGNES.

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

5250026  **Lektüreübungen (english)**
- 2 SWS  2 LP
- UE  Mon 12-14  fortn/1  DOR 24, 1.601  MA-Studierende
- UE  Mon 14-16  fortn/2  DOR 24, 1.502  MA-Studierende
- UE  Wed 10-12  fortn/3  DOR 24, 1.601  MA-Studierende
- UE  Thu 10-12  fortn/4  I 110, 343  MA-Studierende
- UE  Fri 10-12  fortn/5  DOR 24, 1.601  MA-Studierende

1) Kursbeginn zweite Semesterwoche
2) Kursbeginn zweite Semesterwoche
3) Kursbeginn zweite Semesterwoche
4) Kursbeginn zweite Semesterwoche
5) Kursbeginn zweite Semesterwoche

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

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 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.

Reading:
- Texts that are not in the Norton Anthology of American Literature will be available on moodle and as a reader in copyshop.
- "Sprintout," Georgenstraße. Credit is based on regular attendance, participation in class discussions, an oral presentation or comparable task, as well as short pop quizzes.
- The courses will begin in the second week of the semester.
- Please register for this course on AGNES.

Organisatorisches:
Kursbeginn zweite Semesterwoche

5250027 Topics in American History (english)

This course offers an in-depth study of some of the historical events and movements outlined in the lecture on American Cultural History. We will be looking at events and movements in their historical and cultural context, keeping in mind their transnational dimensions. In each case, we will also discuss what events and developments mean for a theoretical understanding of culture and nation. The specific events and movement we will focus on are: the Revolution and Constitution; the 13th to 15. Amendments; Slavery and the Civil War; Industrialization-Labor Unions-Populism; Indian Appropriation; the New Deal and the Civil Rights Movement. In this year, which marks W.E.B. Du Bois's 150th birthday, we will include a special project on Du Bois. There will be a moodle site for this class: the keyword is "Du Bois".

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

Requirements:
The requirement for the class is presence, participation and a study journal, which very briefly (you will receive a fill-in form through Moodle) reflects on 9 seminar-meetings of your choice. For the MAP you will create and present a poster in a group of 4-5 persons.

The course registration is via Agnes (in two groups).

5250028 Introduction to Language (english)

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

BEMERKUNG:

5250029 Global Education in the 21st Century. A Joint Course of NYU Berlin and HU Students (english)

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 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
The course uses a diachronic perspective in identifying narratives of war and the historical contexts in which they are situated and to which they speak. The themes of war that we will explore include a broad range of conflicts that entailed significant political, social and cultural repercussions on US-American society and impacted shifts in the (self-)definitions of America/the United States. Based on a wide selection of texts from different time periods and cultural perspectives the class discussion will investigate and compare the forms and functions of the genres employed in war narratives with respect to the continuities and discontinuities of literary strategies that construct or de-construct dominant representations of war against the backdrop of hegemonic national interests.

The readings include among others: Stephen Crane: The Red Badge of Courage; Civil War Letters; Charles Frazier: Cold Mountain; Ernest Hemingway: A Farewell to Arms; Joseph Heller: Catch 22, Bobbie Ann Mason: In Country, Jane Blair: Hesitation Kills.

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 15 pages. Please register for the course via AGNES.

5250031  Atheism in America (Culture and Media) (english)

2 SWS  4 LP  Mon  14-16  weekly  (1)  UL 6, 2014A  A. Boss

1) Beginn in der zweiten Semesterwoche

Academic analyses of American literature and culture tend to focus rather readily on the oftentimes problematic interconnections between different religious currents in the United States and politics as well as broader cultural and social issues. This course offers an opportunity to cast a glance at the impact that atheist traditions of thought have exerted in American literature and culture, and, in turn, which socio-political and cultural currents have impacted the expression and reception of atheist thought, or of what at different historical moments passed for it. Covering a broad range of fiction and non-fiction texts from the Early Republic to the present day, from Thomas Paine to the New Atheists, this seminar offers a forum for the familiarization with and critical, historicising discussion of the philosophical background, the generic argumentative structures, as well as the specific stylistic markers of atheist expressions in, chiefly, the US-American context. Information regarding course requirements and materials will be provided in the first session.

5250032  Of Wolves, Whales and Tricksters (literary and visual representations) (english)

Interrelations between human and non-human animals have been discussed inside and outside the academia for centuries. Today, consumers in industrialized societies share their lives with companion animals, enjoy the presentation of animals in the entertainment business, and accept “absent” animals as commodities in the meat market sector. A critical reassessment of anthropocentrism has promoted the development of Human Animal Studies and Critical Animal Studies, especially since the Animal Turn (Ritvo, 2007). Human societies and their ethical standards might be reflected in their behavior towards, relations to, and their construction and treatment of non-human animals. The Othering of animals as seemingly inferior to humans has been a strategy of human exceptionalism to obtain power and control over the Other ever since. (Critical) Human Animal Studies therefore intersect with Gender Studies, (Post-)Colonial Studies, and Settler Colonial Studies when investigating strategies of dehumanizing/animalizing the Other.

This course mostly focuses on narratives of contact, conflict, and coexistence in human-animal interrelations and dichotomous constructions of the non-human animal. We will explore various debates around human/non-human interrelations in theory, literature, and visual works from North America. How for example do diverse documents either reproduce a speciesist status quo or propagate innovative perspectives and thus offer alternative pathways to co-existence and even co-citizenship. Please note that some works might contain disturbing material on the treatment of non-human animals. A Sprintout reader will be available from April as well as a Moodle platform. Information regarding course requirements and materials will be provided in the first session. Feel free to browse through Jonathan Safran Foer's Eating Animals (2010), Lori Gruen's Ethics and Animals (2012), Nik Taylor's Humans, Animals, and Society: Introduction to Human-Animal Studies (2013), or Steven Spielberg's film War Horse (2011). Please register for this course via AGNES.

5250033  The Cultural Politics of Barbie (Culture and Media) (english)

Barbie has been one of the iconic toys in US-American culture for decades. But what kinds of cultural messages do the toys actually convey? How do they participate in debates about gender, ‘race,’ and class? About sexuality? Ability? Religion? How is this bound up with the process of their production and distribution – and the plastic waste they become after they are discarded? These are some of the questions we will discuss in the course.

Credit for the course requires regular attendance (at least 75% of the sessions), participation in class discussions, and co-organizing one of the sessions. Registration takes place in the first session; you do not have to register on Agnes.
The texts selected for class discussion include among others: "Rural America" as an aesthetic concept in US-American literature and film. In their projections of rural imaginations as well as in aesthetic style in order to develop an informed and incisive interpretation we will scrutinize these representations with regard to the narrative strategies and visual techniques they make use of. We will pursue some of its important traces as captured in selected literary and visual representations in US-American literature. While recent political developments and apparent manifestations of a growing social and cultural divide in US-American society in the 21st century have sparked an renewed interest in deciphering and explaining the specific characteristics of "Rural America" vis-à-vis "Urban America." At the backdrop of selected theoretical debates about the notions and nature of the "Rural in America/the US," we will pursue some of its important traces as captured in selected literary and visual representations in US-American literature and film since the 19th century. In tandem with exploring the major thematic coordinates and voices that these representations fictionalize we will scrutinize these representations with regard to the narrative strategies and visual techniques they make use of in their projections of rural imaginations as well as in aesthetic style in order to develop an informed and incisive interpretation of "Rural America" as an aesthetic concept in US-American literature and film.

The course aims at practicing and rehearsing research skills central for producing scholarly texts. It will focus on topics such as identifying a topic and a central research question, structuring the text, and language use. Discussions in class will address questions of methodology, theoretical grounding, academic language and bibliographic conventions. Students will present their own (preliminary) research projects and draft tables of content, bibliographies and exposes, as well as short sections of text, which will be reviewed by the instructor to facilitate the writing process. Credit for the course requires regular attendance and participation in class discussions, the completion of the written assignments, and an oral presentation of one’s project.

Registration for the seminar will take place in the first session. You do not have to sign up on Agnes for this course. The course requires regular attendance and participation in class discussions, the completion of the written assignments, and an oral presentation of one’s project.

"Rural America" or "Small Town America" have widely been considered the "cultural and ideological backbone of America" more recent political developments and apparent manifestations of a growing social and cultural divide in US-American society in the 21st century have sparked an renewed interest in deciphering and explaining the specific characteristics of "Rural America" vis-à-vis "Urban America." At the backdrop of selected theoretical debates about the notions and nature of the "Rural in America/the US," we will pursue some of its important traces as captured in selected literary and visual representations in US-American literature and film since the 19th century. In tandem with exploring the major thematic coordinates and voices that these representations fictionalize we will scrutinize these representations with regard to the narrative strategies and visual techniques they make use of in their projections of rural imaginations as well as in aesthetic style in order to develop an informed and incisive interpretation of "Rural America" as an aesthetic concept in US-American literature and film.

The texts selected for class discussion include among others:
In the introduction to "neo-slave narrative", in the Cambridge Companion to African American Slave Narrative, Valerie Smith writes, "This genre, which includes some of the most compelling fiction produced in the last fifty years, has evolved to include texts set during the period of slavery as well as those set afterwards, at any time from the era of Reconstruction until the present. They approach the institution of slavery from a myriad perspectives and embrace a variety of styles of writing: from realist novels grounded in historical research to speculative fiction, postmodern experiments, satire, and works that combine these diverse modes. Their differences notwithstanding, these texts illustrate the centrality of the history and the memory of slavery to our individual, racial, gender, cultural, and national identities" (2014: 166). This course focuses on such contemporary neo-slave narratives in a variety of registers. How is the complicated legacy of slavery addressed in imaginative writing both in the United States and in the Caribbean? Beginning with 'classical' texts of the genre, such as Octavia Butler's afrofuturist Kindred to Toni Morrison's seminal Beloved, we will also address how the infamous historical case of the Zong massacre is imagined in both poetry and prose by Fred D'aguiar and Nourbese Philip.

On a theoretical level we will look at methodological approaches such as affect and surface readings and with reference to texts by Saidiya Hartman and Christina Sharpe we will also challenge the temporality of slavery and its abolition.

A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to read at least some of the texts before the new semester starts.

Requirements: Please register for the course via AGNES.

Course requirements include active class preparation and participation, one in-class presentation and a final paper of 15 pages. Please register for the course via AGNES.

**5250041 American and Caribbean Neo-Slave Narratives (english)**

In the introduction to "neo-slave narrative", in the Cambridge Companion to African American Slave Narrative, Valerie Smith writes, "This genre, which includes some of the most compelling fiction produced in the last fifty years, has evolved to include texts set during the period of slavery as well as those set afterwards, at any time from the era of Reconstruction until the present. They approach the institution of slavery from a myriad perspectives and embrace a variety of styles of writing: from realist novels grounded in historical research to speculative fiction, postmodern experiments, satire, and works that combine these diverse modes. Their differences notwithstanding, these texts illustrate the centrality of the history and the memory of slavery to our individual, racial, gender, cultural, and national identities" (2014: 166). This course focuses on such contemporary neo-slave narratives in a variety of registers. How is the complicated legacy of slavery addressed in imaginative writing both in the United States and in the Caribbean? Beginning with 'classical' texts of the genre, such as Octavia Butler's afrofuturist Kindred to Toni Morrison's seminal Beloved, we will also address how the infamous historical case of the Zong massacre is imagined in both poetry and prose by Fred D'aguiar and Nourbese Philip.

On a theoretical level we will look at methodological approaches such as affect and surface readings and with reference to texts by Saidiya Hartman and Christina Sharpe we will also challenge the temporality of slavery and its abolition.

A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to read at least some of the texts before the new semester starts.

Literatur:

**5250042 American Identities: Theory and Fiction (english)**

This seminar is a bit of an experiment. The guaranteed part is that we will read a lot of theory (mostly essays or individual chapters) on "identity" and "identities": What makes up my/your identity? Which aspects figure into it? Is identity a pure fiction? Is it a performance? Should we speak of several identities and call the person a "bricoleur"? What roles do moments of social differentiation such as race, class, gender, sexuality etc. play? Which role does the body, embodiment play? Which role emotion/affect? The experiment will be where exactly this leads and how we relate the theories to the four books discussed in class: Franklin's classical autobiography (18th century), Catherine Maria Sedgwick's rebellious novel Hope Leslie (19th century), Nella Larsen's pessimistic Passing (20th century), and Ta Nehisi Coates's cautious and critical Between the World and Me. There will be a moodle site for this class: keyword "Bricolage".

Reading:
- Theoretical reading material will be uploaded on Moodle by April 1st. Beside the theoretical texts, we will read the following historical/literary texts (please get these texts and start reading before the semester starts):
  - Benjamin Franklin, The Autobiography (1771-1790)
  - Catherine Maria Sedgwick, Hope Leslie (1827)
  - Nella Larsen, Passing (1929)
  - Ta Nehisi Coates, Between the World and Me (2015)

Requirements:
The requirement for the class is presence, participation and a study journals with 8 entries, reflecting on the discussions in our classes. For the MAP you will have to write a term paper (Modules 4 or 5) or a book review (Modules 9 or 10).

No registration through Agnes.

**5250043 Intersectional Approaches to Critical Race Theory (english)**

An understanding of ‘race’ and racialization is crucial for American Studies, Gender Studies, and Western academic knowledge production in general. This course will take an intersectional approach, focusing particularly on the ways in which ‘race’ is intertwined with and co-constructed by gender, sexuality, class, citizenship, dis/ability, etc.

Participants will be encouraged to address ‘race’ in a self-reflexive manner, taking into account the particular social context in which this discussion is set. We will focus on specific forms of racialization targeting distinct racial and ethnic groups in the US while also discussing whiteness and racism in Germany.

Credit for the course requires regular attendance, contributions to class discussions, and participation in writing and presenting the minutes of one session. Registration for the seminar will take place in the first session. You do not have to sign up on Agnes for this course.
5250044  Remaking British TV in the US (english)

2 SWS 4 LP 16-18 weekly DOR 24, 1.502 E. Haschemi
SE Wed
Yekani

The course addresses the cultural politics of humour about race, sexuality (in queer and youth subcultures) as well as class from a comparative point of view focusing on the British and US-American versions of the TV shows The Office, Skins, Queer as Folk and Shameless and the British-American collaboration Episodes (whose plot deals with the transatlantic remake of a fictional British TV show and hence serves as a metanarrative to the course's theme). How do conflicting representations of minorities emerge in this form of transatlantic cultural contact and adaptations of popular television? What does this say about the respective national self-constructions? The seminar provides insights into British and US-American national media systems and differences in TV distribution formats (network vs. cable). It also introduces narratological concerns of TV Studies with respect to ‘quality TV’, sitcoms and serial narrative techniques.

A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to familiarise yourself with at least the first episodes of each of the TV shows in advance.

Recommended Reading:
The Office UK and US Versions
Skins UK and US Versions
Queer as Folk UK and US Versions
Shameless UK and US Version
Episodes

These Materials can be found in the Mediothek of the Sprachenzentrum (DOR 65)

5250045  American Film History and Theory (english)

2 SWS 2 LP 10-12 weekly DOR 24, 1.601 M. Klepper
UE Tue

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

There will be a moodle site for this class: keyword “Double Indemnity”.

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

Film Viewing:
We will discuss a way to watch the movies together within a legal frame. Please reserve time for this on Monday nights (18-21).

Course Requirements:
There will be no presentations in this class. As a course requirement (spezielle Arbeitsleitstung) you have to hand in 8 very short evaluations of sessions (we will use forms for that after each class). For the entire module: preparation of a multi-media presentation in the context of the seminar within the module – not in this class.

No registration through Agnes!

5250046  The Twentieth Century American Novel (english)

2 SWS 5 LP 12-14 weekly DOR 24, 1.601 M. Klepper
SE Fri

This will be a seminar on some of the most discussed and debated novels of the last century, reaching from the 1920s into the 1990s. The object of the seminar will be the training of perceptive and critical reading, paying attention to semantics (themes and images), narrative structures (narrators, focalizers, time, and space), cultural context (history), the treatment of race (and slavery), the various problematizations of gender (and heteronormativity), the presences of class and ethnicity, the challenges of decolonizing thinking and practices. Beside the aesthetic strategies of the text, one main topic will be democracy/freedom/power in the novels. A discussion we will also lead concerns the aspects in these books which could be interesting for school and teaching.

Literature to Read (in this sequence, please start reading long before the semester starts):

Course Requirements:
- There will be no presentations in this seminar. Your only requirement is to write 10 short evaluations of individual meetings (of your choice) reflecting on the session: contents, debates, book discussed, and our methodologies.
- MAP (for students in the new StuO): oral exam, approx. 20 min. (together with a topic in linguistics)

Registration through Agnes. Please register also in the e-learning platform Moodle. As a password use “Sethe”.

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

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 12th April 2018 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.

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 to enable pupils to learn from errors.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.04.2018

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

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.04.2018

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

Maximal 15 Teilnehmer.

Registration by email: michael.davies@rz.hu-berlin.de by Thursday, 12th April 2018 with details of Fachsemester and courses already taken in Sprachpraxis modules 1a and 1b.
In this practical course, students interested in specialised translation as a professional activity will have an opportunity to develop their initial competence in this field by working with selected texts from key areas of economics and technology. Texts translated will be from German into English and vice versa. The course aims to sensitise students to important textual and linguistic differences between economic and scientific/technical discourse in English and German. Participants will deepen their understanding of procedural aspects of the work of a specialised translator such as researching the source text and using translation resources effectively. They will also gain an initial insight into broader commercial aspects of the profession, including terminology management and quality control.

Registration per email by Thursday, 12th April 2018: michael.davies@rz.hu-berlin.de

5250054 Written Expression (UK Topics) (english)

2 SWS 2 LP
UE Wed 14-16 weekly DOR 24, 1.302 M. Davies

In this course, students will have an opportunity to extend and improve their written competence in English by analysing and interacting with a broad range of texts relating to current political, social and cultural themes in Britain. While producing written responses of their own to UK-related themes, students will work upon grammar, accuracy and appropriacy in written English and will also address the question of how to promote written and textual competence among pupils from different age-groups and ability levels throughout the foreign language learning curriculum.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.04.2018

5250055 Professional Translation Skills II (Gemeinsprache: Journalistic Styles/Translating for the Media) (english)

2 SWS 3 LP
PL Fri 10-12 weekly 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 with a broad range of texts from journalistic and media-related sources. Working in both directions between German and English, students will practise written and at-sight translation (including adaptation of culturally-specific texts) and will be sensitised to important textual and linguistic differences between journalistic styles in English and German that will need to be considered by translators in this field. Throughout the semester, students will develop a range of translation strategies they could readily transfer to texts translated in journalistic/media-related environments.

Registration per email by Thursday, 12th April 2018: michael.davies@rz.hu-berlin.de

5250056 Pedagogic Grammar - Measuring and Evaluating Learner Outcomes (english)

2 SWS 2 LP / 3 LP
UE Fri 12-14 weekly 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 at different levels in 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 language testing as valid and reliable as possible and how to structure feedback to enable pupils to learn from errors.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 12.04.2018

5250057 Classroom Discourse (english)

2 SWS 2 LP
UE Mon 08-10 weekly 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.

5250058 Grammar in the Classroom (english)

2 SWS 2 LP
UE Mon 10-12 weekly DOR 24, 1.502 S. Ehlert

This course is designed to help participants learn to integrate grammar instruction into their reading, writing, speaking, and listening activities for different learner levels. Special attention will be paid to introducing grammar to students in a level- and age-appropriate way, designing controlled and free practice activities, and making certain that activities practice or test what students have been learning. In addition, we will focus on making activities more interesting and fun. MA Education students only. Number of participants is limited to 16. Interested students should register using the MA Education Sprachpraxis registration form available on the departmental website.
Written Expression: US Topics (english)  
2 SWS  2 LP  
UE  Mon  12-14  weekly  DOR 24, 1.502  S. Ehler

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.

Writing the Term Paper (english)  
2 SWS  2 LP  
UE  Tue  10-12  weekly  DOR 24, 1.502  S. Ehler

This course will help the student/author develop the skills needed to write an academic term paper: examining the requirements of the genre, developing a thesis, planning and organization, integrating and documenting secondary literature, close reading, outlining, flow/coherence, academic tone and style, revising for clarity, giving peer responses, etc. One longer paper (10-12 pp.) will be developed during the course, and there will be writing and organization exercises each week. Course for BA American Studies majors (Kernfach) only.  

Students from the second term onwards: Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).  

Current Events in the U.S. (english)  
2 SWS  3 LP  
UE  Tue  12-14  weekly  DOR 24, 1.502  S. Ehler

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

Grammar in the Classroom (english)  
2 SWS  2 LP  
UE  Thu  08-10  weekly  DOR 24, 1.502  S. Ehler

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

Written Expression: US Topics (english)  
2 SWS  2 LP  
UE  Thu  10-12  weekly  DOR 24, 1.502  S. Ehler

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.

Non-Fiction Writing (english)  
2 SWS  3 LP  
UE  Thu  12-14  weekly  DOR 24, 1.502  S. Ehler

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

Inclusion in the English Classroom (english)  
2 SWS  2 LP  
UE  Tue  08-10  weekly  I 110, 349  E. Fawcett

For some panic-inducing or a mere buzzword, for others the very core of good pedagogy, inclusion is an issue that teachers undoubtedly need to understand. This course provides an insight into English-speaking discourses surrounding inclusion and inclusive education. The focus is on discussion of key concepts such as barriers and accommodations, and on their relevance for the teaching of English as a foreign language. MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.
Students in this course have the opportunity to improve their accuracy, range and confidence in written English by reflecting on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other’s work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 13th April

For some panic-inducing or a mere buzzword, for others the very core of good pedagogy, inclusion is an issue that teachers undoubtedly need to understand. This course provides an insight into English-speaking discourses surrounding inclusion and inclusive education. The focus is on discussion of key concepts such as barriers and accommodations, and on their relevance for the teaching of English as a foreign language.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 13th April

Drawing on sources from Charles Dickens to the Sex Pistols and topics such as class, education, Empire and Brexit, this course ventures a look at events and phenomena that have shaped and that continue to shape the UK. Various text types and extensive discussion provide the basis for students to improve their accuracy and range in both speech and writing.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 13th April

This course provides a chance to experiment with using literature in the English classroom. Via student-led presentations, discussions and vocabulary work, the aim is for participants to become acquainted with a range of texts and authors from the English-speaking world, and to improve their understanding of literary language.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by reflecting on issues that have shaped the UK past and present – from industrial Britain and Empire, class and education, to current relations with the EU and the global rise of English as a lingua franca. By reviewing each other’s work, students will also become accustomed to identifying and correcting mistakes and providing constructive feedback.

MA Education students only. Interested students should register by Thursday 12th April using the MA Education Sprachpraxis registration form available on the departmental website.
5250073  Language Awareness: Grammar in Context (english)

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

Please register by 30 March 2018 using the printed form you can find at ”Weitere Links” (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250074  Language Awareness: Academic Vocabulary in Use (english)

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

Please register by 30 March 2018 using the printed form you can find at ”Weitere Links” (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

5250075  Language Awareness: Introduction to Academic Writing (english)

The course will introduce students to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. Special emphasis is on using effective templates for including summaries, writing responses, and making arguments. The class will provide students with writing occasions, language exercises and revision activities.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to elisabeth.gibbels@hu-berlin.de

5250076  Language Awareness: The Language of Cultural Studies (english)

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4 pm) via email to elisabeth.gibbels@hu-berlin.de

5250077  Language Awareness: The Language of Literary Studies (english)

The course focuses on key terms used in the field of literary theory. By analyzing excerpts from theoretical texts, students will expand their own vocabulary and range of expression in writing literary analyses. The class will provide ample occasion for writing short texts, receiving and giving feedback, and honing students’ language skills.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

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

5250078  Language Awareness: Learning Language with Literature (english)

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

Exchange students only: Please register by 11 April 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de
5250079  Language Awareness: Notes in Academic Contexts (english)
2 SWS  2 LP  Thu  10-12  weekly  I 110, 353  A. Fausser

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250080  Oral Skills: Presentation Practice (english)
2 SWS  2 LP  Thu  14-16  weekly  I 110, 353  A. Fausser

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250081  Oral Skills: Voices of Great Britain, Ireland and the United States (english)
2 SWS  2 LP  Wed  10-12  weekly  UL 6, 2004A  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.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page). Exchange students only: Please register by 11 April 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de

5250082  Oral Skills: Debating and Public Speaking (english)
2 SWS  2 LP  Tue  16-18  weekly  DOR 65, 325  E. Kelly

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page). Exchange students only: Please register by 11 April 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250083  Oral Skills: Literary Literacy in Academic Discussions (english)
2 SWS  2 LP  Tue  14-16  weekly  I 110, 353  A. Fausser

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page). Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250084  Oral Skills: Britain in Brief (english)
2 SWS  2 LP  Wed  14-16  weekly  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.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page). Exchange students only: Please register by 11 April 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.
5250085  **Oral Skills: Current Trends in Great Britain and Ireland (english)**

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

Please register by 30 March 2018 using the printed form you find at "Weitere Links" (see top of the page).

Exchange students only: Please register by 11 April 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250086  **Oral Skills: Current Trends and Developements in the USA -- Cultural Perspectives (english)**

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250087  **Oral Skills: Current Trends and Developements in the USA -- Sociopolitical Perspectives (english)**

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250088  **Written Academic Discourse: Academic Essays (english)**

The course practices effective strategies for writing academic essays. Topics will come from students' academic seminars. The focus is on organizing the material, finding and narrowing down a thesis, editing for style and correctness, and developing skills for eliminating wordiness and logical fallacies. Essays will mostly be written in class. Reader available at Sprintout.

Exchange students only: Please register by 11 April 2018 (4 pm) via email (elisabeth.gibbels@hu-berlin.de)

5250089  **Written Academic Discourse: Writing Academic Essays (english)**

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250090  **Written Academic Discourse: Writing and Revising the Essay (english)**
This course covers the structural components and conventions of writing in an academic context, with emphasis on the process of writing and extensive revising. The course will guide participants through the process of writing an essay. Peer review activities will aid participants in honing their skills in terms of language use, vocabulary development, register, narrowing a topic, and argumentation. The course will also address conventions of academic writing, for example politically productive and gender sensitive language. Articles from scholarly journals will provide ample material for students to engage with in further developing their writing skills. Students will compose one essay, which will then undergo several phases of revision.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250091  Written Academic Discourse: Academic Writing for American Studies  
(english)  
2 SWS 2 LP  
UE Thu 12-14 weekly I 110, 353 A. Fausser

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

Exchange students only: Please register by 11 April 2018 (4pm) via email (faussera@hu-berlin.de)

5250092  Written Academic Discourse: Essay Writing (english)  
2 SWS 2 LP  
UE Tue 12-14 weekly UL 6, 3001 E. Kelly

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

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

5250093  Contrastive Language Analysis: Differences in Academic Prose (english)  
2 SWS 2 LP  
UE Tue 14-16 weekly UL 6, 2004A E. Gibbels  
UE Wed 14-16 weekly UL 6, 2004A E. Gibbels

The course aims to raise awareness of fundamental differences between German and English academic writing conventions and enlarge students’ range of expression. By analyzing typical features of academic texts and basic patterns of language use, students will be encouraged to produce clear and idiomatic academic prose in English. Materials range from linguistics, didactics, literary history to cultural studies. Some contrastive work on formal and informal registers as well as exercises on selected structures provided.

Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of the page)

5250094  Contrastive Language Analysis: Learning from Differences (english)  
2 SWS 2 LP  
UE Tue 10-12 weekly I 110, 353 K. Heukroth

This course is intended to help students make appropriate linguistic choices in written text production for academic and professional contexts. A number of recurring semantic, grammatical and syntactic features of relevant English texts are studied through exercises involving both intralingual and interlingual comparison and through the translation of authentic German texts. Please register by 30 March 2018 using the printed form you can find at "Weitere Links" (see top of page).

5250095  Praxiskolloquium (english)  
1 SWS 1 LP  
PCO Mon 10-12 weekly UL 6, 2004A E. Gibbels


5250100  Problemfelder des Fremdsprachenlehrens und -lernens I: "EFL's new challenge: Promoting, scaffolding and assessing generic language use" (english)  
2 SWS 2 LP / 4 LP  
SE Mon 08-10 weekly HV 5, 0122-23 W. Zydatiß
Both the European Union and the city-state of Berlin have made the implementation of academic language (= "Bildungssprache") a major goal of their educational systems; not least because classrooms have become more and more heterogeneous (culturally and linguistically, including learners with L1 German). The Council of Europe has established a task force of experts to introduce the notion of “school language” in the curricula of its member states; and the Berlin government has decided to replace the "DaZ-Modul" in conjunction with elements of "Bildungssprache" (= in English normally translates as "academic language use / literacy", "language of schooling" or "CALP / Cognitive-Academic Language Profile"). The idea behind this strategy is that subject-matter content gets mediated via language at all levels and in all areas of the curriculum (= verbal thought); which is to say that we need a language-based approach to content learning (= "Durchgängige Sprachbildung"). Halliday’s “Systemic Functional Linguistics” (= SFL) offers such a theory oriented towards educational linguistics, and Vygotsky’s “Sociocultural Theory” contributes additional valuable insights taken from the psychology of learning and developmental psychology. A central feature of this theory is Vygotsky’s construct of a “Zone of Proximal Development”, for which Jerome Bruner at Harvard University coined the term “scaffolding” (= Lerngerüste in German); also known as “support”, “assisted performance” or “challenge zone” (Gibbons) or in other versions of the theory. This is to say that there is no curricular learning without language learning (Halliday 1993); ie. subject-matter teaching (regardless of the curricular domain) has to be ‘language-sensitive’ (Leisen’s term). The basic theoretical term in Halliday’s SFL is the notion of “variability”, for which he uses the metaphor of “register”. The basic unit of communicative language use in a context of situation is – in a functional linguistic approach – the genre (a discursive construct). Thus learners need not only lexical scaffolding but also grammatical and generic scaffolding (including a fair amount of language awareness: esp. with regard to the schematic structure of texts = Textbauplan).

The notion of scaffolding has been extended further (beyond linguistic scaffolding) into input and output scaffolding as well as visual and social scaffolding (notably when it comes to generic writing). There is also a distinction between ‘designed-in’ (= macro) and ‘contingent scaffolding’ (= micro scaffolding; cf. Gibbons & Hammond 2001, 2003).

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

You are expected to adopt a functional view of language; ie. shun the model of language as rule (particularly the generative and inattist positions). You are invited to see language as a resource for meaning-making; that is, for construing meaning by way of selecting language exponents from the various linguistic sub-systems (= double articulation) producing coherent and cohesive discursive structures paying due attention to the conventions of the genre and the expectations of the audience (= what is also called deeper learning).

Literatur:


You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform, and use English in class. If you decide to get the MAP in this course, you should know that I only accept a written assignment (provided the introduction of Bildungssprache / academic literacy is to be taken seriously in the new structure of teacher education) – preferably by mid-August 2018. Please, register with “Agnes” and in the office, UdL 6, room 3011, Frau Schlösser. First session: April 16, 2018.

Problemfelder des Fremdsprachenlehrens und -lernens IV: "Playing CLIL" (englisch)

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<td>SE 10-16</td>
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<td>12-18</td>
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<td>2) takes place from 05.07.2018 till 06.07.2018</td>
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Using drama techniques to teach foreign language has a long tradition. Nevertheless, drama-based methods in Content-and-Language-Integrated Learning (CLIL) is quite another matter. This course will address the question how content from non-linguistic subjects such as History, Geography, Physics or Chemistry, PE or Art can be taught in a foreign language (e.g. English) through drama-techniques.

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

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

Participants will also be requested for their course-credits to present some of the content from basic reading in class, preferably by using and through drama games. For the final module examination (MAP) a term-paper has to be submitted before September 30th, 2018.
The course will be open to all Master of Education students irrespective of the combination of their subjects. The course language will be English.
Please register for this course through AGNES and join the relevant Moodle-Course.

5250104 Perspektiven Fremdsprachendidaktischer Forschung I: "The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht als CLIL)" (english)

2 SWS 2 LP SE Mon 10-12 weekly HV 5, 0122-23 W. Zydatsi

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 Bildungs-gang: Sek 1 & II); surely the most common and most successful curricular concept in German CLIL contexts (= 1,500 bilingual tracks / ving 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. busi-ness studies & economics, ICT, English for tourism & hotels, technology & design / Arbeitsschreibe ),
- „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- & Seminar kurs“ at the upper secondary school level in Germany bringing in both subject matter topics & ethics / practical philosophy (= in the UK: Advanced Supplementary Courses) and
- courses combining different foreign languages (= „intercomprehension“) showing links among the Germanic, Romance and Slavonic languages (incl. a 'mixed language' like English and/or the Greek & Latin roots in modern languages, esp. in academic contexts).

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

Literatur:
Ana Linares / Tom Morton & Rachel Whittaker (2012): The Roles of Language in CLIL. CUP.

You are expected to attend regularly, use English in class, prepare an oral presentation, upload your slides on the Moodle platform and hand in (if you decide to do it in this course) a written assignment, preferably by mid-August 2018. Please register with Agnes / Sekretariat Frau Schlösser, Udl. 6, room 3011. First session: April 16, 2018.

5250112 Contemporary Scottish Literature (english)

2 SWS 4 LP SE Thu 14-16 weekly DOR 24, 1.501 W. Keller

The aim of this seminar is to gauge recent developments in (near-)contemporary Scottish literature - fiction, poetry, and drama. A short survey of twentieth-century and early twenty-first-century Scottish history and literary history will be followed by sessions devoted to contemporary writers and their works, beginning with short stories by Janice Galloway (Collected Stories [2009]).
In the course of the semester, we will further discuss Louise Welsh's play Tamburlaine Must Die (2004), James Robertson's novel And the Land Lay Still (2010), All Smith's How to be Both (2014), and poems by Jenni Fagan (from The Dead Queen of Bohemia [2016]) and John Burnside (from Still Life with Snake [2017]). Students are strongly encouraged to read Robertson's novel by the beginning of the semester.

5250113 Contemporary Scottish Literature (english)

2 SWS 4 LP LK Thu 12-14 fortnightly UL 6, 3001 W. Keller

5250114 Black British Writing Before 1900 (english)

2 SWS 4 LP SE Mon 14-16 weekly DOR 24, 1.601 E. Haschemi Yekani

This course is designed to offer an overview of the "Black presence" in British writing before 1900. We will start by looking at such canonical texts such as W. Shakespeare's Othello and A. Behn's Oroonoko in which Black characters play a major role for the first time. How is Blackness conceptualised in these texts? We will historically situate these texts and the conceptualisations of "race" in the period. We will then analyse the first expressions of Black British authorship by looking at Olaudah Equiano's...
Interesting Narrative and Mary Seacole’s Wonderful Adventures. How do these subjects express both Blackness and Britishness in their writing? What gendered conceptions can be found in these texts? In addition to the literary texts, theoretical material from Black British Cultural Studies and Postcolonial Studies by David Dabydeen, Paul Gilroy and others will be discussed.

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

Literature:

5250115 Black British Writing Before 1900 (english)
2 SWS 4 LP
LK Mon 16-18 weekly DOR 24, 1.601 E. Haschemi

5250116 Time, Space and the Self: (Re)Imagining Life Between the Wars (english)
2 SWS 4 LP
SE Tue 10-12 weekly DOR 24, 1.501 E. Kilian

The shaping of the self is inextricably linked to temporal and spatial parameters: the self develops over time and is rooted in historical time; but the self is also enabled or constrained by the spaces it moves through or inhabits. In a similar way, spatial and temporal organization is a vital part of the social structure in which the individual is embedded, whose relationship to this spatio-temporal order is inflected by various axes of social differentiation like gender, sexuality, class, race etc. among other things.

This course focuses on the years between 1919 and 1939, a time of international conflict, political upheaval, economic instability and social change particularly affecting gender and class relations. It was also a period of aesthetic innovation and experimentation with temporal and spatial coordinates, not only in literature but also in film (this is the time of transition from silent to sound film, and of the early career of Alfred Hitchcock). In this period, reconfigurations of time and space are to be expected, especially in the arts, where we find a number of spatial representations that indicate an unmooring of conventional ideas of the self: the demise of the country house, fast-paced urban cultures, foreign places, hotels and other temporary dwellings.

Please buy and read the following texts before the beginning of the semester; further material will be made available in class:

Bryher, Two Novels: Development and Two Selves (ed. Joanne Winning)
Virginia Woolf, Orlando
Christopher Isherwood, Lions and Shadows
Daphne du Maurier, Rebecca
Jean Rhys, After Leaving Mr Mackenzie

5250117 Time, Space and the Self: (Re)Imagining Life Between the Wars (english)
2 SWS 4 LP
LK Tue 12-14 fortnightly DOR 24, 1.501 E. Kilian

5250118 Co-Creation and Collaboration in Early Modern English Literature (english)
2 SWS 4 LP
SE Wed 10-12 weekly UL 6, 1072 A. Zirker

In this class, we will explore concepts of collaboration and co-creation in early modern English literature. While the theatre appears to be the most obvious field during this period where collaborative authorship abounds, and the question of Shakespeare’s contributions to collaboratively written plays has been discussed intensely, our focus will rather be on the social practice and the aims of collaborative play production, and the poetics of co-creation and co-authorship. This approach includes poetry and poetics as much as co-authored plays. We will, for example, consider a pair of poems that enter into a dialogue with each other – Abraham Cowley’s “Against Hope” and Richard Crashaw “Mr Crashaw’s Answer for Hope” – and move on to the sphere of the religious poetry by George Herbert and Sir Philip and Mary Sidney, Countess of Pembroke. In George Herbert’s The Temple the human author-speaker of the poem invokes God as the co-creator of his work; in the translation of the Psalter by Sir Philip Sidney and his sister Mary, there exists co-authorship and co-creation between the translators, the Psalmist David and God. The works of William Shakespeare come into play through his implied poetics: we will read Romeo and Juliet, where Shakespeare uses the opportunity of integrating poetry into drama to present us with the process of poetic (co-)creation in the sonnet composed by the lovers during their first encounter. From there, we move on to cases of actual co-authorship: Beaumont & Fletcher’s The Knight of the Burning Pestle, and Shakespeare & Fletcher’s Henry VIII. The aim is to explore the question in how far literary texts can be seen in a new light when we are conscious of the fact that authorship, irrespective of how many people were involved in the production of a work, was frequently seen in the Renaissance as quintessentially co-creative.

Please buy and read in advance:
Shakespeare, William. Romeo and Juliet. The Arden Shakespeare (Arden 2 or 3).
Shakespeare, William; John Fletcher. Henry VIII. The Arden Shakespeare.

A selection of poems will be made available on moodle. The Lektürekurs will take into account the poetics of co-creation from various angles, e.g. stylometric analysis, theatre practice, authorship debates and many more.
De gustibo non est disputandum – there is no disputing about taste, as the saying claims. On the contrary. The course explores the manifold representations of the experience of tasting food in English literature since the early modern period. While the majority of accounts of aesthetic history neglect the gustatory aspect of taste the course aims at a literary history of taste in all its full-bodied flavor with its epistemological and moral implications. What the writers, such as Milton, Swift, Boswell, Beeton or Woolf, negotiate is the creative power of taste as a trope for aesthetic judgement and its essential role in generating our sense of self.

The Lektürekurs will focus on „gusto“ in terms of the writing of cookbooks as a cultural arena of the practice of aesthetics, i.e. beyond our hopes merely to learn how to get the best boeuf bourguignon done for our next dinner party.

Please register for the course until the end of March: stephan.lieske@rz.hu-berlin.de
5250126  Biography: Literary Genres and Cultural Practices (english)
2 SWS  4 LP  
SE  Tue  16-18  weekly  DOR 24, 1.502  H. Schwalm

Perhaps like no other literary genre, biography is a neglected subject in the study of literary education, and yet it seems almost ubiquitous in teaching with respect to its various roles and formats as cultural practice – speaking and reading about the identity and/or the life of another ranges from conversations and blogs to royal and celebrity biographies, just as biography's small forms and structural patterns pervade larger literary genres, above all the modern novel.

In this seminar, we shall attempt to study a broad range of such phenomena (in texts, films, digital media). Among the literary texts to be studied (please obtain your own copies!) are Samuel Johnson's *Life of Savage*, Lytton Strachey's *Eminent Victorians*, and John Bayley's *Iris: A Memoir of Iris Murdoch*. Apart from these three paperbacks that you need to purchase, the course material will be available on the Moodle platform.

5250127  Introduction to Linguistics (english)
2 SWS  4 LP  
GK  Tue  08-10  weekly  UL 6, 1072  M. Egg
Thu  08-10  weekly  UL 6, 1072  M. Egg

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.

5250128  Tense and Time (english)
2 SWS  4 LP  
SE  Tue  10-12  weekly  UL 6, 3001  M. Egg

5250129  The Syntax-Semantics Interface (english)
2 SWS  3 LP  
SE  Thu  10-12  weekly  UL 6, 3001  M. Egg

5250129a  The Syntax-Semantics Interface (english)
2 SWS  
SE  Thu  10-12  weekly  UL 6, 3001  M. Egg

5250130  Betreutes Selbstdstudium (english)
1 SWS  
SpeSe  Thu  12-13  weekly  UL 6, 2008A  M. Egg

5250131  English Historical Linguistics and Dialectology (english)
2 SWS  3 LP  
SE  Tue  10-12  weekly  UL 6, 2014B  L. Peter
SE  Wed  10-12  weekly  UL 6, 3075  L. Peter
SE  Thu  16-18  weekly  DOR 24, 1.501  A. McIntyre

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

5250132  A Path of Change: Grammaticalisation from Middle English to Late Modern English (english)
2 SWS  2 LP  
UE  Thu  08-10  weekly  UL 6, 2014B  L. Peter

The seminar describes the development of the English language between ca. 1400 and 1900, i.e. in post-medieval and modern times. In its initial part students deepen their knowledge of problems and methods of historical language description. Then they examine issues of change in the English language in the given period of time, esp. in Early/Late Modern English. The major structural changes are demonstrated by examples taken from all linguistic levels. However, focus is on the processes of grammaticalisation, a core element of the fundamental change of English morpho-syntax. Here the field of auxiliation, i.e. the emergence and development of auxiliaries (e.g. "have" and "be") and similar functional elements (e.g. "BE going to") is of fundamental relevance. In this context, students examine the contribution of such expressions to a more highly differentiated system of verbal forms (Aspect, Perfect, Voice, etc.). In addition, they familiarise themselves with the development of the sociolinguistic situation in England as well as the processes of standardisation and codification of the English language. Typical
The course deals with regional and social variation in English, extending material covered in the introductory seminar in Module 5. The first part of the course gives a detailed overview of the most important general issues in the study of dialects, including the relation between regional/social varieties and extralinguistic phenomena such as social class and gender, the notions of standard and non-standard varieties as well as the discussion of 'right' and 'wrong' language use. It also compares the two major standard varieties of English, English Standard English and General American English. On this basis, the second part of the course examines some major issues of variation in the British Isles (UK and Ireland).

This course will be concerned with compounding as a morphological process. Unlike the outputs of inflection and derivation, compounds involve more than one root and thus raise interesting questions about the interaction between lexicon, syntax and semantics. For instance, the meaning of some compounds can be compositionally derived from the meaning of the roots involved (e.g., apple cake, blue cheese, girlfriend, hairdresser), but others have an idiosyncratic meaning (e.g., kill joy, white collar, pale face). In this class, we will discuss some of the most prominent works on compounds in order to understand the implications of this word formation process for linguistic theory in general.

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.

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

Second language acquisition (SLA) concerns how learners acquire a second language (L2) subsequent to their first/native language. Three questions are central: a) What exactly does the L2 learner acquire? b) How does the learner acquire the L2 language? c) Why are some learners more "successful" than others? The first part of the seminar introduces a multidisciplinary perspective to SLA that considers linguistic, psycholinguistic and social factors. In the second part of the course, we read and discuss selected empirical studies. Course requirements include active class participation, an open-book moodle test, and a short in-class presentation. Readings will be made available via Moodle.
5250139  Multilingualism (english)

In this course, various aspects of multilingualism across the life span will be investigated. Aspects to be addressed include bilingual acquisition, L2 acquisition, and attrition. The course will offer discussion of basic theoretical issues of multilingualism as well as application of theory to data.

5250140  Syntactic Variation (english)

In this seminar we will investigate syntactic differences between English and other languages. The phenomena we will discuss include:
- basic word order: SVO as in English, SOV as in German and Japanese; verb-second as in German and Scandinavian
- null subjects (generally unavailable in English)
- basic case systems: nominative-accusative as in English vs. ergative-absolutive as e.g. in Basque
- gender systems across languages (lack of grammatical gender in English)
- phenomena at the left periphery: topicalization, clitic left dislocation, focus-fronting etc.

5250141  English Syntax (english)

This seminar aims to give participants a good understanding of a broad range of issues in syntax. After revising the material covered in the introductory courses, the course will cover (among other things) functional categories (determiners, auxiliaries and complementizers), passive, question formation, infinitives, negation and relative clauses. We will focus on English data, using data from other languages (including German) as a basis for comparison.

5250142  Argument structure (english)

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

5250143  Introduction to Semantics (english)

This course offers an introduction to formal approaches to meaning. As a prerequisite, students are expected to have basic knowledge of syntax. We will learn how the meaning of a sentence is a composition of the meanings of its parts. We will talk about basic logical concepts, such as truth, reference and denotation; learn how meaning can be abstracted in technical terms like lambda calculation and function application; and look at quantifiers and modals and how the meaning of certain words can be captured through set theory. We will also talk about pragmatics and how the meaning of sentences is enriched when they are used in context.

5250144  English Syntax (english)

This seminar aims to give participants a good understanding of a broad range of issues in syntax. After revising the material covered in the introductory courses, the course will cover (among other things) functional categories (determiners, auxiliaries and complementizers), passive, question formation, infinitives, negation and relative clauses. We will focus on English data, using data from other languages (including German) as a basis for comparison.

5250145  Historical Syntax (english)

This course offers an introduction to formal approaches to meaning. As a prerequisite, students are expected to have basic knowledge of syntax. We will learn how the meaning of a sentence is a composition of the meanings of its parts. We will talk about basic logical concepts, such as truth, reference and denotation; learn how meaning can be abstracted in technical terms like lambda calculation and function application; and look at quantifiers and modals and how the meaning of certain words can be captured through set theory. We will also talk about pragmatics and how the meaning of sentences is enriched when they are used in context.
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.

5250146 Contact Linguistics (english)
2 SWS 2 LP Thu 14-16 weekly UL 6, 3075 G. Yilmaz

This course explores what happens when languages come into contact both at an individual and societal level. We will be discussing major issues concerning coexistence of languages in the brain and the consequences of such coexistence for the individuals and communities. Topics include the following: interference, lexical and grammatical borrowing, code-switching, language attrition, and pidgin and creole formation. The students will be able to recognize and understand a range of language contact phenomena from both linguistic and sociolinguistic perspectives and be able to develop a critical awareness of the societal treatment of multilingualism.

5250147 Inklusion und Heterogenität V: „Dramapädagogische Methoden …“ (english)
2 SWS 3 LP Fri 08-10 weekly (1) HV 5, 0122-23 S. Breidbach, J. Buck
1) Beginn in der zweiten Vorlesungswoche


Es handelt sich um ein Kooperationsseminar der Fachdidaktik Englisch mit dem Lehrstuhl für Rehabilitationswissenschaften. Studierenden beider Fächer wird das Seminar entweder für die Fachdidaktik Englisch oder Sonderpädagogik nach Bestehen der Modulabschlussprüfung mit 3 Leistungspunkten angerechnet. Die Anmeldung zum Seminar erfolgt auf AGNES und ist auf insgesamt 20 Teilnehmer_innen (10 aus der Fachdidaktik Englisch sowie 10 aus der Sonderpädagogik) beschränkt. Sollten sich mehr Teilnehmer_innen anmelden als Seminarplätze vergeben werden können, erfolgt die Platzvergabe über das Losverfahren.

5250148 Research Methods (english)
2 SWS 10-12 weekly DOR 24, 1.601 N.

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

5250149 Grammar Development for Deep Linguistic Analysis in English (english)
2 SWS 12-14 weekly DOR 24, 1.502 N.

The course deals with deep linguistic analysis in English and draws on theoretical and descriptive linguistics. The course will focus on language models based predominantly on theoretical syntactic and semantic theories (e.g., CCG, HPSG, LFG, TAG, the Prague School). The course will conclude by showing that deep linguistic analysis grammars differ from “shallower” methods of language analysis in that they yield more expressive and structural representations which directly capture long-distance dependencies and underlying predicate-argument structures.

5250150 Corpus-Driven Methods for Acquiring Linguistic Information (english)
2 SWS 12-14 weekly UL 6, 2097 N.

This course deals with methods for acquisition of linguistic information from corpora, also as a means of enhancing robustness of lexicalised grammars for various purposes. The methods which will be presented in the course for the acquisition of linguistic information in English will be shown to be able to get tuned in order to enhance robustness of grammars for languages with richer morphology and freer word order.
This course will provide an introduction to consecutive interpreting and give students the opportunity to work on the generic skills relevant to consecutive interpreting (memory training, notetaking, oral expression, public speaking). Students will practice (basic) consecutive interpreting and discover the interpreter's roles and responsibilities. Interactive exercises are an integral part of the course and students are expected to participate actively. Students who wish to take this course should have a good command of English and German (Level B2). Erasmus students welcome. Registration required by 30 April 2018 via email to: johannsenanna@ymail.com

### 53 042 Explaining Political Preferences – Theory, Empirics and Applications (english)

Most theories of voting behavior agree that voters' decisions at the ballots are driven by their desire to promote policy outcomes in line with their preferences – that is, in line with what they want. In order to understand voting behavior, we thus need to understand political preferences: Who wants what, and why?

Covering literatures from political economy, political sociology and (social) psychology, we will study a broad array of preferences on salient issues of our time, including preferences for social policy (e.g., income redistribution and social insurance), immigration restriction, European integration, and legal equality for homosexual couples. Aside from studying the causes of these preferences, we will also study their effects – that is, we will investigate how different preference sets affect voting behavior for different parties in varying political contexts.

To equip participants with the required tools to conduct their own research (on political preferences and beyond), this seminar assigns equal weight to the substantive treatment of the seminar literature on the one hand and to training in research design and applied quantitative methods on the other. In terms of research design, we will contrast observational studies, quasi-experiments and lab experiments to elicit their respective costs and benefits. In terms of applied methods training, we will cover techniques for measuring preferences (e.g., factor analytical and item response theoretical approaches) as well as techniques for explaining preferences (e.g., generalized linear models and hierarchical models).

The general language of instruction and communication in this class in English. The final paper (Modulabschlussprüfung) may be submitted either in English or in German. This class requires that participants are familiar with the methods covered in Statistik I + II (or equivalent).

Organisatorisches:
- **Raumwunsch:** PC-Pool (alternativ: Stunden 1+2 im Seminarraum, Stunden 3+4 im PC-Pool)
- **Zeitpräferenz:** Di 14-20, Mi 10-20, Do 10-16

### 53 047 Parties in Coalition Governments – Introduction into Coalition Research (ÜWP) (english)

In times of growing support for populist parties and the continuous rise of the number of parties gaining representation in national legislatures, the study of coalition governments becomes increasingly important. This course examines the key questions of coalition governments in Western and Eastern Europe: Who gets into government? How successful are coalition parties in forming cabinets and coalition bargaining? After an introduction of the key concepts of research on parties and coalitions, we will first discuss theories about the formation of governments, e.g. which parties are more likely to form a coalition, but also which parties are excluded from government positions. In the second part, we will also study their effects – that is, we will investigate how different preference sets affect voting behavior for different parties in varying political contexts.

To equip participants with the required tools to conduct their own research (on political preferences and beyond), this seminar assigns equal weight to the substantive treatment of the seminar literature on the one hand and to training in research design and applied quantitative methods on the other. In terms of research design, we will contrast observational studies, quasi-experiments and lab experiments to elicit their respective costs and benefits. In terms of applied methods training, we will cover techniques for measuring preferences (e.g., factor analytical and item response theoretical approaches) as well as techniques for explaining preferences (e.g., generalized linear models and hierarchical models).

The general language of instruction and communication in this class in English. The final paper (Modulabschlussprüfung) may be submitted either in English or in German. This class requires that participants are familiar with the methods covered in Statistik I + II (or equivalent).

Organisatorisches:
- **Raumwunsch:** PC-Pool (alternativ: Stunden 1+2 im Seminarraum, Stunden 3+4 im PC-Pool)
- **Zeitpräferenz:** Di 14-20, Mi 10-20, Do 10-16

### Literature:
- **Einführende Literatur:**

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To equip participants with the required tools to conduct their own research (on political preferences and beyond), this seminar assigns equal weight to the substantive treatment of the seminar literature on the one hand and to training in research design and applied quantitative methods on the other. In terms of research design, we will contrast observational studies, quasi-experiments and lab experiments to elicit their respective costs and benefits. In terms of applied methods training, we will cover techniques for measuring preferences (e.g., factor analytical and item response theoretical approaches) as well as techniques for explaining preferences (e.g., generalized linear models and hierarchical models).

The general language of instruction and communication in this class in English. The final paper (Modulabschlussprüfung) may be submitted either in English or in German. This class requires that participants are familiar with the methods covered in Statistik I + II (or equivalent).

Organisatorisches:
- **Raumwunsch:** PC-Pool (alternativ: Stunden 1+2 im Seminarraum, Stunden 3+4 im PC-Pool)
- **Zeitpräferenz:** Di 14-20, Mi 10-20, Do 10-16
coalition life cycle: after an introduction of the key concepts of the research on parties and coalitions, we will first discuss theories about the formation of governments, e.g., which parties are more likely to form a coalition, but also which parties are excluded from government positions. In the second part, we will regard the stage of coalition governance and explore how policy-making under coalitions works and if parties in coalitions can realize their policy promises. In the final part, we will look at cabinet stability and discuss different theories about early government termination. The course provides the students with the knowledge of the relevant theories of coalition research and introduces important sources of data and the methodological challenges in the field. The aim of the course is to support the students to develop and answer a research question of their own in the area of coalition governments.

Literature:


Research Paper:

- Students will write a traditional research paper based on materials discussed in this course, external materials and resources are optional. The paper may focus on a particular country, set of countries, or a specific topic related to the comparative study of courts and law. Papers will be approximately 10 - 12 pages double-spaced, Times New Roman Font size 12, with 1 inch page margins. More detail will be provided by the instructor in class.
- The research paper is valued at XX% of the final grade.

Materials for this course will be emailed to the class by the instructor each week.

- Week 1: Introduction to the Course - no short essay due this week
- Week 2: Comparative Constitutional Law
- Week 3: Designing Constitutions
- Week 4: Judicialization of Politics
- Week 5: Politicization of Constitutions


• Week 6: Organization of Courts
  • TBD

• Week 7: Judicial Independence I

• Week 8: Judicial Independence II

• Week 9: Judicial Review I

• Week 10: Judicial Review II

• Week 11: International Courts
  • Davies, Activism Relocated: The Self-restraint of the European Court of Justice in its National Context and Constitutions. This course emphasizes a comparative study on how legal institutions impact political, economic, and social aspects within democracies. Several theoretical concepts and key themes of comparative legal studies will be discussed in the course of the class. These key themes include: theories of decision-making by judges, judicial independence, how courts operate as a mechanism for social and political change, and the approaches for measuring rule of law.

• Week 12: Courts and Democratization I
  • Haggart, Stephan and Robert The Political Economy of Democratic Transitions. Chapter 1.
  • Rosenthal, Howard and Erik Voeten, "Measuring Legal Systems.

Organisatorisches:
Lehrbeauftragter der Duke-University

53 048
Democracies and the Rule of Law (ÜWP) (english)
2 SWS
SE/PS
Thu 14-18 weekly (1)
UNI 3, 001 K. Renberg
1) takes place from 07.06.2018

Introduction: The goal of this course is to expose students to a variety of research topics related to the nature of courts, laws, and constitutions. This course emphasizes a comparative study on how legal institutions impact political, economic, and social aspects within democracies. Several theoretical concepts and key themes of comparative legal studies will be discussed in the course of the class. These key themes include: theories of decision-making by judges, judicial independence, how courts operate as a mechanism for social and political change, and the approaches for measuring rule of law.

Assignments: Students will be assigned to write a short essay based on the week’s assigned readings. The essay should be approximately two pages, double spaced in length, Times New Roman font size 12, with 1 inch page margins. Students have two short essay options. The first is a case study of a democracy; these essays should include a concise summary of the core thesis and the arguments from the week’s readings and relate them to a specific country. The other short essay option is more theoretical, here students should evaluate the arguments presented in the week’s readings and also discuss how the readings fit within the broader theme of this course. Short essays must be emailed to the instructor within 24 hours after the class seminar. Each short essay is valued at XX% of the final grade.

Research Paper: Students will write a traditional research paper based on materials discussed in this course, external materials and resources are optional. The paper may focus on a particular country, set of countries, or a specific topic related to the comparative study of courts and law. Papers will be approximately 10 - 12 pages double-spaced, Times New Roman Font Size 12, with 1 inch page margins. More detail will be provided by the instructor in class.
Materials for this course will be emailed to the class by the instructor each week.

**Introductory Readings:**

**Introductory Readings:**

- TBD

**Week 1:** Introduction to the Course - *no short essay due this week*

**Week 2:** Comparative Constitutional Law

**Week 3:** Designing Constitutions

**Week 4:** Judicialization of Politics

**Week 5:** Politicization of Constitutions

**Week 6:** Organization of Courts
- TBD

**Week 7:** Judicial Independence I

**Week 8:** Judicial Independence II

**Week 9:** Judicial Review I

**Week 10:** Judicial Review II
What constitutes democracy and autocracy? How do they operate in a real-world politics? Is one regime type better than the other? Under what conditions does autocracy transition to democracy or vice versa? In this course, we explore diverse issues of democracy and autocracy in a comparative perspective. Specifically, this course seeks for four major goals.

1. To study the concepts, subtypes, and measurements of democracy and autocracy as a theoretical and empirical foundation.
2. To examine how democracy and autocracy work in reality by understanding their core principles and institutional characteristics.
3. To discuss several theoretical arguments regarding the effects of democracy and autocracy on economic development, governance, and international relations.
4. To look at the dynamics of regime transition by learning various determinants of democratization and the recent debates on democratic backsliding around the globe.

This course is designed for undergraduate students who are studying comparative politics, democratization and the recent debates on democratic backsliding around the globe. It is ideal for students with an interest in economic development, governance, and international relations.

The current course plan includes 13-week plan with one week extra. If we complete all materials on time (within 13 weeks), as the semester begins.

**Class Schedules**

**Week 1: Defining Democracy and Autocracy**

**Week 2: Classifying Democracy and Autocracy**
Geddes, Barbara. 1999. "What do we Know about Democratization after Twenty Years?" *Annual Review of Political Science* 2: 115-144
Week 3: Measuring Democracy and Autocracy: Indicators and Datasets
Freedom House (https://freedomhouse.org/)

**Week 4: Theories of Democratization I: Economic Origins, Bottom-up View**

Week 5: Theories of Democratization II: Political Origins, Top-down View


Week 6: Elections, Representation, and Accountability


Week 7: Rule of Law and Judicial Independence


Week 8: The Politics of Authoritarian Regimes


Week 9: Authoritarian Institutions


Week 10: Economic Development: Is Democracy Richer than Autocracy?


\* Short assignment \*

Week 11: Governance: Is Democracy Governing Better than Autocracy?


Week 12: War and Peace: Is Democracy Less Violent than Autocracy?


Week 13: Debates on Democratic Backsliding


Literature:
Reading Materials
Reading materials consist of journal articles and book chapters. All reading materials are available on the course website. There is no textbook in this course, but you may be interested in buying the books below of which we will read more than one chapter.


Organisatorisches:
Course Requirements
1. Participation: The format of this course is a seminar-based lecture, and thus your active and thoughtful participation in class is the key to make this course a success. It is essential that every student has completed the assigned readings before class and is ready to participate in discussion. To this end, each student should upload one comment or discussion question to the class website no later than Friday 9 AM every week. The instructor will read over the comments and questions before class and
incorporate them into the lecture.

2. Two short assignments: There are two short assignments on Week 3 and Week 10. They aim to make you familiar with the datasets and preliminary empirical analysis. In these assignments, you will deal with existing datasets of democracy and autocracy, create basic plots and graphs, and write a short verbal description of your empirical findings. The instructor will provide instructions and resources for the assignments one week prior to the assignments.

3. Reaction paper: Each student must write one (or two) reaction paper(s) (1,200±50 words) on the readings for a particular week. You can choose a particular week on which you would like to write. Your reaction paper should be a critical review of the assigned readings. It should not be mere summary of the readings one-by-one. For successful reaction paper, you should analyze key theoretical and methodological issues of the topic, compare and contrast the assigned readings, evaluate them critically, and suggest the agendas for future research. I strongly recommend you meet the instructor to discuss your paper before submitting it. Reaction paper should be submitted to the instructor via e-mail no later than Thursday 5 PM on the week you choose.

4. Final paper: Each student will be required to submit a final research paper (about 20 pages, double-spaced) focused upon a selected topic of democracy and/or autocracy. Although you can freely choose the topic of your interest, your paper should be analytical and systematic. In particular, your paper should offer (a) an introduction specifying your research question, (b) a review of existing literature, (c) a theoretical section outlining your main arguments and central hypotheses (if possible), and (d) your research plan to explore or test your argument. If you want to go further, your paper can also include some preliminary findings and tentative conclusions. I strongly recommend you develop your paper as early as possible and meet the instructor regularly to discuss your project. Final paper should be submitted to the instructor via e-mail no later than August 10th (Friday).

Grading

Your grade is based on the quality of your performance on four course requirements described above.

For 3 ECTS Credits: For 5 ECTS Credits:
- Participation 10% • Participation 10%
- Two short assignments 10% (5% each) • Two short assignments 10% (5% each)
- One reaction paper 25% • Two reaction papers 40% (20% each)
- Final paper 45% • Final paper 40%

**Please let me know if you need additional readings from me. I am now developing the syllabus that includes a full list of reading materials and happy to offer you the list further.**

53 049 Democracy and Autocracy (ÜWP) (english)

What constitutes democracy and autocracy? How do they operate in a real-world politics? Is one regime type better than the other? Under what conditions does autocracy transition to democracy or vice versa? In this course, we explore diverse issues of democracy and autocracy in a comparative perspective. This course consists of four major themes. First, we study the concepts, subtypes, and measurements of democracy and autocracy to build our theoretical and empirical foundation. We next examine how democracy and autocracy work in reality by understanding their core principles and essential characteristics. The third part of this course is to discuss several theoretical arguments regarding the effects of democracy and autocracy on economic development, governance, and international relations. Lastly, we look at the dynamics of regime transition by learning various determinants of democratization and joining the recent debates on democratic backsliding around the globe.

This course is designed for undergraduate students who are studying comparative politics and political institutions. The approach this course takes is both theoretical and empirical, and qualitative and quantitative works are equally covered. No prior knowledge is required, but the basic understanding of empirical analysis will be helpful to understand the materials.

Literatur:

**Three Introductory Readings:**


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Organisatorisches:

Lehrbeauftragter der Duke-University

14 Sitzungen oder 7 Doppelstunden (In Klärung)

53 057 Violations of State Sovereignty (english)

This course explores violations of domestic political sovereignty. This is done in two parts. The first part of the course focuses on defining key concepts, and outlining the role of international institutions, international norms, and interstate relationships in reducing the degree of political autonomy held by states. Students will learn about how bodies like the United Nations, concepts like the Responsibility to Protect, and hierarchical military and economic relationships can impact the sovereignty of states. The second part of the course explores the causes and consequences of directed, intentional interventions by one state into the domestic politics of another state. Such interventions can be oriented towards installing or propping up preferred leaders, pitting domestic
groups against each other, creating a widespread and specific shift in public opinion, or otherwise affecting the stability and leadership of a target state. These interventions go beyond merely lobbying for specific policy changes, and are often characterized as violations of the sovereignty of the states who are targeted. The tools used in these interventions vary widely, including overt military force, covert action, election interference, and the strategic use of foreign aid. Students who complete the course will obtain historical knowledge about the forces that have served to limit state sovereignty, substantive knowledge about the sources and impacts of these factors, and critical perspectives on what these forces mean for both international and domestic politics.

Literature:

Three Introductory Readings:

The first session of this course would be an introductory day that is largely about the establishment of three central terms or concepts: (1) international influence on domestic politics, (2) sovereignty violations, and (3) intervention. While most of the readings I plan to assign in this course are relatively recent pieces, the introductory readings are older, classic works on the some of the main ideas to be explored in the course:


Gourevitch (1978) introduces the general focus of this course: foreign/international impacts on domestic politics. While Gourevitch's idea of international politics affecting domestic politics is much wider than the targeted interventions explored in the course, this paper is still a foundational piece showing that the comparative politics of a state cannot be fully studied without examining the pressures on that state from beyond its borders.


Krasner (1995) contends that most states have never been fully sovereign in the Westphalian sense, and shows the ways in which these states have had their autonomy restricted or violated. Krasner offers multiple definitions of sovereignty, ways in which sovereignty can be violated without the consent of the state, and a solid introduction to the history of how outside forces can heavily restrict the autonomy of states, even within their borders.


Rosenau (1969) is an early and seminal attempt to lay out what “intervention” is, and how it should be differentiated from undirected, unintentional forms for foreign influence (such as cultural dialogue) and from other phenomena such as imperialism.

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53 062 Migration and Belonging in Post-National Europe: The Interrelational Perspective (english)

This project seminar is on how migration processes affect intergenerational and interrelational ties in European countries with a specific focus on politics of belonging in Western Europe. Research in sociology and political science has hardly captured how second (or even later) generation migrants with origins in European or non-European countries shape the Europeanization process. Drawing on the migratory processes, we will learn and discuss the theories and practices of intergenerational relationships and what role migration plays in constructing interrelations between migrants, minorities (for example between Turkish immigrants and Jewish community) and majorities in the light of the Europeanization process.
Students' empirical research projects may range from micro-level everyday life practices to macro-level national or European politics of belonging. The core of this course will be to comparatively assess how migrants reflect, shape, and transform Europe's boundaries along the lines of gender, class, race, ethnicity, and different generational stages of migration. This can, for instance, relate to how second generation migrant public or political actors engage in certain political events that concern Europe or their parents' countries of origin. For this class, it is advisable to have background knowledge on subjects on migration, citizenship and belonging. Existing theories will be assessed and discussed. Students are required to conduct their empirical research, participate in class discussions concerning practical issues related to their research, and present their research progress on a regular basis.

Literature:

53 064 Ethnic inequalities in the labour market: human capital, culture and discrimination (english) 2 SW 3/5 LP / 5 LP SE/PS Wed 16-18 weekly UNI 3, 005 R. Koopmans

In many different countries of immigration, immigrants and their descendants have lower rates of labour market participation, higher unemployment rates, are concentrated in lower status jobs and earn lower incomes. There is not only significant variation between people with and without migration background but also among different immigrant ethnic groups. In this seminar we discuss various possible explanations for these inequalities. These include human capital (e.g., educational qualifications), social and cultural factors (e.g., interethnic social ties, language proficiency, gender values), as well as discrimination. Regarding discrimination, we highlight the theoretical difference between "taste" and "statistical" discrimination. Because of its importance for labour market success, we will also discuss the causes of educational inequalities. We will discuss theoretical approaches as well as a variety of empirical studies using different methodological perspectives.

Literature:

53 064 Ethnic inequalities in the labour market: human capital, culture and discrimination (ÜWP) (english) 2 SWS 3/5 LP / 5 LP SE/PS Wed 16-18 weekly UNI 3, 005 R. Koopmans

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Literature:
As a result of immigration, we see increasing diversity in language, ethnicity, race, religion, class structure and culture in our societies today. Citizenship and immigrant incorporation, specifically assimilation and multiculturalism, are used as important analytical and policy tools to understand and respond to this diversity. Using these two concepts as the cross-cutting analytical tools, we aim to critically discuss the racialized, ethnicized, class and gender-based hierarchies that emerge as a result of immigration in North America and Western Europe. We will question how citizenship is enacted through multiple identities, border-crossings and different levels of memberships in the process of globalization. We will also critically explore the tension between ethnic membership, national belonging and immigrant incorporation policies in North America and Western Europe by referring to current debates on multiculturalism, stable borders and democracy. Throughout the seminars, we will discuss the case of Germany as an immigrant receiving country and locate it in the global framework.

Literatur:

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Literatur:

This seminar offers a critical discussion of studying Muslim communities and different conceptualizations of Islam in Western European countries, with a specific emphasis on Germany. There will be a series of seminars on the topics of anti-Muslim racism, Muslim organizations in Germany, and media debates on Muslim women and domestic violence, the headscarf debates in Europe. We will include prominent researchers on Muslim communities in Germany and beyond, such as Margreet van Es. Students are expected to join the seminar discussions in English, however some of the articles and presentations in the seminar will be in German. Therefore, fluency in both languages are essential.

On one side this seminar offers a critical discussion of studying Muslim communities and different conceptualizations of Islam in Western European countries, with a specific emphasis on Germany. On the other side the seminar addresses the perception, images and existing stereotypes against this religious minority. There are six main modules in the seminar (the students are expected to prepare their final papers on one of these modules): 1. The Headscarf Debate in Western Europe; 2. The circumcision debate in Western Europe; 3. Being German, Becoming Muslim (converts); 4. Social movements and organisations; 5. Media representations; 6. Niqab-Debate in western Europe;

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Literatur:

Against the background of violent ethno-nationalistic and religious clashes that plague the landscape of contemporary world politics and of the recent rise of particularistic populism all around the world — from Trump’s America to Erdogan’s Turkey, from AfD in Germany to Front National in France — this seminar explores the practical implications of the thoughts of selected political thinkers for two inter-related questions:

1. How can we (or can we, or must we) justify the universality of a deliberative democratic conception of political legitimacy in culturally diversified societies — in societies, that is, where people holding divergent religious and/or philosophical convictions co-exist at a common time and public space under a single legal and constitutional framework.

2. How can we (or can we) culturally stabilize deliberative democratic institutions and non-violent political processes in such diversified societies.

Two thinkers, Jürgen Habermas and John Rawls, will be invited to the seminar to play permanent leading parts — if not in person, then through their relevant primary texts that can be read as addressing either or both of these questions. Six other thinkers, Immanuel Kant, Friedrich Nietzsche, Max Weber, Carl Schmidt, Hannah Arendt and Hans Georg Gadamer will play recurring supporting parts in the background. As our in-class-conversation develops and the plot thickens, a panoply of other thinkers may be invited to make guest appearances. Antonio Gramsci, Luis Althusser and Chantal Mouffe may be asked to voice the Neo- and Post-Marxist objections to deliberative democracy, Joseph Schumpeter and Leo Strauss may kindly voice elitist objections, Richard Rorty may represent the “postmodern bourgeois liberal” position, and Robert Dahl, Seymour Martin Lipset, Samuel Huntington, Gabriel Almond and Sydney Verba may appear as the representatives of the Western-centric position of the mainstream of American political science on questions of cultural diversity and political stability.
Marxist objections to deliberative democracy, Joseph Schumpeter and Leo Strauss may kindly voice elitist objections, Richard Rorty may represent the “postmodern bourgeois liberal” position, and Robert Dahl, Seymour Martin Lipset, Samuel Huntington, Gabriel Almond and Sydney Verba may appear as the representatives of the Western-centric position of the mainstream of American political science on questions of cultural diversity and political stability.

53 095 Immigration, Social Cohesion, and the Welfare State (english)
2 SWS P5 Thu 12-14 weekly UNI 3, 001 T. Goldschmidt

The claim that large-scale migration and the maintenance of generous welfare systems are irreconcilable is one of the most heated points of contention in political debates and academic research alike. The seminar will critically assess the theoretical assumptions underlying this claim and review the available empirical evidence. The seminar departs from a general discussion of how different welfare regimes structure benefit access and, by extension, social solidarity. It then moves on to discuss, first, how migration and the increasing diversification of societies may affect majority support for the welfare state and, second, whether welfare states may affect migration themselves. Students should be prepared to read and actively discuss the assigned literature before attending each seminar session. Since most of the empirical literature provides evidence based on quantitative analyses, a basic understanding of statistical methods commonly used in the social sciences is necessary.

53 101 Theoretical and Historical Debates on Gender and Sexuality (english)
2 SWS 10 LP LS Tue 10-14 fornt/2 UNI 3, 205 G. Yurdakul

This course is a tour-de-force on theoretical and historical debates on gender and sexuality, with a specific focus on feminist theories developed in Europe and North America. The aim of the course is to gain a theoretical and historical perspective on feminist theories, ranging from second wave feminism to the current debates on postcolonial feminism. The students are expected to write a major theoretical paper at the end of this course, so reading the biweekly texts and engaging in class discussions are essential.

Literature:

53 106 Course Outline Survival Analysis (english)
2 SWS 10 LP LS Thu 16-18 weekly UNI 3, 217 A. Schmotz

The weekly two-hour seminar and lab session offers a practical introduction to survival analysis. Survival analysis (also called event history analysis, duration analysis, or failure analysis) is a powerful statistical tool that models the effects of explanatory factors on the likelihood and timing of events. Many research questions in the social sciences are (sometimes implicitly) concerned with what happens when, and why. Examples may include the effects of

- party positions on the likelihood of reaching a coalition agreement after a period of negotiations;
- education on the chances of finding a job after a period of unemployment; or
- democracy promotion on the odds of regime change after a period of authoritarianism.

Students will learn a range of modelling strategies both in theory and practise. Therefore, the course takes the form of a two-hour weekly seminar in the computer lab. The first part of each session will consist of a (lecture-like) theoretical presentation and discussion of a particular aspect of survival analysis, while in the second part students will use R to apply the newly learnt procedures in a series of lab exercises.

Previous experience with R will be helpful, but is not required. By contrast, a solid foundation in linear and logistic regression analysis (i.e. Statistics 101) is essential.

At the end of term, students will have acquired sound theoretical and practical knowledge of survival analysis, will be able to employ the method in their own work, and will have the skills necessary to independently expand on the topics covered in the course. The course is addressed to interested MA students of all programmes. It is listed as a methods lecture seminar (Lektüreseminar Methoden), students may therefore attain up to 10 LP (Leistungspunkte). Assessment will be based on a term paper (Hausarbeit, approx. 40,000 characters) to be handed in at the end of term, active participation in the sessions, and a number of small assignments during term. The term paper will count as a module concluding exam (Modulabschlussprüfung) in Module 1 (Theories and Methods of the Social Sciences; Theorien und Methoden der Sozialwissenschaften) of the MA programme Social Sciences (Sozialwissenschaften). Due to space constraints in the computer lab, unfortunately the number of participants is limited.

Literature:
Recommended preparatory reading:

53 111 Advanced Quantitative Methods: Cross-Sectional Data Analysis (english)
2 SWS 10 LP LS Thu 14-16 weekly UNI 3, 217 J. Giesecke

The course provides an introduction to the analysis of quantitative, cross-sectional data using STATA. First, we will discuss how to quantify not directly observable attributes of units of analysis, such as the level of corruption of countries and the level of extraversion in individuals. We thereby draw on methods from (psychological) test theory and item response theory. Second, the
course reviews regression modelling of metric but also categorical outcome variables. Emphasis will be given to the identification of causal effects in non-experimental data, considering also the instrumental variables approach.

The course incorporates applied analyses of example data files (hands-on sessions) using STATA and builds on regular exercises throughout the semester. It is open to members of the BGSS and master students (course in Methoden empirischer Sozialforschung). The course will be held in English (except only native German-speakers attend).

53 112  Quantitative Text Analysis (english)
2 SWS  10 LP
LS  12-18  Block+SaSo (1)  UNI 3, 217  H. Klüver
1) takes place from 13.07.2018 till 15.07.2018

This seminar will provide you with an overview of quantitative text analysis methods that allow you to systematically extract information from political texts. The seminar will combine more traditional approaches such as manual hand-coding with recent advances in political methodology that treat words as data. The seminar will begin with important concepts in content analysis such as content validity and intercoder reliability. We will afterwards take a closer look at manual coding approaches such as the Manifesto Project before turning to computer-assisted dictionary-based text analysis techniques. This will be followed by an extensive discussion of Wordscores and Wordfish, two cutting-edge techniques that allow you to automatically extract policy positions from political texts. Finally, we will deal with document classification and learn how to automatically classify texts into categories such as classifying thousands of press releases into policy areas. The seminar will combine theoretical sessions with practical exercises to allow participants to immediately apply the presented techniques.

Literatur:
Einführende Literatur:

Organisatorisches:
Raum PC Pool 217 benötigt!

53 125  Comparative Political Institutions. Theoretical principles and empirical applications (english)
2 SWS  5 LP
SE  16-18  weekly  UNI 3, 004  D. Burlacu

This course is about the functions and effects of political institutions. We will study institutional design in a comparative perspective and how it influences political actors' decisions, public opinion, and the policy outcomes. Every week we will discuss the assigned readings and do lab exercises with STATA. By the end of the course students should have: 1. A good working knowledge of the main theories of political institutions and latest developments in the field; 2. A sound understanding of the research design and methods used in the field. 3. Hands-on knowledge of statistical techniques used to analyze institutional effects. Basic knowledge of quantitative methods is required.

53 125  Comparative Political Institutions. Theoretical principles and empirical applications (ÜWP) (english)
2 SWS  5 LP
SE  16-18  weekly  UNI 3, 004  D. Burlacu

This course is about the functions and effects of political institutions. We will study institutional design in a comparative perspective and how it influences political actors' decisions, public opinion, and the policy outcomes. Every week we will discuss the assigned readings and do lab exercises with STATA. By the end of the course students should have: 1. A good working knowledge of the main theories of political institutions and latest developments in the field; 2. A sound understanding of the research design and methods used in the field. 3. Hands-on knowledge of statistical techniques used to analyze institutional effects. Basic knowledge of quantitative methods is required.

53 126  Gender Inequality in Education and Employment (english)
2 SWS  10 LP
LS  14-16  weekly  UNI 3, K12b  E. Struffolino

The seminar will offer a comprehensive understanding of the role of gender inequality for education and employment from a social stratification perspective. Women's roles have tremendously changed over the last century. In terms of educational attainment women have caught up to men and, in many countries, even overtaken them. Female students have long obtained higher grades than their male peers, they display more positive attitudes towards school, and have higher educational aspirations. However, in most industrialized societies gender disparities in the labour market and in the household endure. For example, women are disadvantaged compared to men with the same educational qualification both in terms of wage and contract duration, and they are more exposed to poverty risk when experiencing divorce or separation especially if poorly educated. The readings will examine the dynamics of gender inequality over the life-course and discuss how cumulative disadvantages mechanisms connect early age to later life outcomes in different domains.

53 138  Political Representation (english)
2 SWS  5 LP
SE  08:30-10:00  weekly  UNI 3, 002  S. Krauss
The representation of the preferences of citizens lies at the heart of politics. It comes with no surprise that our understanding of democracy usually incorporates the concept of representative democracy. Here, citizens can influence politics by voting for political representatives or political parties. Through regular elections, citizens are able to reward or punish their representatives for keeping or breaking their promises. In this seminar, we will take a closer look at different forms of representation. We will start with a definition of representation and other important concepts in this strand of research. We will continue by distinguishing between different types of representation. For example, how can we ensure the representation of minorities and how does representation differ in different electoral systems? The second part of this seminar is devoted to the study of actual representation. If parties are able to fulfill the pledges they made during the electoral campaign, they are able to represent the preferences of their voters. But what influences pledge fulfillment? And how can we explain the puzzling finding that voters think that parties do not keep their promises even though research has found that pledge fulfillment is quite high? The course provides the students with the knowledge of the relevant theories of political representation and introduces methodological challenges in the field. The aim of the course is to support the students to develop and answer a research question of their own in the area of political representation. Knowledge of statistical analysis is helpful for students taking part in this course.

Literatur:

Einführende Literatur:

53 138 Political Representation (ÜWP) (english)
2 SWS 5 LP
SE Thu 08:30-10:00 weekly UNI 3, 002 S. Krauss

The representation of the preferences of citizens lies at the heart of politics. It comes with no surprise that our understanding of democracy usually incorporates the concept of representative democracy. Here, citizens can influence politics by voting for political representatives or political parties. Through regular elections, citizens are able to reward or punish their representatives for keeping or breaking their promises. In this seminar, we will take a closer look at different forms of representation. We will start with a definition of representation and other important concepts in this strand of research. We will continue by distinguishing between different types of representation. For example, how can we ensure the representation of minorities and how does representation differ in different electoral systems? The second part of this seminar is devoted to the study of actual representation. If parties are able to fulfill the pledges they made during the electoral campaign, they are able to represent the preferences of their voters. But what influences pledge fulfillment? And how can we explain the puzzling finding that voters think that parties do not keep their promises even though research has found that pledge fulfillment is quite high? The course provides the students with the knowledge of the relevant theories of political representation and introduces methodological challenges in the field. The aim of the course is to support the students to develop and answer a research question of their own in the area of political representation. Knowledge of statistical analysis is helpful for students taking part in this course.

Literatur:

Einführende Literatur:

53 186 Knowledge and Technology Transfer (english)
2 SWS
SE - weekly N.N.

The seminar deals with the basic concepts of knowledge and technology transfer and their relevance for individuals, organizations, countries and policy. How can knowledge within and between organizations be exchanged? What methods are there and what success indicators are used in the literature and in practice? What are the antecedents and effects of knowledge transfer? What can happen if technology but not the relevant knowledge for using it is transferred? These and other aspects are examined in the seminar of “knowledge and technology transfer” based on selected literature. The aim of the seminar is to illuminate knowledge and technology transfer from several angles and disciplines, but also to derive implications for practice to understand how the transfer of knowledge and technologies at the macro and micro level can be designed. The seminar sessions comprise the spectrum of...
knowledge transfer at the individual level, at the group level as well as at the intra-and inter-organizational level. It is particularly interesting to shed further light on different transfer processes between companies and universities, in science and public-private partnerships.

Organisatorisches:

SE Knowledge and Technology Transfer
Prof. Dr. Knut Blind

Achtung: Die Lehrveranstaltung findet an der TU statt (Ort und Zeit in TU-Vorlesungsverzeichnis).

53 196 Social Demography Writing Workshop - Doktorandenkolloquium (english)
2 SWS 3 LP
CO Mon 10-14 fortnigh (1) UNI 3, 001 A. Fasang
1) takes place from 23.04.2018

The writing workshop is held in english and meets on a bi-weekly basis to discuss manuscripts in progress. There are no presentations, instead participants distribute manuscripts to be read and discussed one week ahead of their discussion date. Manuscripts can cover a wide range of topics in the fields of Social Demography and Social Inequality. The writing workshop is conducted in cooperation with the research groups on „Demography and Inequality“ and "Work and Care" at the WZB Berlin Social Science Center. The goal is to provide an informal peer review to prepare manuscripts for submission. Regular attendance is expected.

53 197 Masterarbeits-Colloquium (english)
2 SWS 1 LP
CO Fri 12-16 fortni/2 UNI 3, 004 C. Matthes

53 210 Research Design and Implementation (english)
2 SWS
SE Wed 16-18 weekly UNI 3, 205 W. Merkel

BGSS course: For advanced MA students only! Please contact lecturer for admission.

532822 Noise: Aesthetics and Politics (english)
2 SWS 3 LP / 4 LP
SE - Block+Sa J. Eriksen

The common definition of noise is that of unwanted, unpleasant, and disturbing sounds. Though these qualities are not necessarily only negative. Through art and cultural theory different concepts of noise exist us focussing on and questioning aesthetic, political and environmental issues, which often demands either a preservation of the old or a step into the new as reaction. The former stance is often subscribed to R. Murray Schafer and the sonic environmentalist movement who are valuing "natural" sounds over human made "sonic pollution". The latter distinction was most notably addressed by Luigi Russolo in his Futurist Manifesto in which he celebrates the art of noises as the necessary break with the historical past and leap into the future of mankind. Addressing these and other key movements and actors in noise theory and practice this course aims towards a manifold critical understanding of noise in the sonic arts, music, everyday life, and politics.

Prüfung:
Hausarbeit, multimediale Präsentation

532836 Geniuses of Work. Figures of creativity in Arts, Crafts and Sciences (part 2) (english)
2 SWS 3 LP / 4 LP
SE Wed 10-14 fortni/1 (1) SO 22, 0.03 P. Ribault
1) takes place from 18.04.2018 till 18.07.2018

This seminar is an inquiry into the great wide world of work through some outstanding figures who changed their trade by their very unique ways of doing and thinking. These men and women of great talent are not necessarily the obvious masters of Arts and Sciences like Leonardo da Vinci, Marie Curie or Albert Einstein, but more discreet people, craftsmen, technicians, scientists, engineers, practitioners of all sorts, from ancient to contemporary times, whose specific achievements have changed the course of their own trade, or, on a bigger scale, the course of arts and techniques. Their inventions or innovations may be famous like Stradivari’s violins, or confidential like Patricia Billing’s construction material called Geobond; they may be major discoveries for the history of techniques, like the invention of what was to become the WIFI by Hedy Lamarr; or unnoticed, either because they failed like Georg Elser’s attempt to kill Adolf Hitler with an amazing hand crafted bomb, or because they were not important enough to draw attention on them, like Stefan Knüpfer’s exceptional talent for piano tuning. In any case, those who invented and/or crafted them represent some specific qualities such as cunning, dexterity, plasticity, malleability, analysis, obstinacy, talent, boldness... which we will identify and analyze.

From a more general perspective, we will investigate the inner mechanisms of creativity and inventivity. Genius, here is intended as ingeniun – little genius, figure of ingenuity – as supposed to Genius – embodied figure of inspiration. We will search for mythological, historical or philosophical examples, like the demigure in Plato's dialogue Timaeus, or Daedalus, the Greek hero of techniques, or ancient gods such as Prometheus, Hephaistos, Ahtena, Enki or Lugh. The students will be invited to look for their own “master of work” and present it to the group.

Prüfung:
Hausarbeit, Referat, multimediale Prüfung
The end of the world is near. Oder? Recent articles in the New Yorker and New York Times have documented the movement of survivalism and prepper culture into the mainstream, and the ownership of bunkers and emergency helicopters is becoming a status symbol in certain elite circles. Our science fiction is increasingly dystopic, the doomsday clock is the closest it’s been to midnight since 1953, and the rise of a belligerent far right around the world has left many fearing a global breakdown in geopolitical stability. In this course we will design and carry out research projects on our own or in small groups that address the following question: What can widespread societal fears of catastrophe and apocalypse tell us about the nature of the present moment, and about our ability as a planet to move forward into a stable and sustainable future?

**53 288**  
**Artificial Intelligence vs. Natural Intelligence (part 2) (english)**

As the world of cognitive and cultural studies seems to be fascinated by the raise of enhancement technologies and what is commonly called "artificial intelligence", we will question the very notion of intelligence at stake in the development of NBIC research and hybridizations.

While the GAFAs are investing billions of dollars in all the possible ways of repairing and increasing our physical or cognitive capacities (what is called trans- or post-humanism) and also in developing machines with intellectual abilities comparable to that of human beings, it sounds urgent to think through what founded the opposition between "natural" intelligence (both in the animal kingdom and the human environment), and "artificial" intelligence in the world of robotics and digital technologies.

If the most basic definition of the term "intelligence" is the "ability to acquire and apply knowledge and skills", then what exactly can we qualify of being "intelligent"? How can we define intelligent animals and what forms can human intelligence take? Do smart phones, deep learning programs and AI deserve the term "intelligent"? Finally, if, according to French philosopher Jean-Michel Besnier, the ultimate goal of any form of intelligence is its own survival, can artificial creatures overtake us one day? We will consider these various questions from 4 main perspectives: philosophical, ethological, fictional and technological, with texts, films and documentaries by Plato, Henri Bergson, Howard Gardner, Marcel Détienne and Jean-Pierre Vernant, Frédéric Joulian, Jared Diamond, Stéphane Desgoutin and Gwénaëla Wagon, Ridley Scott, etc. The students will be analyze and present a case study to the group.

**53 2884**  
**Scarcity and Abundance: Cultural and socio-ecological determinants of feeding the world (english)**

"Do women have to be naked to get into the museum?" This slogan was displayed on buses in New York City and with it the feminist artist collective Guerrilla Girls questioned the status of women in art. Their question can encourage us to think about the position of women in medieval art and the way we study it. Do we ever ask whether there were medieval female artists? And why do we often assume that men were driving forces behind the creation of art? Is the story about Eve as sinner and Mary as saint really all there is to the medieval narrative? This seminar takes medieval visual culture as point of departure to investigate how medieval men and women are represented in art, and how gender identity, class and social identity were constructed through art. By doing so it aims to do away with the master narrative of art as made by and for men to be appreciated and evaluated by men. We will do so by analysing stained-glass-windows, illuminated manuscripts, textiles, goldsmith works, ivories, coins and seals and discussing texts by Beatle Lundt, Linda Nochlin, Madeline Cavinness, Marta Easton, Therese Martin and others. The end of the world is near. Oder? Recent articles in the New Yorker and New York Times have documented the movement of survivalism and prepper culture into the mainstream, and the ownership of bunkers and emergency helicopters is becoming a status symbol in certain elite circles. Our science fiction is increasingly dystopic, the doomsday clock is the closest it’s been to midnight since 1953, and the rise of a belligerent far right around the world has left many fearing a global breakdown in geopolitical stability. In this course we will design and carry out research projects on our own or in small groups that address the following question: What can widespread societal fears of catastrophe and apocalypse tell us about the nature of the present moment, and about our ability as a planet to move forward into a stable and sustainable future?

**533640**  
**Architecture, Human Rights, Spatial Politics (english)**

This seminar will investigate selected contemporary trajectories of architectural (and artistic) scholarship, research, and practice that intersect with questions of human rights, notions of democratic public space, and spatial politics. From a humanities perspective, we will ask what role the discipline of architecture plays (or might play) in both historical and current debates over questions of political representation, defense, the organization of territory, surveillance, warfare, political conflict, and cultural heritage as well as in questions of citizenship, diaspora, humanitarian intervention, and justice. The seminar will seek to provide and test discursive frameworks for addressing this complicated and heterogeneous terrain and critical responses to it, while also attending to the limits of disciplinary concepts and received epistemologies. It will do so with the ambition not just to identify those limits but also to ask in what registers scholarly work on aesthetic practices might operate, what it might contribute, from strategic conceptual tools, to spaces of witness and reflection, to new narratives and other semantic valences that render visible
and articulable the many forms of violence at play in order that they might be attended to differently. In addition to a series of thematic sessions devoted to clusters of shared, required readings, the class will provide a forum for students to develop and present a research project on a related historical or contemporary topic.

Organisatorisches:
Blocktermine - werden noch bekannt geben (an vier Freitagen und Montagen im Semester)

533647 American Art and the stakes of criticism, 1933 - 1975 (english)
2 SWS
SE
Thu 13-16 weekly (1) GEO 47, 3.42 L. Gogarty
1) takes place from 19.04.2018 till 21.06.2018

This course addresses American art and criticism from the New Deal to the end of the Vietnam War, exploring a range of practices from 1930s realism, to the rise of Abstract Expressionism and subsequent developments in Minimalism, Happenings, Pop and Conceptualism. Throughout the period, there were competing ideas about how to interpret new modes of artistic production, and we explore the various allegiances to Marxism, formalism, existentialism, Cold War liberalism, feminism and the Civil Rights Movement that informed art criticism. From art being conceived of as a ‘weapon’ by writers aligned with the Communist Party USA during the 1930s, to the claims made by formalist critics during the ascendency of American art in the 1950s, this course aims to uncover the stakes of criticism—particularly as they revolved around concepts of artistic autonomy—during a volatile and transformative period.

Organisatorisches:
For course registration please send an email to: larne.abse.gogarty@hu-berlin.de
Participants: 24 max.

533648 Research Platforms (english)
2 SWS
SE
F. Scott

This course will be run as a master-class and will provide students with the occasion to workshop their current or ongoing research, reflecting on its methodology and ambitions. In the first few sessions, I will present aspects of my own recent and ongoing research, drawing on selections from my book, Outlaw Territories: Environments of Insecurity/Architectures of Counterinsurgency (Zone Books: 2016), and new lines of research launched in its wake. The latter includes investigation into: Space Colonization in the mid-1970s, the afterlives of California’s Bay Area communes from the 1960s as they morphed into the computer scene, and other topics which make “cameo” appearances in the book. After these initial sessions students will present their own research for discussion, and can choose to provide relevant background readings.

Organisatorisches:
Blocktermine werden noch bekannt gegeben (an vier Samstagen im Semester).

533692 History of American Art: 1607 to the Present (for Bachelor students) (english)
2 SWS
SE
L. Kroiz

This course will examine the history of American Art from the period of earliest European settlement through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. In this course, works of art and artifacts are interpreted not as formal objects isolated from history nor as passive objects that “reflect” the past, but rather as active agents that have the potential to influence and shape broader historical, social, and cultural patterns. Attention will also be given to the writings of artists and critics, as well as canonical texts in the formulation of the discipline by art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations brought to bear on American art, architecture, and material culture.

Organisatorisches:
Please register at: culture@jfki.fu-berlin.de with your name, matriculation number, study program, home university, zedat email address or email address of home university, and type of exchange program (if applicable). Deadline for registration is April 15, 2018. Enrollment for the course is capped at 40 students. A final list of participants will be published on April 17.
(course number: 32101)
Wednesdays 10 a.m. – noon, Kennedy Institute (Lansstr. 7-9, 14195 Berlin) room 319;
first session on April 18, 2018

533693 American Art and Diaspora (for Master students) (english)
2 SWS
SE
L. Kroiz

This seminar will introduce students to theories of diaspora, using them as a lens through which to examine the relationships of American art’s audiences, authors, and objects. We will consider diaspora broadly as heterogeneous movements that scatter individuals and populations. Our course will work comparatively to consider multiple groups within the context of the United States, drawing especially on theorizations developed in African diaspora studies and Jewish studies. In so doing we will be attentive to the varied forms of voluntary and involuntary migration as they occur within transnational networks of power. Case studies on creative expression will include exile, selfdetermination, cooperation, trauma, display and narrative. Introducing “otherness” and “difference”
as key terms, our emphasis on diaspora will trouble the idea of a singular American art.

Organisatorisches:
Please register at: culture@jfki.fu-berlin.de with your name, matriculation number, study program, home university, zedat email address or email address of home university, and type of exchange program (if applicable). Deadline for registration is April 15, 2018. Enrollment for the course is capped at 40 students. A final list of participants will be published on April 17.

Wednesdays 2 – 4 p.m., Kennedy Institute (Lansstr. 7⃣9, 14195 Berlin) room 319;
first session on April 18, 2018

53 652  Politics and Development in South Asia (english)
2 SWS  4+3 LP / 5+3 LP
SE  Wed  16-18  weekly (1)  I118, 315  N.N.,
    B. Rehbein
1) takes place from 18.04.2018 till 18.07.2018

53 673  The Ideal Citizen and the Cold War -- Perspectives from India (english)
2 SWS  3 LP / 3+4 LP
SE  Tue  18-20  weekly (1)  I118, 217  A. Bajpai,
    F. Roy
1) takes place from 17.04.2018 till 17.07.2018

But the ink in my pen is over. Please come on Monday to get your documents signed!*
(Government clerk on a Friday that was spent in a waiting queue)

Bureaucracy in India is an ever-green topic. Paper work to legitimize more paper work! How and why are bureaucratic practices associated with corruption? How do understandings of bureaucratic practices inform how people perceive and navigate through the city? This seminar will focus on bureaucracy and especially red tape in Indian cities and how they inform the architecture of everyday life in the city. Situated on a large spectrum of everyday bureaucracy, its accompanying technologies, material manifestations and the more recent large scale protests in the form of the India Against Corruption movement (2011), the topic offers a powerful window to understanding Indian democracy at large. The seminar will combine key readings with a plethora of materials that can be innovative sources for understanding everyday bureaucratic culture(s) in India. On the one hand, we will look at critical cartoons that have been a persistent satire to this culture, scenes from TV Serials like Office Office! that critique the same, the historical emergence of the iconic ‘Common Man’ who is often a mute observer to this culture, the paper economy of electricity bills, the production of the ‘big man’'s patronage, etc.. On the other hand, we will analyse material emerging from vibrant protests (posters, slogans and campaign advertisements) like the India Against Corruption Movement, the genesis of the Aam Admi Party or the Common Man’s Party (2012) as a form of counter-politics. The seminar will attempt to historically and anthropologically approach the tentacles of the hydra and octopus like structures of Indian bureaucracy at state and non-state levels in the city and how it links to the theme of corruption.

Prüfung:
Hausarbeit.

53 675  Buddhism in Thai Society (english)
2 SWS  3+4 LP
SE  Fri  12-16  Single (1)  I118, 117  B. Rehbein,
    K. Wattanagul
Fri  12-16  Single (2)  I118, 117  K. Wattanagul
Sat  10-16  Single (3)  DOR 24, 1.504  B. Rehbein,
    K. Wattanagul
Fri  12-16  Single (4)  I118, 117  K. Wattanagul
Sat  10-16  Single (5)  DOR 24, 1.504  B. Rehbein,
    K. Wattanagul
Fri  12-16  Single (6)  I118, 117  B. Rehbein,
    K. Wattanagul
1) takes place on 18.05.2018
2) takes place on 25.05.2018
3) takes place on 26.05.2018
4) takes place on 08.06.2018
5) takes place on 09.06.2018
6) takes place on 15.06.2018

Instructor:
Kanya Wattanagun, Ph.D.
Thai Studies Center, Chulalongkorn University, Thailand
Kanya.W@chula.ac.th

Course Overview:
This course is aimed to introduce fundamental concepts and distinct characteristics of Thai Buddhism to beginners. The twelve lectures cover essential aspects of Thai Buddhism, ranging from its institutional and doctrinal components to beliefs and practices adopted by Thai Buddhists at the vernacular level. The emerging Buddhist movements and phenomena in Thailand’s socio-political context will also be discussed to highlight the role of Thai Buddhism as an adaptive and dynamic religious tradition. Overall, the course is intended to give students an overview of Buddhist beliefs and practices as shaped by Thailand’s historical, social, and cultural environments.

Course Assignments:
Students have to turn in three writing assignments:
1. Response Papers

The course consists of six double-session lectures given over the period of six weeks. At the end of week three, students are required to turn in a response paper (400-600 words in length), which discusses a topic in the first half of the class that students find most interesting. The response paper should include the following components:

- A brief summary of the selected issue
- Students' remarks/comments on the issue
- Questions for further discussion

The second response paper is due at the end of week six. Students can choose any topics that are covered in the latter half of the course.

2. Term Paper

At the end of the course, students are required to submit a term paper of 3,000-4,000 words in length. Students can choose any aspects of Thai Buddhism and discuss them in the term paper. Some feasible topics are:

- The doctrine of karma in Thai Buddhism
- Buddhism and Thai polity
- Buddhist doctrines and local supernatural beliefs in Thai context
- Thai Buddhism and social changes
- Buddhist ceremonies in the Thai's everyday life

Topics listed above are not mandatory. Each student may also tailor the term paper topic that best suits his/her interest. A properly formatted bibliography of all works cited must be included at the end of the paper. Chicago style of citation is recommended.

Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| May 18, 2018  | What is a Religious Tradition Called "Thai Buddhism"? | Payutto (1984) "Thai Buddhism: The overall picture"  
                |                              | Kirsch (1977) "Complexity in the Thai religious system: An interpretation"          |
|               |                              | Session 2 Case study                                                              |
|               |                              | Session 2 Case Study                                                              |
| May 26, 2018  | The Sangha Supreme Council of Thailand's banishment of non-Buddhist images | Tambiah (1976) "The Early Buddhist Conception of World Process, Dharma, and Kingship"  
                |                              | "The Sangha and the Polity: From Ayutthaya to Bangkok"                             |
| June 8, 2018  | Buddhism in the Thai's everyday life       | Wells (1975) "Temple-Centered Ceremonies"                                          |
                |                              | Taylor (1993) "Buddhist Revitalization, Modernization, and Social Change in Contemporary Thailand" |
| June 22, 2018 | Thai Buddhism as the "religion of prosperity" | Kitiarsa (2005) "Beyond Syncretism: Hybridization of Popular Religion in Contemporary Thailand" |
Second response paper due date: June 26, 2018 (Tuesday) via email

Term paper due date: July 6, 2018 (Friday) via email

Score distribution
- Two response papers: 50%
- Term paper: 50%
- Total: 100%

Ethics
Plagiarism (copying others' works and presenting them as your own) will not be tolerated. Assignments proved to be guilty of plagiarism will be automatically given an F.

Required Readings

Suggested Readings
Memory and practices of memory-making and remembering—whether collective or individual, textual or non-textual—play a role in framing the reading of present and future situations, in articulating and legitimating moral and political discourses, and in structuring action in contexts of crisis, conflict, and peace. Memory is also significant in the formation of identity and production of subjectivities, in mediating social relationships, in forging a sense of belonging as well as producing exclusions, and in the (un)making of collectivities. Linked to an individual and group’s access to power, resources, and justice, memory can be contested, where the meanings, values, and portrayals of the past/s are subjected to competing definitions, interpretations, selection, and appropriations in the present. This is especially so since material, social, and political conditions impact which group’s memory is privileged, institutionalized, and authorized over others, and which memory gets forgotten or silenced.

This seminar takes these themes up by looking at the various ways in which memory is produced, politicized, institutionalized, authorized, and contested, and what their consequences are, in several Southeast Asian countries. The semester will be divided into three parts. Part one focuses on the concepts and theories related to memory studies. Part two links these concepts with selected texts on the politics of memory in several Southeast Asian countries. The texts will be supplemented by feature films and documentaries. These will be discussed in terms of how past/s, society, and politics are portrayed in these films, and how these films contest or reproduce representations of the past/s. Part three consists of presentations of students’ research projects on selected themes discussed in class.

Requirements:
Presentation of text
Review of a film/documentary
Research project on a selected theme


Literatur:
Lehrbuch der modernen bengalischen Hochsprachen

Keine Prüfung.

Foregrounding the connection of cinema with colonialism at the beginning of the twentieth century, this research course will focus on film objects and cultures from South and Southeast Asia through the optics of power, resistance and identity construction. The course will facilitate thinking about the interconnectedness of film and related media in the region as aesthetic and political forms, offering critical insights into social transformations involving gender, class and race.

Inequality in India (english)

Fore grounding the connection of cinema with colonialism at the beginning of the twentieth century, this research course will focus on film objects and cultures from South and Southeast Asia through the optics of power, resistance and identity construction. The course will facilitate thinking about the interconnectedness of film and related media in the region as aesthetic and political forms, offering critical insights into social transformations involving gender, class and race.
The course studies inequality in arguably the most complex society. It uncovers the different historical layers of social structures, which continue to shape inequality in India up to this day.

Organisatorisches:
The course studies inequality in arguably the most complex society. It uncovers the different historical layers of social structures, which continue to shape inequality in India up to this day.

53 729 Social Theories (Moderne sozialwissenschaftliche Theorien) (english)
2 SWS 2+2+3 LP
SE Wed 14-16 weekly (1) I118, 315 B. Rehbein

1) takes place from 18.04.2018 till 18.07.2018

The seminar pursues the goal of giving an introduction to theories in the social sciences with a focus on the interpretation of capitalism. The discussion of core texts by leading European thinkers will be complemented by an attempt to understand their specifically European bias and view of the social world. The course will deal with some of the most influential theories from Smith and Marx to Bourdieu and Foucault.

18.4. Introduction
25.4. Smith: Wealth of Nations
02.5. Durkheim: Social Division of Labour
09.5. Friedman: Capitalism and Freedom
16.5. Weber: Introduction to the Protestant Ethic
23.5. Polanyi: The Great Transformation
30.5. Ritzer: McDonaldization
06.6. Giddens: Reflexive Globalization
13.6. Marx: Introduction to Political Economy
20.6. Horkheimer/ Adorno: Dialectic of Enlightenment
27.6. Bourdieu: Social Space and Symbolic Space
11.7. Harvey: A Brief History of Neoliberalism

53 747 Master P2 Quellen und Methoden (Using Visual Sources for Qualitative Research) (english)
2 SWS 3 (+1+3) LP
SE Mon 14-16 weekly (1) I118, 507 A. Huber

1) takes place from 16.04.2018 till 16.07.2018

53 749 Modul 4: Projektvorbereitung (english)
2 SWS 4+3+3 LP
Proj Mon 16-18 weekly (1) I118, 507 A. Huber

1) takes place from 16.04.2018 till 16.07.2018

53 752 Privatissimum für Dissertationskandidat*innen (english)
2 SWS
PB Wed 10-12 weekly (1) I118, 503 A. Huber

1) takes place from 18.04.2018 till 18.07.2018

53 758 Theories of Globalization (english)
2 SWS 2+2 LP / 3+2 LP
VL Wed 12-14 weekly (1) I118, 315 V. Houben

1) takes place from 18.04.2018 till 18.07.2018

The primary objective of this course is to introduce students to the main theories and contemporary debates regarding globalization processes. The course is interdisciplinary and draws on the major scholarly texts from social science and humanities disciplines since the Second World War. Globalization processes are set in a historical perspective and students become familiarized with perspectives from different regions.

53 763 Academics on the Move: Notions of Exile, Re-Migration and Translocal Solidarity (english)
2 SWS
FS - Block+Sa N. Schneider

Interdisciplinary research seminar for advanced M.A. students based in Berlin with a background in social sciences or the humanities (For further information please go to: https://www.iaaw.hu-berlin.de/de/quer schnitt/medialitaet/research-seminar-academics-on-the-move)

This research-oriented interdisciplinary seminar seeks to critically examine historical as well as current perceptions and discourses about academics who, due to institutional, structural or political constraints, were forced to leave their home country and seek exile elsewhere. In contrast to well-known artists or authors, exiled academics are often at the margin of inquiries into their
specific situation and self-positioning. The seminar therefore strives for a deeper understanding of their specific situation and self-representation. Students will form research teams of five to seven persons and carry out their own empirical research explorations into these topics. They will be supervised by teacher tandems and have the opportunity to specialize in one of three focus areas:

**Focus area 1: Academics and identities on the move? The role of (social) media in processes of identity construction**

(Co-supervisors: Prof. Dr. Özen Odağ, Touro College, and Dr. Olga Hünler, Humboldt-Universität zu Berlin)

**Focus area 2: (Transnational) Networks in Exile - Topics, Discourses and Advocacy**

(Co-supervisors: Prof. Dr. Carola Richter, Freie Universität Berlin, and Dr. Amal El-Obeidi, Universität Bayreuth)

**Focus area 3: Cities of academic exile and their translocal networks**

(Co-supervisors: Prof. Dr. Nadja-Christina Schneider, Humboldt-Universität zu Berlin, and Prof. Dr. Nil Mutluer, Humboldt-Universität zu Berlin)

The seminar will be structured in clearly defined work phases of preparatory blended learning (mid-May until mid-June), joint workshop sessions (in June, Oct and Dec) as well as empirical research (June until Oct; Oct until Dec). In between, the three research teams will have regular consultation sessions their respective teacher tandems (either face-to-face or via video call).

**Timeline and workshop dates:**
- 21-22 June 2018 (HU Berlin): Introduction to research oriented studying & discussion of research topics
- July-October 2018: In-depth research phase for groups; regular consultations with supervising teacher tandems
- 12-13 October 2018 (FU Berlin): Discussion of preliminary results & planning for concluding symposium and exhibition
- October-December 2018: Preparation for final presentations
- 14 December 2018 (Touro College): Concluding symposium and opening of exhibition

We are looking for highly motivated MA students of Social Sciences and Humanities with a keen interest in research-oriented learning and interdisciplinary team work.

Please note: The research seminar will be awarded with 10 ECTS, please check with your examination office or coordinator if it can be included as an elective course in your MA program.

Interested students should apply until 22 April 2018 at medialitaet [at] asa.hu-berlin.de. They should provide a PDF document including (in English language):
- Cover letter with contact information and choice of one of the three focus areas
- A letter of motivation (max. 2 pages) stating the particular interest in the project and the chosen focus area, personal expectations of a research seminar and experiences with team work

All successful applicants will be informed by email before May 10, 2018.

Contact for more information: Nadja-Christina Schneider (nadja-christina.schneider@asa.hu-berlin.de)

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**53 860 Is there a ready-made gender? Ontological and Epistemological Perspectives (english)**

2 SWS
PT
Thu
14-16
weekly
DOR 24, 3.018
N. Küspert, L. Witte

The project tutorial explores whether gender exists mind-independently. We contrast realist positions that affirm this question with relativist positions that deny it. The participants investigate the research question with regards to ontological as well as epistemological aspects and work out especially the political advantages and disadvantages of the different positions. The tutorial will be held in english.

**53 920 QUEER(ING) ECOLOGIES: Queer & Feminist Interventions in a Time of Ecological Crisis (english)**

2 SWS
SE
Mon
14-16
weekly
DOR 24, 1.308
S. Varino*

This interdisciplinary graduate seminar examines the current global environmental crisis through a feminist and queer lens. The seminar begins by delving into the logic of modern ecological thought and practice as it emerges and develops within specific historical and geographical contexts throughout the twentieth century. Taking an intersectional approach, the course engages with current debates within environmental justice movements, green activism, ecocriticism, critical posthumanism and the environmental humanities, alongside art and activist projects. The central aim is to queer the very foundations of environmentalism and ecology while offering an introduction to some of the key approaches to the critical study of ecology and environmentalism within the discipline of gender studies and beyond, enabling students to participate in current debates with in-depth knowledge of their genealogies and contexts.

**Literatur:**

**54 004 Wellbeing and Education. Theory, policy and embodied practices (english)**

2 SWS
SE
Fri
10-17
Single (1) I 110, 402
D. Francesconi
Sat
10-17
Single (2) GS 7 W, 124
D. Francesconi
Fri
10-17
Single (3) I 110, 402
D. Francesconi
Sat
10-13
Single (4) GS 7 W, 124
D. Francesconi

1) takes place on 18.05.2018
2) takes place on 19.05.2018
3) takes place on 25.05.2018
4) takes place on 26.05.2018

Organisatorisches:
Course's abstract
From Epicurus to contemporary neuroscience, from Seneca to self-help books, humans have constantly tried to investigate the right path to wellbeing and the "pursuit of happiness". However, since the inception of post-industrial society, this interest has become even stronger and sometimes pathological. How does all of that influence education and what does educational theory, policy and practice have to say about it?

From the point of view of System Theory and Embodied Cognition, we will look at:

- From surviving to living well (super-living): society of duty vs. society of pleasure.

Analysis of the main concepts and their educational relevance: happiness, wellbeing, quality of life, thriving, fulfilling, flourishing, hedonism, eudaimonia, leisure (otium), pleasure and comfort.

- Wellbeing and learning. From reward system to Phenomenological approach to wellbeing.
- Wellbeing Education. Critical analysis of embodied practices for the promotion of wellbeing.
- Designing Wellbeing Education settings between leisure and knowledge.

The course is based on frontal teaching, interactive discussion, case studies, and group's work.

54 280  Critical Approaches to Education Research and Theory (english)
2 SWS 5 LP
SE Wed 12-14 weekly (1) GS 7 W, 124 S. Ress
1) takes place from 18.04.2018

The goal of this seminar is to explore a set of analytical, methodological, and theoretical tools arising from anthropological studies efforts to understand state-social-economic relations in the 21st century. We will begin with reading a series of full-length ethnographies that explore socio-cultural and political economic systems that shape contemporary education policies and practices. Using these readings as theoretical springboard, we will zoom in on selected topics paying particular attention to global discourses concerning school relevance and relationship to employment, and how these concerns fold into perceptions and assumption about climate and environmental change and education as promoter of sustainable livelihoods in Germany and other parts of the world. Seminar readings and discussions are held with an eye towards providing analytical and methodological tools for your own research. Throughout the seminar, we will consider the following questions: How are anthropological frameworks for understanding society-market-state relations useful to study education, or not? Is this ethnographic approach a potentially useful model for your own research; why or why not? The seminar gives you a chance to begin to think about if and how you would want to incorporate critical approaches to education research and theory into your own repertoire.

Literatur:

54280Ü  Critical Approaches to Education Research and Theory (english)
2 SWS 5 LP
SE Wed 12-14 weekly (1) GS 7 W, 124 S. Ress
1) takes place from 18.04.2018

The goal of this seminar is to explore a set of analytical, methodological, and theoretical tools arising from anthropological studies efforts to understand state-social-economic relations in the 21st century. We will begin with reading a series of full-length ethnographies that explore socio-cultural and political economic systems that shape contemporary education policies and practices. Using these readings as theoretical springboard, we will zoom in on selected topics paying particular attention to global discourses concerning school relevance and relationship to employment, and how these concerns fold into perceptions and assumption about climate and environmental change and education as promoter of sustainable livelihoods in Germany and other parts of the world. Seminar readings and discussions are held with an eye towards providing analytical and methodological tools for your own research. Throughout the seminar, we will consider the following questions: How are anthropological frameworks for understanding society-market-state relations useful to study education, or not? Is this ethnographic approach a potentially useful model for your own research; why or why not? The seminar gives you a chance to begin to think about if and how you would want to incorporate critical approaches to education research and theory into your own repertoire.

Literatur:

60 110  New Perspectives on the Book of Proverbs (HS H 613) (english)
2 SWS
OS - Single B. Schipper

From Epicurus to contemporary neuroscience, from Seneca to self-help books, humans have constantly tried to investigate the right path to wellbeing and the "pursuit of happiness". However, since the inception of post-industrial society, this interest has become even stronger and sometimes pathological. How does all of that influence education and what does educational theory, policy and practice have to say about it?

From the point of view of System Theory and Embodied Cognition, we will look at:

- From surviving to living well (super-living): society of duty vs. society of pleasure.

Literatur:

Organisatorisches:
Für die Veranstaltung wird es einen Reader geben, der durchzuarbeiten ist.

Verpflichtende Teilnahme an Konferenz 06.-08.09.18

2 SWS
UE 18-20 weekly SO 22, 1.01 E. Lapidot

Die Fragestellungen inspirieren sich von aktuellen Überlegungen zu Pluralität, Multikulturalität und Migration.

60 151 Foreign Workers. Tractate Avoda Zara (Part II) (GS/ HS – H 572, MRC-B1-mH) (englisch) (english)
2 SWS
UE Thu 08-10 weekly BU26, 330 J. Becker
What happened in cultural contact zones? How did Christianity change when Christians of different cultural and religious background met or when they met people of non-Christian religious affiliations? How did this change their perceptions of themselves and of their religion? In this class, we will tackle these questions by focussing on spirituality and ethics because here, we can find modifications due to cultural encounters both in doctrinal systems and in religious practices. We will first discuss recent approaches to the study of cultural contact zones and then proceed to analyse several case studies.

Literatur:

Organisatorisches:
This is an English speaking class. However, reading knowledge of German is indispensable.

Prüfung:
Seminar papers can be written in English or German.

60 309 Spirituality and Ethics in Cultural Contact Zones (HS - 430/431/470/633/634, MEd C,D, MRC-B3a, B4a, V1a) (english)
2 SWS
SE Thu 14-16 fortnightly (1) BU26, 306 T. Meireis, M. Pally
1) + Verpflichtende Teilnahme an Konferenz 06.-08.09.18

After a fairly long time of efforts directed at complementing economical internationalisation by a political transnationalisation, at least in the global northwest, nationalism seems to be back on the agenda. Not only in the Americas, but in Europe as well an increasing influence on governments with the clear intention of cracking down on civil liberties, participation rights and open discourse in civil society essential even to normatively ‘thin’ versions of democracy.

As religion and nationalism have been closely intertwined from the emergence of the modern nation state in the 19th century on and current movements usually claim some sort of religious heritage – even though the precise nature of the relationship and the validity of such claims may well be disputed –, a close scrutiny of the relation of neo-nationalism and religion seems in order.

That scrutiny is the rationale of the seminar that will look at neo-nationalism as a phenomenon, discuss case studies in different countries and attempt ethical and theological evaluations of the phenomenon. The seminar will take place biweekly and include the mandatory participation in an international conference on the subject in September 6th through 8th 2018 in Berlin. The seminar will be directed by Prof. Dr. Marcia Pally and Prof. Dr. Torsten Meireis, course language will be English.

Literatur:

60 513  
**Between Cosmology and Community - Religious Communities and Sustainable Development (MRC–B3, B3a, V3a, V3b, V3c, V3d, V4b, V4c, ÜWB 79, 80, BA–BF3, MED–E, F, Ü7) (english)**

2 SWS  
SE  
Mon  
18-20  
weekly (1)  
BU26, 117  
W. Gräb,  
M. Frost,  
P. Öhlmann

Recently a new interdisciplinary research field on religion and development has begun to emerge. Against this background, the seminar aims to investigate the contribution of religious communities to processes of sustainable development in different contexts ("community"). Moreover, notions of development with their deep ideological presuppositions ("cosmology") will be critically interrogated. Particular attention will be paid to interrelations and inherent tensions of notions of development in religious communities vis-à-vis (Western) development cooperation. The course is conceptualized as an interdisciplinary research seminar. Students are encouraged to present their own research as well. Part of the seminar is the lecture series "African Independent and Pentecostal Approaches to Theology and Development" in early June. The course is closely related to the Research Programme on Religious Communities and Sustainable Development ([www.rcsd.hu-berlin.de](http://www.rcsd.hu-berlin.de)).

60 521  
**Psychology and Religion: A Classic Approach (MRC V2d; ME D/E; H 653) (english)**

2 SWS  
UE  
Tue  
14-16  
weekly  
BU26, 206  
T. Blanchard

The seminar is a relatively comprehensive introduction to the psychology of religion, focusing primarily on classic approaches - Freud, Jung, Erikson, James, Maslow, phenomenology, etc. We will try and integrate clinical, theoretical, and empirical literature, as well as biographical information of the lives of significant psychologists and their works. Philosophical and theological issues and implications will also be discussed.

60 522  
**Bible Seminar: Complicated Religion in the Old Testament (MRC V1f/V2a/V2f; ME A/D/E; H 460/572) (english)**

2 SWS  
SE  
Tue  
18-20  
weekly  
BU26, 406  
T. Blanchard

The seminar will study Biblical narrative passages in which the main characters and their actions raise serious questions about the nature, and even the possibility of an ethics of religious integrity. We will think about the ways in which rabbinic narratives and commentaries have confronted these complicated Biblical passages. Our discussion will also concern the sometimes difficult relationship between ethics/morality and religion/spirituality.

60 606  
**History, Religious Diversity and Dialogue in the Middle East / Geschichte, religiöse Vielfalt und Dialog im Nahen Osten (HS - H 460, MRC-B3,V1g,V3a,V4b) (english)**

2 SWS  
UE  
Wed  
14-16  
weekly  
BU26, 406  
S. Markiewicz

This seminar aims to provide a multifaceted insight into the modern history and demographics of the Middle East, often known as the "cradle of civilisation". It will explore the recent history of the modern Middle East, including the factors leading to its emergence, such as the collapse of the Ottoman Empire, Arab nationalism, colonialism, Zionism, civil war, etc.; it will also consider the religious diversity of the Middle East and the emergence and distribution of and interaction between different religious communities, including Jewish, Christian, Muslim, and minority communities. Finally, the seminar will consider a number of dialogue initiatives that have emerged in the recent past. The seminar aims to provide insight into a region stricken with conflict and internal strife, yet unmatched in its spiritual significance for so many faithful.

Literatur:
A detailed bibliography and reading list will be provided at the beginning of semester. Some preliminary titles include:


60 607  
**Islamic Feminism on the Edge - Redefining Islam and Feminism (GS/HS - H 460/571, MED F, MRC-V1b,V2b) (english)**

2 SWS  
SE  
Mon  
10-12  
weekly (1)  
BU26, 108  
L. Sirri

1) takes place from 23.04.2018
The question "Are Islam and feminism compatible?" has been long debunked, and other misconceptions that characterised Islamic feminism have been discredited. Islamic feminism has proven to be a wide and diverse field that is relevant to the realities of many Muslims around the world, one that gives interpretations and values to their realities. Islamic feminisms engage in re-appropriation of feminist language, and challenge the representation of Islam as a fixed and immutable system of belief. This course moves a step forward and asks "What are the challenges, struggles and consensuses of Islamic feminism? How can Islamic feminism contribute to the development of strategies in dealing with an ever growing anti-Muslim racism? And, how does Islamic feminism redefine "Islam" and "feminism"? These questions will be addressed from an inter- and transdisciplinary approaches, bringing together Religious Studies, Islamic Studies, Post-colonial and Feminist Studies.

Literatur:

Organisatorisches:
Course assessment:
• Attendance: 2SWS
• Preparation for seminar: readings and discussions
• Presentation: 10 minutes presentation on a chosen topic (optional)

Email: lana.sirri@maastrichtuniversity.nl

701016 Statistical Programming Languages (english)
2 SWS
SE 16-20 Block (1)
Sat 09-16 SPA 1, 25 N.N.
1) takes place from 09.04.2018 till 13.04.2018
2) takes place on 21.04.2018

A component of the seminar is an ungraded presentation. Details see http://lvb.wiwi.hu-berlin.de/Teaching_Moodle.
Reason for block course: For educational reasons it is more reasonable to teach skills of a programming language in a block course.
No participation limit. Registration will take place in the first meeting.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Angewandte Statistik"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Statistical Programming Languages"
StO/PO MA 2010: 6 LP, Modul: "Multivariate Statistical Analysis" oder "Advanced statistics"
StO/PO MA 2016: 6 LP, Modul: "Statistical Programming Languages"
StO/PO MEMS 2016: 6 LP, Modul: "Statistical Programming Languages", Major: Quantitative Methods

Prüfung:
Term paper

701028 Numerical Introductory Seminar (english)
2 SWS
SE Mon 08:30-10:00 weekly (1)
SPA 1, 21a B. Lopez-Cabrera
1) takes place from 23.04.2018

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle.
Components of the seminar are an ungraded presentation and discussion.
Registration: In the first meeting.
Max. 30 participants.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Statistics"
StO/PO MA 2016: 6 LP, Modul: "Selected Topics in Quantitative Methods"
StO/PO MEMS 2016: 6 LP, Modul: "Selected Topics in Quantitative Methods", Major: Quantitative Methods

Prüfung:
Term paper

701031 Selected Topics in History of Statistics (english)
2 SWS
SE Thu 14-16 weekly SPA 1, 21b A. Vogt

A component of the seminar is an ungraded presentation (30 min).
Please register in the respective Moodle course, see http://lvb.wiwi.hu-berlin.de/Teaching_Moodle.
No participation limit. Registration in the first meeting.

Students who have already passed the course 701031 "What is statistics? - From the historical perspective" cannot register for this course.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Angewandte Statistik"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Selected Topics in History of Statistics"
StO/PO MA 2010: 6 LP, Modul: "Advanced statistics"
StO/PO MA 2016: 6 LP, Modul: "Selected Topics in History of Statistics"
StO/PO MEMS 2016: 6 LP, Modul: "Selected Topics in History of Statistics", Major: Quantitative Methods

Prüfung:
Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

The evolution from analogue to digital technologies continues to dominate the attention of decision makers today. Many tools in industrial production processes have been automated or replaced by highly complex mechanisms with pre-programmed decision-making. The change to digital modes of operations increasingly determines the lives of individuals and does so in increasingly unexpected ways.

Please note: Depending on financial support the Q Kolleg will admit 3 master students for a research/learning exchange trip to NUS, Singapore.

The students get insight into the area of modern internet based Computational Statistics Methods. Practically relevant knowledge on methods, data forms and Gestalt will be trained. The use of GITHUB and network techniques will be taught and transferred into www.quantlet.de. Direct computer oriented knowledge and possibilities of empirical research will be shown. The course is televised to NUS, Singapore. Together with the Dept STAT of NUS we present extremely practical examples from finance, neuro economics and network analysis.

Max. participants: 20

Application: In the first session.

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

There is no max. number of participants.

The registration takes places in agreement with the responsible lecturer.

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

1) takes place from 23.04.2018 ; Economic Risk
2) takes place from 18.04.2018 ; Mathematical Statistics, Location: WIAS, Mohrenstr. 39

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

Written exam (180 min)
2) takes place from 23.04.2018; Statistics of Financial Markets II

Details see at http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Methods in Quantitative Finance"
StO/PO MA 2016: 6 LP, Modul: "Advanced Methods in Quantitative Finance"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Methods in Quantitative Finance", Major: Quantitative Methods

Prüfung:
Oral exam

701034  Time Series Analysis (english)

4 SWS
VL/UE  Mon  14-16  weekly (1)  SPA 1, 21b  B. Droge
       Thu  10-12  weekly (2)  SPA 1, 21b  B. Droge

1) takes place from 23.04.2018; Individual dates are held in room 25 (PC-Pool).
2) takes place from 19.04.2018

Classical components models; stochastic processes; stationarity; ARIMA processes, GARCH models; specification, estimation and validation of models; forecasting; unit root tests; multivariate extensions: VAR processes, causality and impulse response analysis, cointegrated processes. In the tutorials the time series methods are applied to empirical data.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Time Series Analysis"
StO/PO MA 2016: 6 LP, Modul: "Time Series Analysis"
StO/PO MEMS 2016: 6 LP, Modul: "Time Series Analysis", Major: Quantitative Methods

Prüfung:
Written exam (90 min)

701035  Analysis of Panel Data (english)

4 SWS
VL/UE  Mon  10-12  weekly (1)  SPA 1, 23  B. Droge
       Tue  12-14  weekly (2)  SPA 1, 21a  B. Droge

1) takes place from 23.04.2018
2) takes place from 17.04.2018; Individual dates are held in room 25 (PC-Pool).

Basic concepts, models with fixed and random effects, specification tests, simultaneous equations and dynamic models, models for qualitative dependent variables.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Analysis of Panel Data"
StO/PO MA 2016: 6 LP, Modul: "Analysis of Panel Data"
StO/PO MEMS 2016: 6 LP, Modul: "Analysis of Panel Data", Major: Quantitative Methods

Prüfung:
Written exam (90 min)

701041  Selected Topics in Econometrics (english)

4 SWS
VL/SE  Thu  12-14  weekly (1)  SPA 1, 21b  A. Petukhina
       Fri  12-14  weekly (1)  SPA 1, 21b  A. Petukhina

1) 20. + 27.04.2018: PC-Pool 026!

The seminar covers selected topics in econometrics. The focus is taken on financial econometrics topics. The important objective of the course is to provide a comprehensive knowledge and skills to do empirical work in financial research and practice. Therefore, all students must apply econometric concepts to real financial data in their course projects (term papers). A component of the seminar is an ungraded presentation. Requirements: Econometric Methods and an additional course on econometrics such as Advanced Econometrics is recommended. There is no max. number of participants. Registration will take place in the first meeting.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Selected Topics in Econometrics"
StO/PO MA 2016: 6 LP, Modul: "Selected Topics in Econometrics"
StO/PO MEMS 2016: 6 LP, Modul: "Selected Topics in Econometrics", Major: Quantitative Methods

Prüfung:
Term paper

**701042 Advanced Econometrics (english)**

4 SWS  
VL/UE  
Thu 16:00-19:30  weekly  
SPA 1, 203  
C. Breunig

Single-equation regression (OLS and 2SLS), Wald estimator and LATE, system estimation, panel regression, robust standard errors, LM-Tests, maximum likelihood, binary response models, limited dependent variables models, selection models, selected semiparametric methods such as nonparametric regression, partially linear models, or quantile regression.

Literatur:
Weitere Literaturlaufgaben erfolgen in der Lehrveranstaltung.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Econometrics"  
StO/PO MA 2016: 6 LP, Modul: "Advanced Econometrics"  
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Econometrics", Major: Quantitative Methods

Prüfung:
Written exam (90 min)

**701056 Advanced International Trade: Theory and Empirics (english)**

2 SWS  
UE  
Mon 10-12  weekly (1)  
SPA 1, 22  
N.N.

1) takes place from 24.04.2018

The course deals with patterns of international trade, both in theory and empirics. Starting with the classic Ricardian and Heckscher-Ohlin trade models, students will be introduced to modern models, such as Eaton & Kortum (2002), Melitz (2003) and Melitz & Ottaviano (2008). In the tutorial students will present recent selected papers.

Ungraded but obligatory: presentation and two summaries (app. 2000 Zol. each).

Literatur:
Selected journal papers

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced International Trade: Theory and Empirics"  
StO/PO MA 2016: 6 LP, Modul: "Advanced International Trade: Theory and Empirics"  

Prüfung:
Written exam (90 min)

**701056 Advanced International Trade: Theory and Empirics (english)**

2 SWS  
UE  
Tue 12-14  weekly  
SPA 1, 125  
N. Wolf

**701075 European Economic History II (1914 - up to now) (english)**

2 SWS  
UE  
Wed 12-14  weekly  
SPA 1, 125  
K. Kappner

The course deals with the economic development of Europe from the beginning of the First World War up to the current situation from a historical perspective. Key topics include the economics of the two wars, European hyperinflations, the great depression, the bloc-wise economic integration in Western and Eastern Europe, the Golden Age of Growth, the economics of stagflation, global integration and global imbalances in a long-run perspective.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Economic History"  
StO/PO MA 2016: 6 LP, Modul: "European Economic History II"  
StO/PO MEMS 2016: 6 LP, Modul: "European Economic History II", Major: Macroeconomics

Prüfung:
Written exam (90 min)

**701075 European Economic History II (1914 - up to now) (english)**

2 SWS  
VL  
Tue 14-16  weekly  
SPA 1, 125  
N. Wolf

**7010915 Geography and Growth (english)**

2 SWS  
SE  
Tue 08-10  weekly  
SPA 1, 23  
N. Wolf
How do geography and economic growth interact? What is the role of natural and man-made geographic features in explaining the spatial patterns of specialization and agglomeration? Can geography explain diverging growth rates across cities, regions and countries? This seminar introduces students to important theoretical and empirical findings in the field of Geographical Economics, with an emphasis on explaining economic growth. It features an introduction to QGIS, an open-source geographic information systems application.

A component of the seminar is an ungraded presentation.

Required: A good understanding of microeconomics and interest in economic history and geography.

Max. 20 participants.

Application: Please send a mail to Kalle Kappner (kalle.kappner@hu-berlin.de) until April 12, 2018. If there are more applicants than spots, we will make a lottery in advance and let you know about the result at April 13, 2018.

Literatur:

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Themen der europäischen Wirtschaftsgeschichte"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Themen der europäischen Wirtschaftsgeschichte"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Economic History"
StO/PO MA 2016: 6 LP, Modul: "Economic History"
StO/PO MEMS 2016: 6 LP, Modul: "Economic History", Major: Macroeconomics

Prüfung:
Term paper

701122 Advanced Corporate Finance (english)
2 SWS Thu 12-14 weekly SPA 1, 220 P. Hüttl

This course examines how capital structure, bankruptcy, security issuance, payout policy, corporate governance and executive compensation can affect the value of firms. While Introduction to Finance II focused on bankruptcy costs and taxes as the primary determinants, we will now explore how agency problems and information asymmetries affect corporate financial policies.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Financial Economics" oder "Financial Economics"
StO/PO MA 2016: 6 LP, Modul: "Advanced Corporate Finance"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Corporate Finance", Major: Accounting and Finance

Prüfung:
Written exam (90 min)

701122 Advanced Corporate Finance (english)
2 SWS Tue 08-10 weekly SPA 1, 220 T. Adam

701124 Master Thesis Seminar Corporate Finance (english)
4 SWS SE Tue 14-18 weekly DOR 1, 005 T. Adam

Requirement for writing a Master thesis at the Institute of Corporate Finance. Registration is required. A component of the seminar is an ungraded term paper.

Max. number of participants: 20

Requirements: Advanced Corporate Finance (701122) and Case Seminar Advanced Corporate Finance (701129)
Application deadline: April 4th, 2018
Application via e-mail to bulwahn@wiwi.hu-berlin.de

Literatur:

Organisatorisches:
MA: 6 LP, Modul: "Thesis Seminar Corporate Finance"
StO/PO MA 2010: 6 LP, Modul: "Thesis Seminar Corporate Finance"
StO/PO MA 2016: 6 LP, Modul: "Thesis Seminar Corporate Finance"
StO/PO MEMS 2016: 6 LP, Modul: "Thesis Seminar Corporate Finance", Major: Accounting and Finance

Prüfung:
Presentation
This case seminar discusses real-world cases, which relate to the materials covered in Advanced Corporate Finance. The main topics are capital structure, bankruptcy, corporate governance and the financing of large projects. A component of the seminar is an ungraded presentation.

Prerequisites: Participants must have successfully passed Corporate Finance or possess equivalent knowledge, and take Advanced Corporate Finance parallel or prior to the case seminar.

Max 24 participants. Registration necessary via the institute's secretary Mrs. Bulwahn. Registration deadline: 07. April 2018.

Literatur: HBS Case studies. Additional reading materials are available from Moodle.

Organisatorisches:
StO/PO MA 2005 - 2010: 12 LP, Modul: "Field of Specialization Financial Economics" oder "Financial Economics"
StO/PO MA 2016: 12 LP, Modul: "Case Seminar Advanced Corporate Finance"
StO/PO MEMS 2016: 12 LP, Modul: "Case Seminar Advanced Corporate Finance", Major: Accounting and Finance

Prüfung: Term paper

A component of the seminar is an ungraded presentation.

Max. number of participants: 20

Registration: in the first and second lesson

Conditions: Corporate Finance, Introduction to Financial Economics (Asset Management), Advanced Corporate Finance

Organisatorisches:
StO/PO MA 2016: 6 LP, Modul: "Thesis Seminar Financial Economics"

Prüfung: Term paper

The students will become familiar with the microfoundations of financial economics (Arrow-Debreu, Radner economies, EU theory), no-arbitrage arguments (pricing derivative securities), the term structure of interest rates, portfolio theory, consumption based asset pricing, factor pricing models, the efficient markets hypothesis, and empirical tests of asset pricing theory. In the exercise sessions, we will work with data, and will discuss the practice of portfolio management and financial advisory.

A component of the course is an ungraded presentation.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Financial Economics"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Financial Markets: Economic Theory and Practice"

Prüfung: Written exam (60 min)

This seminar prepares the students for independent empirical research in the field of finance. The course starts with a discussion of important questions and challenges facing the modern research in finance. The main part of the course focuses on the practical issues of carrying out an empirical research project, including the development of a research question, review of the literature, collection and processing of data, econometric analysis, and writing an empirical paper. The students will carry out an independent empirical analysis in the area of asset pricing, present their results and write a related seminar paper. The presentation will not be graded. The course lays a foundation for writing a bachelor thesis in empirical finance.

Max. 25 participants

Registration: until 15.04.2018 via e-mail to maria.kasch@hu-berlin.de

Literatur:
Wird in der Veranstaltung bekannt gegeben.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Financial Economics"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Empirical Research in Finance"

Prüfung:
Hausarbeit

**70 655 Market Microstructure I, II (english)**

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<thead>
<tr>
<th>Code</th>
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<th>Weekly</th>
<th>Location</th>
<th>Instructor</th>
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<tr>
<td>70 655</td>
<td>SE</td>
<td>Mon</td>
<td>16-18</td>
<td>weekly (1)</td>
<td>SPA 1, 21b</td>
<td>D. Bosch, S. Müller</td>
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<tr>
<td>70 655</td>
<td>SE</td>
<td>Mon</td>
<td>18-20</td>
<td>weekly (2)</td>
<td>SPA 1, 21b</td>
<td>D. Bosch, S. Müller</td>
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1) takes place from 23.04.2018
2) takes place from 23.04.2018

A component of the seminar is an ungraded term paper.
Identical content in alternative I and alternative II. Number of participants: max. 20 per course.
Registration till April 13, 2018.
Further information about the course and registration: https://www.wiwi.hu-berlin.de/en/professuren/bwl/finanz/courses

Literatur:
See website of the Institute

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "International Finance"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Market Microstructure"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Finance" oder "Finance"
StO/PO MA 2016: 6 LP, Modul: "Market Microstructure"
StO/PO MEMS 2016: 6 LP, Modul: "Market Microstructure", Major: Accounting and Finance

Prüfung:
Written exam (60 min)

**706818 Personnel Economics (english)**

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<tr>
<th>Code</th>
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<tr>
<td>706818</td>
<td>UE</td>
<td>Fri</td>
<td>10-12</td>
<td>weekly (1)</td>
<td>SPA 1, 125</td>
<td>Y. Song</td>
</tr>
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</table>

1) takes place from 27.04.2018

The course covers advanced topics from personnel economics such as monetary and non-monetary forms of motivation, problems of performance measurement, multitasking problems, delegation of authority, and career concerns.
A component of the class is an ungraded presentation (30 min).

Literatur:
Research papers (announced in the lecture)

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Management" oder "Management"
StO/PO MA 2016: 6 LP, Modul: "Personnel Economics"

Prüfung:
Written exam (60 min)

**706818 Personnel Economics (english)**

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<th>Code</th>
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<th>Location</th>
<th>Instructor</th>
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<td>706818</td>
<td>VL</td>
<td>Tue</td>
<td>10-12</td>
<td>weekly (1)</td>
<td>SPA 1, 220</td>
<td>A. Schöttner</td>
</tr>
<tr>
<td>706818</td>
<td>VL</td>
<td>Fri</td>
<td>10-12</td>
<td>Single (2)</td>
<td>SPA 1, 125</td>
<td>A. Schöttner</td>
</tr>
</tbody>
</table>

1) takes place from 24.04.2018
2) takes place on 20.04.2018

**706820 Advanced Topics in Management (english)**

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<tr>
<th>Code</th>
<th>Type</th>
<th>Day</th>
<th>Time</th>
<th>Weekly</th>
<th>Location</th>
<th>Instructor</th>
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<tr>
<td>706820</td>
<td>SE</td>
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<td>08-12</td>
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<td>SPA 1, 23</td>
<td>A. Schöttner</td>
</tr>
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</table>

1) takes place from 19.04.2018

A component of the seminar is an ungraded presentation (30 min).
Max. participants: 20
Application deadline: February, 28th, 2018 via Email to myrna.selling@hu-berlin.de

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Management" oder "Management"
StO/PO MA 2016: 6 LP, Modul: "Advanced Topics in Management"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Topics in Management", Major: Quantitative Management Science

Prüfung:
Evaluating marketing decisions and developing goal-oriented marketing strategies, e.g. maximizing firm profits, depend on the measurement of causal relationships between firms' objectives and marketing activities. In this course, we discuss in depth advanced methods to empirically determine the causal relationship between marketing activities and firms' objectives. In exercise courses students learn how to apply these methods to real data. Special attention is given to modeling the effects of marketing on sales and market share data. In this course we also focus on discrete choice models for individual purchase data and aggregate sales data. Successful participation in this class will enable students to quantify the impact of marketing on key performance measures and to evaluate the success of marketing activities.

Admission requirements: Successful participation in "Econometric Methods"

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Marketing" oder "Marketing"
StO/PO MA 2016: 6 LP, Modul: "Advanced Marketing Modeling"

Prüfung:
Written assignment

The theory of financial contracting analyzes situations in which capital markets are imperfect and financial decisions influence the cash flow, hence the value of firms, i.e. the Fisher separation does not hold. This will be the case when information is asymmetric or contracts are incomplete. It explains the features of financial arrangements, such as debt and equity, the allocation of control rights etc. which are taken for granted in more traditional finance theory. It offers reasons why firms worry about their capital structure and dividend policy, which would be irrelevant in perfect capital markets and explains the role of financial intermediaries such as banks.

The course is for doctoral students and advanced master students, who have a research interest in the field of corporate finance. It consists of lectures and tutorials.

Participants are expected to have a solid knowledge of microeconomic theory and some previous exposure to game theory.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Network Based Energy Systems"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Network Based Energy Systems"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Topics in Energy and Network Economics" oder "Network Based Energy Systems"
StO/PO MA 2016: 6 LP, Modul: "Network Based Energy Systems"

Prüfung:
Written exam (90 min)

The lecture familiarizes students with the basic notions and tools of the analysis of energy markets and strategic behavior in these markets with an emphasis on electric power and gas. The lecture is accompanied by a tutorial.

Preconditions: A good background in microeconomics, industrial organization and game theory.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul "Network Based Energy Systems"
StO/PO BA BWL und VWL 2016: 6 LP, Modul "Network Based Energy Systems"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Topics in Energy and Network Economics" oder "Network Based Energy Systems"
StO/PO MA 2016: 6 LP, Modul: "Network Based Energy Systems"

Prüfung:
Written exam (90 min)

Nodal vs zonal prices, balancing services, capacity markets.
Transmission constraints and markets power, market coupling, renewable energy, capacity enhancement, cross-border coordination, sector coupling. A component of the seminar is an ungraded term paper (15 - 25 pages). Registration for the seminar via email to Christin Kesselburg (christin.kesselburg@hu-berlin.de). No max. number of participants.

Organisatorisches:

STO/PO MA 2005 - 2010: 6 LP, Modul: "Electric Power Markets"
STO/PO MA 2016: 6 LP, Modul: "Electric Power Markets"

Prüfung:
Presentation

707512 Energy Informatics Computer Based Processing of Energy Data (english)
2 SWS
SE Thu 10-12 weekly SPA 1, 21a D. Schneider, O. Spiridonova

This seminar gives participating students a chance to learn computer science techniques used in Energy Economics. Different types of analyzing and modeling energy data are presented, discussed and applied to energy data. The seminar is divided in X parts, two seminar meetings each. For each part we look at an introduction to a specific method and present simple computer based exercises. At the next seminar meeting students present a peer-reviewed published paper that uses the method in question. Students are encouraged to work in a 2-3 person groups.

Topics:
1. statistical methods
2. time series analysis
3. modeling and solving generator dispatch optimization problem
4. modeling and solving optimal power flow problem
5. integer programming and binary variables

Organization: At the first meeting we will assign the topics and schedule the rest of the meetings and presentations. You are expected to hand in the slides for your presentation and the paper it is based on in *.pdf format 2 days in advance. The (ungraded) presentation itself should be about 30 minutes long.

Deadlines: slides: 2 days before the presentation.
Prerequisites: basic knowledge of econometrics, time series analysis, statistics, R, stata, Matlab, gams (student version)
Max. participants: 25
Registration takes place on the first meeting.

Literatur:
Franz Hubert / Seminar: Energy Informatics computer based processing of energy data

Organisatorisches:
STO/PO MA 2005 - 2010: 6 LP, Modul: "Topics in Energy and Network Economics"
STO/PO MA 2016: 6 LP, Modul: "Selected Topics in Business Administration"
STO/PO MEMS 2016: 6 LP, Modul: "Selected Topics in Business Administration"

Prüfung:
term paper

70 798 Accounting Theory and Earnings Management (english)
2 SWS
VL Wed 08:30-10:00 weekly SPA 1, 125 S. Kröchert

70 798 Accounting Theory and Earnings Management (english)
2 SWS
UE Mon 16-18 fortnigh (1) SPA 1, 125 R. Chaskel
1) takes place from 30.04.2018

The main goal of this course is to present students the theoretical foundations of financial reporting. Besides serving as fundament of accounting research, accounting theory is important from a practicioner's view, since it enables market participants to understand and to predict the behaviour of subjects, such as preparers, auditors, addressees and regulators, in the domain of accounting. After investigating the role that accounting information plays from a valuation and contracting perspective in a risk-neutral world, the impact of accounting information on capital markets with risk-averse market participants will be explored. These theoretical underpinnings will serve as a background for the study of diverging incentive structures of participating subjects. While doing so, a particular emphasis will be placed on the role that accounting theory and research plays in explaining the phenomenon of earnings management. In order to investigate the facets of accounting theory and earnings management, students will be expected to read and understand academic studies and to analyze several financial reporting issues, which are of current importance to accounting practice.

Literatur:
Wagenhofer/Ewert: Externe Unternehmensrechnung, 3. Auflage, Berlin 2015
Christensen/Demski: Accounting Theory, Boston et al. 2003

Organisatorisches:
STO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Accounting" oder "Accounting Courses"
STO/PO MA 2016: 6 LP, Modul: "Accounting Theory and Earnings Management"

Prüfung:
Written exam (120 min)

70 800 Master’s Thesis Seminar Accounting (english)
2 SWS
SE Fri 10:30-12:00 weekly DOR 1, 005 J. Gassen

The main objective of the seminar is to support each participant in developing a research project that is suitable for a Master thesis at the Institute of Accounting and Auditing. Note that only those students who successfully completed this seminar are eligible to write a Master thesis at the Institute of Accounting and Auditing. The number of participants is limited (max. 8 students). For more details, please check our website (https://www.wiwi.hu-berlin.de/de/professuren/bwl/rwuwp).
Application period: 1 February to 15 February 2018, noon

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Accounting" oder "Master’s Thesis Seminar Accounting"
StO/PO MA 2016: 6 LP, Modul: "Master’s Thesis Seminar Accounting"
StO/PO MEMS 2016: 6 LP, Modul: "Master’s Thesis Seminar Accounting", Major: Accounting and Finance

Prüfung:
Research exposé

708006 Financial Accounting Research Group (english)
2 SWS
SE Single U. Brüggemann

The Institute of Accounting and Auditing is offering a Financial Accounting Research Group. This seminar is targeted at interested Master-level students which have an active interest in current financial accounting topics and in cutting-edge financial accounting research. The main objective of this seminar is to introduce eligible students to current research in the area of financial accounting and auditing.

In this context, we will provide participants with the necessary skills to comprehend common research design choices and to identify shortcomings of these choices. To achieve this, participants of the seminar will be invited to several lectures, tutorials and talks of international guests, which will take place at the institute. Since it is common to discuss the content of these talks beforehand, participants will also be invited to the corresponding discussion meetings at the institute. Each seminar period will last for one academic year and we expect participating students to commit to the full year. We expect to have around 12 meetings (6 research talks and 6 discussion meetings) scattered throughout the academic year.
A final seminar schedule will be distributed at beginning of each term. The discussion meetings prior academic talks will be arranged on short notice. Enrolment into the seminar is possible at the beginning of winter or summer term. All participating students will be receiving a certification letter signaling their participation in this advanced seminar. Master students can also chose to obtain 6 ECTS by submitting three reviews (or two reviews and a discussion protocol) on papers that are presented throughout the seminar. These ECTS count for the "Accounting Courses" within the "Wahimodul BWL". The language of the seminar is English and the number of participants is limited to 20. We will base our choice of suitable students on both, your performance in the relevant subjects and your study progress. Relevant literature and additional material will be announced throughout the seminar.
An application form will be available on our institute’s website approximately two weeks before the term starts. The application period will end on 16 April 2018.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Accounting Courses"
StO/PO MA 2016: 6 LP, Modul: "Financial Accounting Research Group"

Prüfung:
Term paper (Referee report)

708009 Valuation (english)
2 SWS
VL Wed 12-14 weekly SPA 1, 202 U. Brüggemann

The goal of the course is to present students the basic tools to value firms and other assets. The course comprises three main parts. The first part presents the mechanics of relative and intrinsic valuation. The second part focuses on how to estimate the inputs for these valuation methods (e.g., forecasting cash flows or earnings, estimating the cost of capital). The third part deals with special valuation cases (e.g., valuing start-ups or private firms). Students will apply these methods by carrying out a valuation of a German company. Throughout the course, students have the opportunity to explore firm-level financial and accounting data using R-based interactive analysis tools.

Literatur:
Relevant chapters and additional material will be announced throughout the course.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Internes Rechnungswesen" oder "Rechnungswesen"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Internes Rechnungswesen III"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Accounting" oder "Accounting Courses"
StO/PO MA 2016: 6 LP, Modul: "Valuation"
StO/PO MEMS 2016: 6 LP, Modul: "Valuation", Major: Accounting and Finance

Prüfung:
Written exam (120 min)

**70 805**

**Competition Policy (english)**
2 SWS
VL  
Tue 16-18 weekly SPA 1, 202  U. Kamecke

**70 805**

**Competition Policy (english)**
2 SWS
UE  
Thu 16-18 weekly SPA 1, 202  U. Kamecke

Lecture: Neoclassical welfare theory; normative results of static (SCP, dynamic price competition, vertical restraints) and dynamic (patent races, endogenous growth theory) industrial organization theory.
Exercise: Practice of the theoretic analysis of policy question with the help of simple examples.

Literatur:
Skript;

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Applied Microeconomics: Competition Policy"
StO/PO MA 2016: 6 LP, Modul: "Competition Policy"
StO/PO MEMS 2016: 6 LP, Modul: "Competition Policy", Major: Microeconomics

Prüfung:
Written exam (90 min)

**70 818**

**International Macroeconomics (english)**
4 SWS
VL/UE  
Thu 08-12 weekly SPA 1, 22  F. Schwark

The lecture develops a theoretical framework that is useful to think about a wide variety of topics in international macroeconomics (along the lines of “International Macroeconomics” by Schmitt-Grohé, Uribe and Woodford.). The tutorial helps understand the material of the lecture in different ways. First, some additional derivations of theoretical and empirical results are provided. Second, applications of the theory are illustrated.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "International Macroeconomics"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "International Macroeconomics"

Prüfung:
Written exam (90 min)

**70 829**

**Labour Economics (english)**
2 SWS
VL  
Mon 10-12 weekly (1) SPA 1, 201  A. Spitz-Oener
1) takes place from 23.04.2018

**70 829**

**Labour Economics (english)**
2 SWS
UE  
Thu 12-14 weekly (1) SPA 1, 202  V. Kuzmova
1) takes place from 26.04.2018

The actors in the labor market: workers, firms, government; labor supply and labor demand; labor market equilibrium; compensating wage differentials; human capital; the wage structure; labor mobility; labor market discrimination; unemployment; labor market policy.

Literatur:

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Arbeitsmarktkonomik"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Arbeitsmarktkonomik"

Prüfung:
Written exam (90 min)
The course reviews the main topics and models of the incentive theory. It focuses on the principal-agent paradigm where the principal delegates an action to a single agent through the take-it-or-leave-it offer of a contract. Major topics are represented by the problem of adverse selection, which occurs when the agent learns some piece of information relevant to the contractual relationship, and the problem of moral hazard, which appears as soon as the agent's actions are not observable. First, the trade-offs that emerge in these contexts are characterized: the rent extraction-efficiency trade-off under adverse selection and the trade-offs between the extraction of limited liability rent and efficiency and also between insurance and efficiency under moral hazard. Then, extensions of the basic framework to more complex environments are discussed. Mixed models with adverse selection, moral hazard and nonverifiability of the state of the world are also treated. Principal-agent models with adverse selection and moral hazard are finally considered in a dynamic context.

Literatur:
Laffont/Martimore, "The Theory of Incentives: The Principal-Agent Model", 2001
Bolton/Dewatripont, "Contract Theory", 2005
Salanié, "The Economics of Contracts", 2005
Mas-Colell, Whinston, Green, "Microeconomic Theory", 1995

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Theory of Incentives"
StO/PO MA 2016: 6 LP, Modul: "Theory of Incentives"
StO/PO MEMS 2016: 6 LP, Modul: "Theory of Incentives", Major: Microeconomics

Prüfung:
Written exam (90 min)

Normal-form games, extensive-form games, games with incomplete information, standard solution concepts and refinements. Master students that during their master program have already taken the class 70904 "Introduction to Game Theory" and have passed the exam are not allowed to take the class 70842 exam. Master students that during their bachelor program have already taken the class 70904 "Introduction to Game Theory" and have passed the exam are allowed to take the class 70842 exam.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Game Theory"
StO/PO MA 2016: 6 LP, Modul: "Game Theory"
StO/PO MEMS 2016: 6 LP, Modul: "Game Theory", Major: Microeconomics

Prüfung:
Written exam (90 min)

The Marshall paradigm of the labor market; the foundations of labor demand and labor supply; human capital; wage determination; labor market imperfections and institutional constraints; introduction to search theory.

Literatur:
Skript

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Labor Economics"
StO/PO MA 2016: 6 LP, Modul: "Advanced Labor Economics"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Labor Economics", Major: Macroeconomics

Prüfung:
Written exam (90 min)

70 874 Information Economics (english)
2 SWS
VL Wed 08-10 weekly SPA 1, 220 Y. Breitmoser

70 874 Information Economics (english)
2 SWS
UE Wed 10-12 weekly SPA 1, 220 Y. Breitmoser

The goal of this course is to familiarize students with the analysis of asymmetric information and with its economic effects. The course studies the role of asymmetric information in specific economic markets, such as labor and insurance markets. It shows how and why outcomes in these markets crucially depend on the underlying information structure between market participants. The course discusses the appropriate equilibrium concepts (rational equilibrium, perfect Bayesian equilibrium), the different type of market outcome (separation, pooling, hybrid), the Pareto inefficiencies that are due to asymmetric information, and the analytical complications of multiple equilibria.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Information Economics"
StO/PO MA 2016: 6 LP, Modul: "Information Economics"
StO/PO MEMS 2016: 6 LP, Modul: "Information Economics", Major: Microeconomics

Prüfung:
Written exam (90 min)

70 878 Advanced Microeconomic Analysis II (PhD-level) (english)
4 SWS
VL Mon 12-16 weekly (1) Ö. Bedre-Defolie,
H. Bester,
G. Seres

1) Various locations: ESMT, FU, HU (room 22)

70 878 Advanced Microeconomic Analysis II (PhD-level) (english)
2 SWS
UE Thu 12-14 weekly SPA 1, 23 T. Li

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Microeconomic Theory II"
StO/PO MA 2016: 6 LP, Modul: "Advanced Microeconomic Theory II"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Microeconomic Theory II", Major: Microeconomics

Prüfung:
Exam (90 min)

70 899 Theory of Social Choice (Theorie kollektiver Entscheidungen) (english)
3 SWS
VL/UE Thu 14-16 Single (1) SPA 1, 203 W. Gaertner
Fri 14-18 Single (2) SPA 1, 203 W. Gaertner

1) Termine: 19.04; 03.05., 17.05., 31.05., 12.06., 21.06., 12.07.2018
2) Termine: 20.04; 04.05., 18.05., 01.06., 15.06., 22.06., 13.07.2018

The lectures start out from Kenneth Arrow's famous Impossibility Theorem, discuss possibility results under restricted domains of preferences, consider the issue of manipulability or strategy-proofness, the exercise of individual rights in the framework of collective decisions, scoring functions and related schemes, Rawlsian and utilitarian justice, various bargaining solutions and finally consider empirical studies in relation to distributive justice.


Part of the lecture are an essay (8 - 10 pages) and presentation (ungraded).

Literatur:
Organisatorisches:

Profung:
Written exam (90 min)

**Forschungsseminar Corporate Finance (english)**
2 SWS FS Mon 12-14 weekly DOR 1, 3.04 T. Adam

**Studienabschlussseminar zu Themen der Angewandten Arbeitsmarktökonomik (english)**
2 SWS SE Thu 12-14 weekly SPA 1, 112 A. Spitz-Oener

This seminar offers bachelor and master students the opportunity to write an empirical thesis on a labor market topic. Participants are expected to perform an empirical analysis, discuss the relevant literature, data sources, methodology and to acquaint themselves with the necessary institutional details and to present and discuss their work. Generally, the seminar presentations will be held in English. Bachelor students may hold their presentations in German after consultation with the lecturer.

Organisatorisches:

Profung:
Written exam (90 min)

This seminar offers bachelor and master students the opportunity to write an empirical thesis on a labor market topic. Participants are expected to perform an empirical analysis, discuss the relevant literature, data sources, methodology and to acquaint themselves with the necessary institutional details and to present and discuss their work. Generally, the seminar presentations will be held in English. Bachelor students may hold their presentations in German after consultation with the lecturer.

Please register until April 06, 2018 via e-mail to the secretariat of the Institute of Applied Microeconomics: kristin.schwie@hu-berlin.de

Graduate students in the field of econometrics and applied labor markets present and discuss their ongoing research projects.

Organisatorisches:
Audience: master students, doctoral students
No obtainment of credit points.

**709030** Studienabschlussseminar (english)
2 SWS
SE Wed 18:00-19:30 weekly SPA 1, 23 C. Breunig

Discussion of Master and Bachelor theses. All students who wish to write a thesis at the chair of econometrics this semester are asked to attend the first meeting of the seminar.

**709035** Empirical Accounting Reading Group (english)
2 SWS
FS Fri 14-16 weekly DOR 1, 2.04 U. Brüggemann

The course aims at equipping you with the necessary background and skill-set to read, comprehend and evaluate empirical work in the area of financial accounting research. It is aimed at second year PhD-students and requires a sound background in economics and microeconomics. In addition, students should have a general understanding of the institutions of capital markets in general and financial accounting in particular. Master students are invited to attend but it is not possible to obtain credits. If you are interested in attending please contact Ulf Brüggemann (u.bruggemann@wiwi.hu-berlin.de).

**709039** Finance-Accounting Research Seminar (english)
2 SWS
FS Thu 14-16 weekly SPA 1, 23 T. Adam, U. Brüggemann

Current research topics in Finance and Accounting. See: https://www.wiwi.hu-berlin.de/de/professuren/bwl/cofi/seminars
No participation limit. No obtainment of credit points.

**709043** Wirtschaftstheoretisches Seminar (english)
2 SWS
CO Mon 17-19 weekly (1) R. Strausz
1) WZB, Reichpietschufer 50, Room: B004/005

Research seminar, no obtainment of credit points.
The course is open to master students and doctoral students.
Organisatorisches:
Ort: WZB, Reichpietschufer 50, B004/005

**709044** Doktorand(inn)en- und Forschungsseminar Mikroökonomie (english)
2 SWS
FS Thu 16-18 weekly (1) H. Bester
1) Location: FU Berlin, Boltzmannstr. 20, Room 238.

Discussion of specific aspects in the work of the course participants.
No obtainment of credits possible.
Organisatorisches:
Ort: FU Berlin, Boltzmannstr. 20, Raum 238

**709045** Schumpeter-Seminar (english)
2 SWS
FS Tue 16-18 weekly SPA 1, 23 M. Burda, N. Wolf

Audience: master students, doctoral students

**709046** Brown Bag Seminar Macroeconomics (english)
2 SWS
FS Wed 12-14 weekly SPA 1, 23 M. Burda

Ongoing research of graduate students in the field of labor market and macro economy will be presented and discussed.
Audience: master students, doctoral students

**709047** Research Seminar: Electricity Markets (english)
2 SWS
FS Tue 12-14 Single (1) F. Hubert
1) Location: DIW Berlin (Room will be announced later)
Dates will be announced on our website: http://www.ms-hns.de/
Main objective of the seminar is to present and discuss selected articles and current research projects in the area of energy markets. Audience: master and doctoral student. No obtainment of credit points.

709049  Berlin Colloquium Research in Economic History (english)
2 SWS  
SE  Wed  17-18  weekly  DOR 26, 123  N. Wolf

The seminar presents and discusses the current research of doctoral students in the area of economic history. No obtainment of credit points.
Audience: master and doctoral students
Location varies (HU and FU). You can get further information on our website:
http://lehre.wiwi.hu-berlin.de/Professuren/vwl/wg/economic-history-research/research-seminars/research-seminars-

709052  Doktorand(inn)enseminar "Theory Reading Group" (english)
2 SWS  
FS  Tue  10-12  weekly (1)  D. Engelmann, G. Weizsäcker

1) Location: DIW

709053  Berlin Behavioral Economics Colloquium and Seminar (english)
4 SWS  
CO  Thu  15-18  weekly  SPA 1, 22  D. Engelmann, G. Weizsäcker

The Berlin Behavioral Economics Colloquium and Seminar are a joint effort between DIW, W2B, HU Berlin and TU Berlin (in cooperation with CRC TRR 190) with the aim of fostering the exchange between active researchers in the areas of behavioral and experimental economics.
The 2018 summer semester series will be held at HU Berlin, Department of Economics, Spandauer Str. 1, on Thursdays from 3:00-4:15 pm and 4:45-6:00 pm unless otherwise stated.

709055  Microeconomic Theory Literature Study Group (PhD level) (english)
2 SWS  
FS  Fri  10-12  weekly  SPA 1, 23  R. Strausz

Focusing on a specific topic within microeconomic theory, the seminar studies recent developments in the literature of mechanism design, contract theory, industrial organization, and organization theory. Students discuss and present related research papers, pointing out their interrelations and discussing their main contributions. The seminar puts a particular emphasis on understanding the theoretical underpinning behind the papers’ results and the economic mechanisms they capture. A major goal of the seminar is to find new open questions for future research. Participants are expected to attend all the sessions, read all the discussed papers beforehand, and participate actively in discussions.

Organisatorisches:
Audience: PhD students BDPEMS + Master students, who passed Advanced Microeconomic Analysis I and II (no obtainment of credit points)

709056  BAMS - Berlin Applied Micro Seminar (english)
2 SWS  
CO  Mon  16:00-17:15  weekly (1)  SPA 1, 22  A. Spitz-Oener

1) Locations: DIW, Mohrenstraße 58, Schumpeter Hall, 1st Floor or HU, Spandauer Str. 1, Room 21 B

See the following web page for topics, locations and further information: https://sites.google.com/site/berlinappliedmicroseminar/

Organisatorisches:
Audience: master students, doctoral students
No obtainment of credit points.

70913  Behavioral Economics (english)
2 SWS  
SE  Fri  08-10  weekly  SPA 1, 23  G. Weizsäcker

1. False perceptions:
   - narrow bracketing and other framing effect
   - probability updating errors
   - projection bias and time inconsistency
   - unawareness
   - exponential growth bias and other prediction errors
   - financial illiteracy

2. Preference anomalies:
• probability weighting and prospect theory
• present-biased preferences
• ambiguity aversion

3. Interaction and markets:
• markets with boundedly rational agents
• level-k and related models
• course reasoning in markets

A component of the seminar is an ungraded presentation.
Organizational matters: Max. 20 participants.
Please register with Professor Weizsäcker (weizsaecker@hu-berlin.de) until April 3, 2018.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Topics in Microeconomics"
StO/PO MA 2016: 6 LP, Modul: "Behavioral Economics"
StO/PO MEMS 2016: 6 LP, Modul: "Behavioral Economics", Major: Microeconomics
Prüfung:
Term paper

70 956 Advanced Macroeconomic Analysis II (PhD-level) (english)
4 SWS
VL/UE 08-12 Block
M. Trabandt
weekly (1) F. Heinemann

Lectures by Frank Heinemann: every Wednesday from May 16 to June 27, 8:30 – 12:00 (with a break at 10:00)
Location(s):
• Lectures by M. Trabandt: Lecture hall locations will be posted in March 2018 at http://www.wiwiss.hu-berlin.de/en/fachbereich/vwl/trabandt/Teaching/Current-Semester/index.html
• Lectures by F. Heinemann: TU Berlin, Main Building, lecture Hall H 0111

English description of the course:
• Lectures by M. Trabandt: Advanced macroeconomics, search and matching labor markets, model solution and estimation techniques. More information will be provided in March 2018 at http://www.wiwiss.hu-berlin.de/en/fachbereich/vwl/trabandt/Teaching/Current-Semester/index.html
• Lectures by F. Heinemann: This part of the course covers topics such as determinacy of the price level, bubbles, equilibrium multiplicity, strategic uncertainty, and current limits of DSGE models. More information will be provided at http://www.macroeconomics.tu-berlin.de/menue/teaching_lehre/adv_macroeconomics_ii/

Litteratur:
Will be announced during the lectures.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Macroeconomic Analysis II (PhD-level)"
StO/PO MA 2016: 6 LP, Modul: "Advanced Macroeconomic Analysis II (PhD-level)"
StO/PO MEMS 2016: 6 LP, Modul: "Advanced Macroeconomic Analysis II (PhD-level)", Major: Macroeconomics
Prüfung:
Written exam (90 min)

70 985 Decision-Making under Uncertainty (english)
2 SWS
UE 12-14 weekly SPA 1, 220 Y. Song

Topics will be: Preferences over uncertain prospects, expected utility under risk, probability weighting, expected utility without known probabilities, ambiguity attitudes, standard financial investment problems, dynamic investments.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Decision-Making under Uncertainty"
StO/PO MA 2016: 6 LP, Modul: "Decision-Making under Uncertainty"
StO/PO MEMS 2016: 6 LP, Modul: "Decision-Making under Uncertainty", Major: Microeconomics
Prüfung:
Written exam (90 min)

70 985 Decision-Making under Uncertainty (english)
2 SWS
VL 10-12 weekly SPA 1, 220 G. Weizsäcker

709907 Public Economics (english)
2 SWS
VL Mon 12-14 weekly (1) SPA 1, 125 S. Qi
1) takes place from 23.04.2018
709907  Public Economics (english)  
2 SWS  
UE  Fri  14-16  weekly (1)  SPA 1, 220  S. Qi  
1) takes place from 27.04.2018  
The course covers core concepts of public economics, namely the foundation for government intervention, public good problems, externalities, collective action problems, taxation. Theoretical analysis will be combined with empirical results and connections to policy debates.  
Organisatorisches:  
StO/PO MA 2005 - 2010: 6 LP, Modul: "Public Economics"  
StO/PO MA 2016: 6 LP, Modul: "Public Economics"  
StO/PO MEMS 2016: 6 LP, Modul: "Public Economics", Major: Microeconomics  
Prüfung:  
Written exam (90 min)  

709908  Seminar on "New Regimes of Monetary Policy" (english)  
2 SWS  
SE  Mon  10-13  Single (1)  M. Fratzscher  
Thu  10-13  Single (2)  M. Fratzscher  
Wed  10-13  Single (3)  M. Fratzscher  
Mon  10-13  Single (4)  M. Fratzscher  
Tue  10-13  Single (5)  M. Fratzscher  
1) takes place on 23.04.2018  
2) takes place on 26.04.2018  
3) takes place on 02.05.2018  
4) takes place on 09.07.2018  
5) takes place on 10.07.2018  
The seminar deals with changes and new developments in the theoretical and empirical literature on monetary policy. Topics covered through lectures and seminar papers include the following: the appropriate mandates and objective function of central banks, the relationship between monetary policy and financial supervision, the role of the exchange rates, the functioning of monetary policy in a monetary union, the importance of fiscal dominance, quantitative easing during financial crises, the role of communication of objectives and policies, the functioning of central bank committees, transparency and independence and accountability, global coordination of monetary policy, the international role of the euro and the US dollar. The course will first start with a series of lectures addressing these various issues. The seminar participants are then asked to prepare a seminar paper on one of the issues, which then has to be presented and discussed towards the end of the semester. To allow an intensive dialogue among the students, the seminar is organized in block classes. Many topics are closely related to each other.  
The lectures will take place on 23 and 26 April and 2 May. The seminar presentations will take place on 9 and 10 July.  
Location: DIW, Mohrenstr. 58, Room tbd  
Part of the seminar: Ungraded presentation and discussion  
Restriction to participation: 20  
Registration: 03. to 11.04.2018 via e-mail to mfratzscher@diw.de  
Organisatorisches:  
StO/PO MA 2005 - 2010: 6 LP, Modul: "Topics in Macroeconomics"  
StO/PO MA 2016: 6 LP, Modul: "Topics in Macroeconomics"  
StO/PO MEMS 2016: 6 LP, Modul: "Topics in Macroeconomics", Major: Macroeconomics  
Prüfung:  
Term paper  

709915  Macroeconometrics (english)  
2 SWS  
UE  Thu  14-16  weekly  SPA 1, 26  A. Tryphonides  
This course is tailored towards students that are interested in time series and empirical macroeconomics and will be a good complement to theoretical macroeconomics courses. The course will provide a rigorous exposition to several topics that will enable students to do competent empirical analysis: simultaneous equations, identification, endogeneity, method of moments – instrumental variables, stochastic processes and time series analysis, ARMA modelling, multivariate systems i.e. Vector Auto-Regressions and their relationship to modern dynamic macroeconomic models. Students will also learn how to implement some of these methods in statistical packages i.e. STATA.  
Literatur:  
Organisatorisches:  
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Themen der Makroökonomie"  
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Themen der Makroökonomie"  
Prüfung:  
Written exam (90 min)  

709915  Macroeconometrics (english)  
2 SWS  
VL  Wed  10-12  weekly  SPA 1, 21a  A. Tryphonides  

Sommersemester 2018  
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printed on 23.03.2018 12:58:30
In the history of medicine, disease and therapeutics have often been explored from the perspective of elites or with a primary focus on theory. Yet, more can be done to consider the ways that medical practices are shaped by historical material forces, including but not limited to the conditions and modes of (re)production.

In this seminar, we will consider how the environment, political economy, and social structures provide a gateway for materia medica. By focusing on materials, this seminar will give an overview of how disease, medicine, and therapeutics have shifted from 1750 until 2000. Spanning a range of disciplines, geographies, and time periods, students in the course will explore recent scholarship that critically engages with disease and healing especially as it relates to imperialism, mapping, race, gender, and sexuality. We will center the subaltern as knowledge producers and examine the shifting and dynamic approaches to therapeutics in Africa, Asia, Latin America, and the Middle East. The term "subaltern" – as adopted by Antonio Gramsci and then popularized by South Asian scholars – offers a critical theory that uncovers the dynamic, dialectic, and material conditions that non-Western people have embodied. Meditating on materials, in a broad sense, can lead to a humanistic and grounded approach to historical materialist perspectives on disease and medicine. How do botany and instruments shape medicine? How do notions about sex and sexuality get incorporated into medicine? How has indigenous medicine been used by colonial regimes?

Students will be expected to interpret a range of textual and physical materials including but not limited to film, oral history, homeopathic treatments, instruments, and the body. Given that students will be working with primary sources, the themes and approach will be beneficial for those in the humanities, social sciences and natural sciences.

In the history of medicine, disease and therapeutics have often been explored from the perspective of elites or with a primary focus on theory. Yet, more can be done to consider the ways that medical practices are shaped by historical material forces, including but not limited to the conditions and modes of (re)production.

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How is ritualized shaving practiced in religions as diverse as Hinduism, Buddhism, Judaism and Christianity? What can our natural hair tell us about our ancestors, and what climates and environments they encountered? How can we better understand the election of Donald Trump and the defeat of Hillary Rodham Clinton by looking at their hair?

This discussion-based seminar focuses on hair as our object of inquiry. Moving through such disciplines as art history, literature, genetics, religion, social psychology and popular culture studies, we will examine how hair is simultaneously so powerful that it can serve as a beacon to other people from a sub-culture, so representative that we must wrestle with our identity while we straighten, tease, perm, curl, cut and style it, and so basic that we can all relate to »bad hair days«.

This course approaches hair in a manner that is actively intersectional. Through an interdisciplinary methodology, this course aims for an inquiry that is expansive, generous, and non-exhaustive. Because hair is heavily coded in gender and race terms, one of our objectives is to deconstruct this and look at the subsequent performances of identity through an actively feminist and anti-racist lens.

Lectures, readings and discussions will be in English.
How is ritualized shaving practiced in religions as diverse as Hinduism, Buddhism, Judaism and Christianity? What can our natural hair tell us about our ancestors, and what climates and environments they encountered? How can we better understand the election of Donald Trump and the defeat of Hillary Rodham Clinton by looking at their hair?

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Lectures, readings and discussions will be in English.
91 015  **English for Academic Purposes: Grammar & Vocabulary for Writing (english)**  
4 SWS  
SPK  
Thu 12-16  weekly (1)  
DOR 65, 357  
G. Herrmann  
1) takes place from 19.04.2018

91 016  **English for Academic Purposes: Listening, Discussion and Writing (english)**  
4 SWS  
SPK  
Wed 10-14  weekly (1)  
DOR 65, 329  
N.N.*  
1) takes place from 18.04.2018

91 017  **English for Academic Purposes: Listening and Speaking (english)**  
4 SWS  
SPK  
Mon 12-14  weekly (1)  
DOR 65, 348  
C. Forbes  
1) takes place from 23.04.2018

91 018  **English for Academic Purposes: Reading and Writing (english)**  
4 SWS  
SPK  
Wed 12-16  weekly (1)  
DOR 65, 328  
C. Forbes  
1) takes place from 18.04.2018

91 024  **English for Master's and PhD Students: Strategies for Presenting and Writing (english)**  
4 SWS  
SPK  
Tue 10-14  weekly (1)  
DOR 65, 327  
M. Plews  
1) takes place from 17.04.2018

91 025  **Writing and Presenting in the Sciences (BSc, MSc, and PhD students and researchers) (english)**  
4 SWS  
SPK  
Thu 15-19  weekly (1)  
RUD26, 1308  
C. Hank  
1) takes place from 19.04.2018

91 026  **English for Master's and PhD Students: Writing for Research in the Social Sciences and the Humanities (english)**  
2 SWS  
SPK  
Wed 18-20  weekly (1)  
DOR 65, 356  
J. Verhey  
1) takes place from 18.04.2018

91 030  **English for Students of Natural Sciences (english)**  
4 SWS  
SPK  
Wed 15-19  weekly (1)  
RUD26, 1308  
S. Geyer  
1) takes place from 18.04.2018

91 035  **English for Students of Law: English Law (english)**  
4 SWS  
5 LP  
SPK  
Tue 16-20  weekly (1)  
DOR 65, 356  
L. Helge  
1) takes place from 17.04.2018

91 037  **English for Students of Economics and Business Studies (english)**  
4 SWS  
SPK  
Mon 12-16  weekly (1)  
DOR 65, 331  
W. Garner  
1) takes place from 23.04.2018

91 038  **English for Students of Economics and Business Studies (english)**  
4 SWS  
SPK  
Wed 14-18  weekly (1)  
DOR 65, 348  
N.N.*  
1) takes place from 18.04.2018
91 040  English for Students of Economics and Politics (english)
4 SWS
SPK  Tue  14-16  weekly (1)  DOR 65, 328  M. Plews
Wed  12-14  weekly (2)  DOR 65, 354  M. Plews
1) takes place from 17.04.2018
2) takes place from 18.04.2018

91 042  English for Students of Social and Political Sciences (english)
4 SWS
SPK  Thu  14-18  weekly (1)  DOR 65, 355  M. Baierl
1) takes place from 19.04.2018

91 044  English for Students of the Humanities: Race, Gender and Migration (english)
4 SWS
SPK  Wed  12-16  weekly (1)  DOR 24, 3.020  C. Hank
1) takes place from 18.04.2018

91 045  English for Students of the Humanities: Film and Media (english)
4 SWS
SPK  Wed  14-18  weekly (1)  DOR 65, 358  M. Plews
1) takes place from 18.04.2018

91 046  English for Students of History (and related disciplines): Writing and Presenting (english)
2 SWS
SPK  Wed  16-18  weekly  DOR 65, 355  J. Verhey

91 048  American Language and Culture in American Music (english)
2 SWS
SPK  Wed  18-20  weekly (1)  DOR 65, 245  D. Nichols
1) takes place from 18.04.2018

91 049  English for Academic Purposes: US Today - Speaking and Writing (english)
2 SWS
SPK  Thu  14-18  weekly (1)  DOR 65, 245  D. Nichols
1) takes place from 19.04.2018

91 050  The World of TED: Listening and Presenting (english)
4 SWS
SPK  Thu  08-12  weekly (1)  DOR 65, 237  J. Verhey
1) takes place from 19.04.2018

91 051  Learning English with Literature (english)
4 SWS
SPK  Tue  08-12  weekly (1)  DOR 65, 355  J. Verhey
1) takes place from 17.04.2018

91 055  English for Academic Purposes: Learning by doing - Academic discussions (english)
4 SWS
SPK  Thu  10-14  weekly (1)  DOR 65, 329  M. Plews
1) takes place from 19.04.2018

91 058  English for Academic Purposes: Reading and Writing (english)
4 SWS
SPK  Tue  12-16  weekly (1)  DOR 65, 355  N.N.*
1) takes place from 17.04.2018
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<td>English</td>
<td>SPK</td>
<td>Tue</td>
<td>14-18</td>
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<td>L. Waters</td>
<td>1) takes place from 17.04.2018</td>
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<td>91 062</td>
<td>Intercultural Competence in English (english)</td>
<td>4 SWS</td>
<td>English</td>
<td>SPK</td>
<td>Tue</td>
<td>10-14</td>
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<td>91 070</td>
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<td>Wed</td>
<td>14-18</td>
<td>weekly (1)</td>
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<td>1) takes place from 18.04.2018</td>
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<td>91 071</td>
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<td>2 SWS</td>
<td>English</td>
<td>SPK</td>
<td>Mon</td>
<td>10-12</td>
<td>weekly (1)</td>
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<td>2 SWS</td>
<td>English</td>
<td>SPK</td>
<td>Wed</td>
<td>16-18</td>
<td>weekly (1)</td>
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<td>91 075</td>
<td>International English Varieties, Dialects, and Accents (english)</td>
<td>2 SWS</td>
<td>English</td>
<td>SPK</td>
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<td>16-18</td>
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<td>Academic Writing Lab: Individual Tutoring Service (english)</td>
<td>2 SWS</td>
<td>English</td>
<td>SK</td>
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<td>weekly (1)</td>
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<td>Tue</td>
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<td>91 091</td>
<td>FRS Englisch: Legal System and Legal Method (Modul 1) (english)</td>
<td>4 SWS</td>
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<td>SE</td>
<td>Tue</td>
<td>16-18</td>
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Knowing nature has always entailed numbers: species counts, rates of distribution and extinction, population sizes and trends, land-cover estimates, carbon emissions or, more recently, biodiversity and biocapital measures. Numbers are crucial constituents of our descriptions and our imaginations of nature and, arguably, of all social life. How are numbers used for making nature visible and valuable and what stories can we tell with and about numbers? How do numbers different kinds of natures and what role do narratives play? The course addresses these questions by examining specific instances of numbers-in-practice as well as through discussions of more general number-related terms such as “percentage”, “rankings” and “population”. In attending to the
performativity of numbers in the context of counting and accounting for different natures, the course explores the co-constitutive dynamics of scientific knowledge, representations and the governance of nature. It will provide a range of analytical categories and methods for ethnographically encountering numbers and introduce students to anthropology of numbers. Readings will include Thomas Crumb, Helen Verran, Theodore Porter, Arjun Appadurai, Jane Guyer and Susan Greenhalgh among others.

Course structure and assessment

After the introductory session we explore four broad subject areas (anthropology of numbers; measures; capital nature; calculative governance) by working through both general texts from anthropology, sociology or history and specific ethnographic case studies. The course is assessed through submission and presentation of comments on the weekly reading, one group presentation and active participation in the seminar.

Finde im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, ÜWP Studierende können zusätzlich teilnehmen.

Organisatorisches:

Die Veranstaltung findet am Institut für Europäische Ethnologie, Mohrenstraße 41, Raum 311 statt.

**Ü51722**

'**Too much Stuff**: An Anthropology of Overload (english)

2 SWS  
6 LP  
SE  
Tue  
10-12  
weekly (1)  
S. Macdonald

In the face of hyper-production and consumption, what happens with all the stuff? How does some get kept for the future and what happens with the rest? Are we at risk of 'stufocation' - being submerged in too many things, too much information and too many decisions to make? The last decade has seen a major rise in many countries of specialised products and services to help people cope with excess and overload. This includes vast storage facilities for things that won't fit into people's homes, smart domestic storage 'solutions' to help pack more and more in, and professional organisers and 'declutters' to help people to 'let go' of excess stuff. Hoarding has become defined as an official psychological illness in the US; and in many West European countries even museums have begun looking into whether they can get dispose of things from their increasingly growing collections. Focusing on material profusion – the overload of things -- in this seminar we will take an anthropological perspective, considering especially whether what we are witnessing is a particular kind of relationship of personhood, things and time. To do so, we will look for theoretical elucidation from various areas, ranging from those concerning the nature of contemporary capitalism to sustainability, and from purity and danger to spirit possession. In the first part of the semester we will read and discuss texts. In the second half, seminar participants will present cases of their choice.

The seminar will be in English.

Finde im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, ÜWP Studierende können zusätzlich teilnehmen.

Literatur:


Lewe, C., T. Othold and N. Oxen (eds) 2016: Müll. Intrdiziplinäre Perspektiven auf das Übrig-gebliebene. (Bielefeld: transcript)


Organisatorisches:

Die Lehrveranstaltung findet im Raum 408, Mohrenstraße 41 statt.

**Ü51728**

**Energy Humanities (english)**

2 SWS  
6 LP  
SE  
Tue  
10-12  
weekly  
MO 40, 312  
G. Bakke

Much of the discussion that swirls around global warming, its causes and its consequences, cycles around eventually to the question of why people don’t “feel” facts. How is it that so much solid scientific research fails to convince so many that energy – how we make it, how we use it – has radically shaped every aspect of our contemporary world? Or as Boyer and Szeman have written “Economic growth, as well as expansion of the access to goods and services we have come to associate with the experience of modernity, is a direct consequence of the massive expansion of energy use by human communities, especially (though not only) in the global North; the capacities and freedoms that are connected to the modern, to the opening up of leisure time to expectations of almost unfettered mobility, are similarly a consequence of a world awash in the kilocalories generated primarily by fossil fuels.” (Boyer & Szeman, 2017).

In this course, we will read from the fantastic wealth of contemporary work on energy in the humanities and qualitative social sciences. Some works treat the question of how energy allows for certain literatures, imaginaries, or cultural systems to arise; others look to explicitly literary, imaginative and culture work on energy systems and sources; and yet others consider the problems of anthropogenic climate change playfully—sidestepping science as the only way to communicate things scientific. Readings will include: new essays, works of fiction (including selections from the burgeoning world of climate fiction), TV and film productions, classic works, and full monographs. Reading will be limited to 40 pages per meeting. Hard scientists and engineers are welcome.

Finde im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, ÜWP Studierende können zusätzlich teilnehmen.

Organisatorisches:

Die Veranstaltung findet am Institut für Europäische Ethnologie, Mohrenstraße 41, Raum 312 statt.

**Ü532822**

**Noise: Aesthetics and Politics (english)**

2 SWS  
-  
SE  
Block+Sa  
J. Eriksen

...
The common definition of noise is that of unwanted, unpleasant, and disturbing sounds. Though these qualities are not necessarily only negative. Through art and cultural theory different concepts of noise exist us focussing on and questioning aesthetic, political and environmental issues, which often demands either a preservation of the old or a step into the new as reaction. The former stance is often subscribed to R. Murray Schafer and the sonic environmentalist movement who are valuing "natural" sounds over human made "sonic pollution". The latter distinction was most notably addressed by Luigi Russolo in his Futurist Manifesto in which he celebrates the art of noises as the necessary break with the historical past and leap into the future of mankind. Addressing these and other key movements and actors in noise theory and practice this course aims towards a manifold critical understanding of noise in the sonic arts, music, everyday life, and politics.

Prüfung:
Hausarbeit, multimediale Präsentation

### Ü53920 QUEER(ING) ECOLOGIES: Queer & Feminist Interventions in a Time of Ecological Crisis (english)

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<td>Introduction to Chinese Philosophy (english)</td>
<td>2</td>
<td>Mon</td>
<td>14-16</td>
<td>weekly</td>
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<td>VL</td>
<td>Wissenschaftsgeschichte der Antike: Themen und Methoden/History of Ancient Science: Topics and Methods (english)</td>
<td>2</td>
<td>Mon</td>
<td>10-12</td>
<td>weekly</td>
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<td>PS</td>
<td>Explaining Human Behaviour: Nature, Nurture, and Gender (english)</td>
<td>2</td>
<td>Tue</td>
<td>10-12</td>
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This interdisciplinary graduate seminar examines the current global environmental crisis through a feminist and queer lens. The seminar begins by delving into the logic of modern ecological thought and practice as it emerges and develops within specific historical and geographical contexts throughout the twentieth century. Taking an intersectional approach, the course engages with current debates within environmental justice movements, green activism, ecocriticism, critical posthumanism and the environmental humanities, alongside art and activist projects. The central aim is to queer the very foundations of environmentalism and ecology while offering an introduction to some of the key approaches to the critical study of ecology and environmentalism within the discipline of gender studies and beyond, enabling students to participate in current debates with in-depth knowledge of their genealogies and contexts.

Literatur:
What explains human behaviour, and the apparent differences in behaviour between different populations of humans? Is it our genetic inheritance ('nature'), or the environment in which we are raised ('nurture')?

A historically popular idea in cognitive science research is that males and females have undergone selection pressure to fulfill different social roles. Men are hardwired to be hunters, and to protect the tribe; women to be mothers, and to care for the tribe. In recent years, this idea – and the cognitive science supporting it – has been challenged. We will read and discuss both recent cognitive science research and philosophical writing on gender and human nature, in order to better understand the biological and social foundations of human social identity. Readings will consist of a selection of works from evolutionary psychology – in particular studies of sexual behaviour and sexual difference in non-human great apes – and recent work in the Philosophy of Biology, and the Philosophy of Gender (including Cordelia Sutcliffe's Testosterone Rex, 2017 winner of the Royal Society science book of the year).

Literature:

### ÜWP51045 Language and Reasoning in Greek Mathematics (english)

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This course focuses on the deductive machinery of a Greek mathematical proposition. How do the deductions work? One important question is: do the deduction introduce a particular object, prove something about it, and generalize to other objects? Special emphasis will be put on the role of geometrical constructions, which we shall investigate in a new perspective. We shall also clarify the function of denotive letters and of diagrams, with particular attention paid to the phenomenon of "overspecification" of the latter. We shall extensively discuss the crucial part of a Greek mathematical proposition called "setting-out". The study of the deductive structures at work in the proof—such as relations and atomic inferential patterns—will allow us to see parallels between mathematical practice and ancient grammatical and logical doctrines (both Stoic and Peripatetic).

This course is the sequel to a course taught in the fall, but participation in the previous course is not required. We will not presuppose knowledge of Greek, nor of Greek mathematics. Participants are required to have completed a course in logic. Some previous exposure to ancient philosophy and/or some general knowledge of mathematics will be useful. Language of instruction: English. (Hausarbeiten may be written in German.)

### ÜWP51047 Aristotle on Wisdom (english)

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Aristotle distinguishes, as Socrates and Plato did not, between theoretical and practical wisdom. In this seminar we'll read carefully through book VI of the Nicomachean Ethics, with the goal of better understanding why Aristotle distinguishes these two sorts of wisdom, and how he conceives of them. Special attention will be given to the following questions. How does Aristotle's understanding of theoretical wisdom differ from Socrates and Plato's - and, for that matter, from ours? How would Aristotle criticize the classification in Plato's Statesman of the political art as theoretical rather than practical? How is practical wisdom on Aristotle's account related to contemporary moral particularism? What exactly separates the person with practical wisdom from a clever villain? Supplementary readings will be drawn from other books of the Nicomachean Ethics, from the Metaphysics, and from the Eudemian Ethics. No knowledge of ancient Greek will be presupposed. The seminar will be primarily in English, but participants who feel more comfortable contributing in German are very welcome.

### ÜWP51822 Digital Information Infrastructures (english)

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The lecture will give an overview of the development of digital information resources with special emphasis on issues involving infrastructure, capabilities, content, and audience. A substantial portion of the lecture will focus on library-based digital collections ("digital libraries") and on commercial competitors. Students taking this course should be able to describe the development of present-day digital information resources in technical, social and historical terms.

### ÜWP51823 Digital Information Infrastructures (english)

<table>
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The seminar will focus on assessing digital libraries from various angles, starting from commercial internet resources via aggregator projects like Europeana, to repositories like HUS edoc-Server: Is there more to a digital library than a “patchwork paradise” of diverse digital content? What are “must haves” for a quality digital collection? How do digital library projects create coherence, visibility and context – both in technical terms and in terms of interoperability, metadata, organizational and legal structures, and user interfaces? What are the challenges for physical libraries “going digital”? How can users contribute their “patches”, and how do digital libraries affect digital practices?
The lecture thematizes the Semantic Web and introduces related concepts, technologies and applications as well as the necessary semiotic structures. In particular, the operation and integration of current web resources to semantic web applications is shown. The lecture gives the students an understanding for the functioning of the semantic web, its applications and their use is praxis.

**Lecture Details**

**Course Title:** Communication and Knowledge Management (engl.) (english)

**Course Code:** ÜWPS1829

**Module:** DaZ-Modul

**Fields:** Bildungssprache & Durchgängige Sprachbildung

**Year:** 2018

**Language:** English

**Format:** Lecture

**Credit Points:** 2 SWS

**Duration:** 2 Semesters

**Schedule:**
- 2 SWS Mon 12-14
- 2 LP Mon 12-14
- weekly (1)

**Tutorials:**

**Assessment:**

**Registration:**

**Office Hours:**

**Contact Person:** Frau Schlösser

**Location:** UdL 6, room 3011

**First Session:** April 16, 2018

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**Literature:**


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You are expected to attend regularly, prepare an oral presentation, upload your slides on the moodle platform, and use English in class. If you decide to get the MAP in this course, you should know that I only accept a written assignment (provided the introduction of "Bildungssprache / academic literacy" is to be taken seriously in the new structure of teacher education) – preferably by mid-August 2018. Please, register with "Agnes" and in the office, Udl 6, room 3011, Frau Schlösser. First session: April 16, 2018.
Using drama techniques to teach foreign language has a long tradition. Nevertheless, drama-based methods in Content-and-Language-Integrated Learning (CLIL) is quite another matter. This course will address the question how content from non-linguistic subjects such as History, Geography, Physics or Chemistry, PE or Art can be taught in a foreign language (e.g. English) through drama-techniques.

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

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

Participants will also be requested for their course-credits to present some of the content from basic reading in class, preferably by using and through drama games. For the final module examination (MAP) a term-paper has to be submitted before September 30th, 2018.

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

Please register for this course through AGNES and join the relevant Moodle-Course.
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<td>(Berlin in the Twentieth Century: A Cultural Topography)</td>
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# Register of Buildings

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