HUMBOLDT-UNIVERSITÄT ZU BERLIN

Wintersemester 2018/19
Vorlesungszeit: 15.10.2018 - 16.02.2019
Inhalte

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02181244 Exploring Berlin Museums (englisch)
4 SWS
SE Di 14-18 wöch. (1) HV 5, 0323-26 V. Bishop-Kendzia
1) findet vom 16.10.2018 bis 04.12.2018 statt

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 inflected 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.
Application via Berlin Perspectives ONLY:
Language requirements English B2 minimum.
NO registration via Agnes.

02181245 The East/West Competition - Urban Planning, Cultural Policy and Economics in Divided Berlin (englisch)
2 SWS
SE Di 12-14 wöch. (1) HV 5, 0323-26 M. Grass
1) findet vom 16.10.2018 bis 12.02.2019 statt

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; Pfeffer-Kloss, Verena; Dolfk-Bonekämper, Gabi; Klausmeier, Axel (Ed.): Stadtentwicklung im doppelten Berlin – Zeitgenossenschaften und Erinnerungsorte. Berlin 2014
Herold, Stephanie; Stefanovska, Biljana (Ed.): 45+: Post-War Modern Architecture in Europe. Berlin 2012
Fleerl, Bruno: Urban Design in Berlin, GDR. Berlin 1986
Franke, Thomas: Neighbourhood management – a key instrument in integrative urban district development. Berlin 2001
Bennig, 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 activism. Berlin 2013

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

02181285 National Identity in Contemporary Germany: Citizenship, Diversity, and Belonging (englisch)
2 SWS
SE Mo 16-18 wöch. (1) HV 5, 0323-26 U. Moffitt
1) findet vom 22.10.2018 bis 11.02.2019 statt

ECTS Points: 5
Language requirements: min. English B2

In this course we will explore elite and everyday notions of citizenship and identity. Germany is a culturally and ethnically diverse country, and has been for many decades. Yet, it was only in the year 2000 that laws were changed to allow for non-heritage based citizenship, and only in the past few years that politicians began to acknowledge Germany as a country of immigration. In common usage, the word “German” is still often used to mean exclusively White Germans, drawing a boundary between those with and without so-called migration background. We will discuss the impact of such interpersonal issues, as well as more policy-based regulations using psychological, sociological, and related theories, examining how understandings of German identity affect norms (re)produced in media, policy, education, and everyday life. A focus will be given to narrative and discourse, both as tools for analysis and ways of understanding identity. Berlin will be used as a case study for many of the topics covered, and students will be encouraged to reflect on their own identities and the identities they see enacted around them as they get to know Berlin.

Literatur:
El-Tayeb (2016) European Others
Statistische Bundesamt (2017) Persons with a migration background
Tajfel & Turner (1979) An integrative theory of intergroup conflict
Andreouli (2010) Identity, positioning and self-other relations
Rajerse et al. (2012) Beyond the ethnic-civic dichotomy: Cultural citizenship as a new way of excluding immigrants
Meeus, Durieu, Vanbeseaere, & Boen (2010) The role of national identity representation in the relation between in-group identification and out-group derogation
Condor (2011) Towards a social psychology of citizenship?
Sindic (2011) Psychological citizenship and national identity
Stevenson & Muldoon (2010) Socio-political context and accounts of national identity in adolescence
Antonsich (2015) The ‘everyday’ of banal nationalism – Ordinary people’s views on Italy and Italian
Giles & Shaw (2009) The psychology of news influence and the development of media framing analysis
McLean & Syed (2016) Personal, master, and alternative narratives
Çelik (2015) ‘Having a German passport will not make me German’: Reactive ethnicity and oppositional identity among disadvantaged second-generation youth in Germany
Müller (2011) Far away so close: Race, whiteness, and German identity
Hubbard & Utsey (2015) A qualitative study of bi-racial identity among Afro-Germans living in Germany
Faas (2008) From foreigner pedagogy to intercultural education - an analysis of the German responses to diversity
Anderson (2017) When Muslim women are allowed to wear headscarves in Germany, and when not
Gillborn (2005) Education policy as an act of white supremacy: Whiteness, critical race theory and education reform
Holmes & Castañeda (2016) Representing the ‘European Refugee Crisis’ in Germany and beyond: Deservingness and difference, life and death
Vertovec (2011) The cultural politics of nation and migration
Baban (2006) From Gastarbeiter to “Ausländische Mitbürger”: Postnational citizenship and in-between identities in Berlin
Ehrkamp & Leitner (2003) Beyond national citizenship: Turkish immigrants and the (re)construction of citizenship in Germany

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

02181287 Image and the City (englisch)
2 SWS
SE Mo 12-14 wöch. (1) HV 5, 0323-26 A. Paluch
1) findet vom 22.10.2018 bis 11.02.2019 statt

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 Berlins 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

02181293 Berlin in the Twentieth Century: A Cultural Topography (englisch)

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 culture, 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.
02181295  
**Twentieth-Century Berlin: An Urban Historical Perspective (englisch)**

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, monuments 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

02181297  
**Urban Activism in Berlin (englisch)**

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 origins, context, and structure of theory of right to the city, urban commons, social justice, participation, grassroots organizing, and urban development policy. Within the broad theme of “urban activism”, the course focuses on the ways in which neighbourhood/inhabitant experiences and citizens’ e orts collide to produce different forms of resistance within Berlin’s political sphere.

Literatur:
- 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
Batty, M; Axhausen, KW; 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

02181298 Topographies of Jewish Identity in Berlin in the 20th and 21st Century (englisch)
2 SWS
SE Di 10-12 wöch. (1) HV 5, 0323-26 R. Alt-Haaker
1) findet vom 16.10.2018 bis 12.02.2019 statt

ECTS Points: 5
Language requirements: min. English B2

Over the twentieth and twenty-first centuries, Berlin has been home to a heterogeneous Jewish community, from "assimilated" German Jews during the Wilhelmine era, Jewish immigrants from Eastern Europe during the Weimar Republic, and people of Jewish heritage who suffered under and sought to flee from the Nazi regime to a small post-war Jewish enclave in a divided Berlin and a vibrant Jewish community after reunification that now draws thousands of others from around the world to the city as their elective home. Through selected essays, satire, newspaper reports, memoirs, poems, photographs and graphic novels, we will discuss how Jewish identity has been negotiated against the backdrop of Berlin’s ever-changing socio-political landscape. In addition to mapping the literary terrain of Jewish identity in Berlin, we will pay special attention to urban sites that have played an important role in this process. As a result, this course pairs written works with a physical exploration of the city to paint a more detailed picture of our readings. Each week, you will be asked to visit a specific site to explore the spaces that feature in the texts or that provide important historical context for our discussions. By scratching the layers of history around us, we will also look at our own identity as elective Berliners and how we inhabit this city as members of the international community.

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

02181299 Berlin, Youthful City (englisch)
2 SWS
SE Di 10-12 wöch. (1) HV 5, 0203 M. Kozakowski
1) findet vom 16.10.2018 bis 12.02.2019 statt

ECTS Points: 5
Language requirements: min. English B2
Much of Berlin's population and economic growth during recent decades has been driven by an influx of young persons, from both elsewhere in Germany and from across the world. The city is globally renowned for its vibrant, youthful culture; its diversity; and the excitement of new possibilities in a place where history looms large.

This course uses the theme of youth to explore Berlin's (and more broadly, German) culture and history. In other words, it provides a chance to learn about Berlin, to understand German history, and to reflect on different (and changing) forms of youth culture and the student experience.

This course proceeds chronologically, from around 1800 to the present. It adopts an interdisciplinary approach, including articles by professional historians, works of literature, the visual arts, film, and music. It includes recent research on topics such as pop culture, childhood, families, generations, the sociology of universities, and counterculture. It explores the diversity of everyday life in Berlin and analyzes how children, students, and young professionals have been shaped by and challenged assumptions about nationality, race, gender, sexuality, class, religion, and politics. It roots all these topics in the ever-changing fabric of Berlin, encouraging us not only to better understand the society in which we live and the urban spaces we inhabit, but to see the city as a dynamic space, shaped by people like and unlike ourselves.

**Literatur:**

Students should be prepared to obtain copies of the following books:

- Heinrich von Kleist's play, The Prince of Homburg [Der Prinz von Homburg] – may be available out of copyright, depending on the edition
- Walter Benjamin's Berlin Childhood around 1900 [Berliner Kindheit um neunzehnhundert]
- Christopher Isherwood's Goodbye to Berlin

Furthermore, they should make arrangements to view the following films:


**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

**02181301 The Social Psychology of Immigration Societies (englisch)**

2 SWS

SE 14-16

wöch. (1) HV 5, 0203

K. Fetz, T. Müller

ECTS Points: 5

Language requirements: min. English B2

Modern immigration societies and especially major cities such as Berlin, which are becoming increasingly ethnically and culturally diverse, are facing a number of challenges, such as: issues of racism and discrimination towards immigrants and ethnic minority groups, and conditions necessary for the creation of trust and collaboration between members of different ethnic groups, and for the creation of fair and equitable outcomes with regard to schooling and labour market outcomes. But what are the basic psychological mechanisms shaping social cohesion in modern diverse societies, which are the processes that undermine intergroup relations, and which are the factors that contribute to positive interactions between different groups?

This seminar seeks to target these questions in giving a general overview about classic and contemporary approaches to intergroup relations in the field of social psychology, occasionally drawing on related literature in microsociology. Starting with Gordon Allport's 1954 seminal work *The nature of prejudice*, we will revisit the most important studies in the fields of intergroup discrimination (Tajfel & Turner), stereotyping and prejudice (Steele) and intergroup contact (Allport) and discuss several interventions that have been suggested in order to facilitate inter-ethnic cooperation and to improve schooling and job market outcomes for members of minority groups (Cohen/Sherman). Another important part will deal with the several ways to measure the concepts and theories in question that have been developed in social psychology, such as implicit and explicit measures of prejudice and discrimination (Sears/Dovidio/Gaertner). The role of essentialist language use in stereotyping will also be discussed. While there will be a short introduction to the most important methods used in the field of social psychology, a good working knowledge about experimental design and statistics will make it easier to follow the course, but are not a prerequisite for participation.

**Literatur:**


Allport, Gordon (1954): *The Nature of Prejudice*. Cambridge: Addison-Wesley. Please read: [Preface (pp. xiii–xviii)], Chp. 1 (pp. 3-16) and Chp. 2 (pp. 17-47).

Çelik, Çetin (2015): "Having a German passport will not make me German": reactive ethnicity and oppositional identity among disadvantaged male Turkish second-generation youth in Germany." Ethnic and Racial Studies 38(9): 1646–1662.


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

02181302 Berlin: Literature, History & Politics in the 20th and 21st Century (englisch)

ECTS Points: 5
Language requirements: min. English B2

This course explores the city of Berlin through key contemporary and twentieth century prose as well as poems, films, and music. Class discussions will focus on Berlin as the stage for crucial events in world history and on representations of the city in German literature. Topics include contemporary Berlin as a magnet for international bohemians and hipsters, migration to Berlin, the fall of the Berlin wall, student movements and radical politics in the city, cold war Berlin, the city under National Socialism, Weimar republic, revolutionary times, and the German Empire. We will read and discuss Walter Benjamin, Rosa Luxemburg, Paul Celan, Alfred Döblin, Hans Fallada, Emine Sevgi Özdamar and others. The reading materials will be made accessible in German and English. Based on the group’s level we will adjust the linguistic standards of the course to facilitate a positive learning experience for students—as a group and individually. I.e., discussions will principally take place in English; based on students’ level and interest, we will, however, be able to offer a section in German.

Literatur:
Walter Benjamin, Thesen über die Geschichte (v.a. „Engel der Geschichte“) [Walter Benjamin, Political-Theological Tractate („Angel of History“)]
Walter Benjamin: Berliner Kindheit um 1900 (Auszüge: Tiergarten, Kaiserpanorama, Die Siegessäule, Steglitzer Ecke Genthiner, Blumeshof)
Barbara und Kai Sichtermann, Das ist Unser Haus, (Auszüge: S. 11-36, 38-57, [C])

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

10 509 Advocates and Judges in the English courts (englisch)

ECTS Points: 5
Language requirements: min. English B2

This course will familiarise you with the various aspects of advocacy and the tasks of a judge. We will discuss court proceedings and the rules of evidence under English law and practise opening speeches of the prosecution, the art of examination, cross- and re-examination, and closing speeches of prosecution and defence barristers. In addition, we will discuss judgements and practise the judge’s summing up and sentencing, using sentencing guidelines for various crimes. The course contains both an oral and a writing component. Basic knowledge of English criminal law is preferred for this course.

Organisatorisches:
As the number of participants is limited, please register for the course with Mrs. Van der Eijk-Spaan on arachne.van.der.eijk@rewi.hu-berlin.de. stating your level of proficiency in English and any FRS courses you have completed so far.

Prüfung:
The final mark will depend on an oral presentation in the form of a closing speech in class and a written exam at the end of the course.

10 511 Philipp C. Jessup Moot Court (englisch)
4 SWS 10 LP
UE - G. Nolte

Bestandteil dieser Lehrveranstaltung ist eine inländische Exkursion und bei erfolgreichem Abschneiden eine weitere Exkursion nach Washington.

Prüfung:
Eine Prüfungsanmeldung kann nur für den Schwerpunktbereich (auf Anfrage beim Lehrenden) oder die Schlüsselqualifikation oder die fachoriентierte Fremdsprache erfolgen. Es kann nur eine Prüfung abgelegt werden. Die Prüfungen sind unterschiedlich.

10 513 Model European Union Conference (MEUC) - Simulation des Rates der Europäischen Union (englisch)
2 SWS 2 LP / 4 LP
SE - M. Wapenhans


Verhandlungssprache ist englisch.

Organisatorisches:
Detailliertere Informationen zum Thema der Simulation sowie zu den Veranstaltungsdaten finden Sie in Kürze unter http://www.meuc.eu. Bei Fragen wenden Sie sich bitte an info@meuc.eu.

10 514 Price Media Law Moot Court Programme (englisch)
4 SWS 10 LP
SE Mo 18-22 wöch. BE 2 F, F02 S. Asmussen, C. Pardo

The Price Media Law Moot Court ("PMLMC") is an international moot court competition that focuses on questions from all areas of media and IT law, with references to international law. The legal framework encompasses international treaties and fictitious national statutes drawn from existing legal systems. The moot competition is conducted in the English language and consists of two phases: the drafting of the memorials and the oral rounds held in Oxford, UK.

Organisatorisches:
Weitere Infos unter: http://www.humboldt-moot.de/price/beschreibung/
Kontaktaufnahme für Studierende möglich über: price@humboldt-moot.de

Prüfung:
BZQ I und BZQ II: Kombination aus schriftlicher Arbeit (Schriftsatz) und mündlicher Arbeit (Verhandlung)

Bitte beachten Sie: Der erfolgreiche Abschluss der Veranstaltung kann entweder für BZQ I (10 Leistungspunkte) oder für BZQ II (5 Leistungspunkte) angerechnet werden. Eine Aufteilung von Leistungspunkten ist generell nicht möglich. Eine Mehrfachverwertung ist nicht möglich, d.h. entweder BZQ I oder BZQ II.

10 550 The English Legal System: a Historical Introduction (englisch)
2 SWS 2 LP / 3 LP
VL Do 10-12 wöch. BE 2, E42 G. Dannemann

This lecture provides a historical introduction to the English Legal System. The historical part explains in particular the development of the system of actions before the King’s Courts, of a separate Equity jurisdiction before the Chancellor’s Courts, and the modernisation of English law during the 19th century reforms. For modern English law, the lecture covers in particular:
- sources of English law: case law as developed through the courts, the doctrine of binding precedent, statutes and statutory instruments, and customary law;
- courts, jurisdiction and the jury system;
- introductions to the civil justice system and the criminal justice system;
- legal professions, in particular solicitors, barristers, judges, and legal education.

Previous knowledge of English law is not required. The entire lecture will be given in the English language. All interested students are welcome to attend. They are, however, advised that the lecture has not been written particularly for German law students, but forms part of the Master of British Studies course offered by the Centre for British Studies.

Literatur:
A short reading list and an outline of the lecture can be downloaded from: moodle-link wird noch bekannt gegeben

Prüfung:
BZQ II: Mündliche Prüfung
### 10 551 Private International Law (englisch)

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<td>A. Metzger</td>
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The course explores the current development of private international law in the European Union. It highlights the main concepts and principles and provides a detailed analysis of the main European sources, the Rome I and Rome II Regulation. In addition, the basic concepts of German private international law and the international aspects of the main fields of commercial law (company, competition, intellectual property) are explained.

**Literatur:**
Suggestions for text books and reading material will be given in the course.

**Prüfung:**
BZQ II: Abschlussklausur

### 10 552 Law and Technology in China and Germany: A Comparative Law Seminar (englisch)

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1) findet am 05.09.2018 statt
2) findet am 17.10.2018 statt
3) findet am 09.11.2018 statt
4) findet am 10.11.2018 statt

The seminar deals with issues of law and technology, especially questions of intellectual property and information technology law, from a Chinese and German perspective. A group of students from Tongji University, Shanghai, China, and a group of students from Humboldt-University will discuss seminar papers from both perspectives in English language. The seminar is of special interest for German students with an interest for academic exchange with China.

**Organisatorisches:**
Anmeldung an Sekretariat LS Singer per Email an sekretariat.singer@rewi.hu-berlin.de

**Prüfung:**
BZQ II: a written seminar paper (15-20 pages) and an oral presentation (ca. 30 minutes), both in English language

### 10 554 Introduction to Copyright Law (englisch)

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<td>J. Nordemann</td>
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This English language lecture will start with an introduction into German copyright law. It will also cover EU copyright directives and international copyright treaties, both providing the frame work for national copyright law.

**Literatur:**
Script in the form of slides will be provided.

**Organisatorisches:**
Please see for timetable of lecture:
www.nordemann.de

**Prüfung:**
BZQ II: Abschlussklausur
LL.M.-Studiengänge und Erasmus: Abschlussklausur

### 10 740 Grundlagen der Völkerrechtsordnung / Foundations of International Law (englisch)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>2 SWS</td>
<td>VL</td>
<td>Do</td>
<td>10-12 wöch. (1)</td>
<td>BE 2, 140/142</td>
<td>T. Burri</td>
</tr>
</tbody>
</table>

1) findet ab 25.10.2018 statt


Die Vorlesungen 10740 und 10741 gelten als eine Veranstaltung.

**Literatur:**
- J. Klabbers, International Law, 2013
- J. Crawford, Brownlie's Principles of Public International Law, 8. Auflage, 2012

Prüfung:
LL.M.-Studierende und Erasmus: Schriftliche Prüfung

10 741 Kernbereiche des Völkerrechts / Main Fields of International Law (englisch)
2 SWS 1 LP / 5 LP
VL Do 14-16 wöch. (1) BE 2, 144 T. Burri
1) findet ab 25.10.2018 statt

Die Vorlesungen 10740 und 10741 gelten als eine Veranstaltung.

Literatur:
- J. Klabbers, International Law, 2013
- J. Crawford, Brownlie's Principles of Public International Law, 8. Auflage, 2012

Prüfung:
LL.M.-Studierende und Erasmus: Schriftliche Prüfung

10 900 FRS Englisch: Contract and Commercial (Modul 3) (englisch)
4 SWS 5 LP
CO Mo 10-12 wöch. (1) BE 2, E44/46 P. Harvey
Mi 14-16 wöch. (2) BE 2, 144 P. Harvey
1) findet ab 22.10.2018 statt
2) findet ab 24.10.2018 statt

This course should familiarise you with the essentials of commercial contracts in the common law world. We deal with questions of construction, vitiating factors, misrepresentation, equitable remedies and parts of the Sale of Goods Act. A substantial set of notes is provided.

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

10 901 FRS Englisch: English Criminal Law (Modul 5 ) (englisch)
4 SWS 5 LP
CO Mo 12-14 wöch. (1) BE 2, 139A A. van der Eijk-Spaan
Mi 12-14 wöch. (2) BE 2, 139A A. van der Eijk-Spaan
1) findet ab 22.10.2018 statt
2) findet ab 24.10.2018 statt

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

10 902 FRS Amerikanisch: Constitutional Law (Modul 1) (englisch)
4 SWS 5 LP
CO Mi 12-16 wöch. (1) BE 2, E42 J. Deist
1) findet ab 24.10.2018 statt

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

10 903 FRS Amerikanisch: Introduction to U.S. Business Law (Modul 3) (englisch)
4 SWS 5 LP
CO Mo 18-22 wöch. (1) BE 2, E42 J. Deist
1) findet ab 22.10.2018 statt
Organisatorisches:
Bitte beachten Sie die Hinweise zur Anmeldung und weitere Informationen zum Zertifikatsstudiengang Fremdsprachiges Rechtstudium (FRS) unter https://www.rewi.hu-berlin.de/de/ip/cert/frs/anm

20 106  Applied Data Analysis (englisch)
4 SWS  6 LP
VL - wöch. M. Ritter

20 131  Risk and Uncertainty in Science and Policy (englisch)
2 SWS  6 LP
VL Do 10-14 wöch. (1) FRS191, 4088 T. Krüger
1) findet ab 18.10.2018 statt

Learning objectives
This is an interdisciplinary course relying on quantitative as well as qualitative methods. Each aspect will be taught as accessibly as possible so as to appeal to students from both backgrounds!
Basic knowledge of mathematics and statistics is recommended.
Students ...
• ... have understood the nature and sources of uncertainty in science and policy,
• ... have experienced and understood the key assumptions of Classic and Bayesian probability theory and the differences between the two,
• ... have acquired the skills to apply these appropriately,
• ... have an outlook on quantitative theories of uncertainty beyond probability theory,
• ... have examined the various dimensions of uncertainty in the science-policy process and
• ... have acquired the skills to reflect critically on the relationship between science and policy.

Topics
• Conceptions of risk, uncertainty & ignorance
• Sources of uncertainty & types of uncertainty analysis
• Probability theory: classic & Bayesian
• Outlook: interval arithmetic & fuzzy logic
• Outlook: imprecise probabilities & info-gap models
• Comparison & limits of quantitative uncertainty theories
• Conceptions of science-policy interrelations
• Conceptions of expertise
• Wicked problems & Post-Normal Science
• Participation & transdisciplinarity
• Instrumental vs. collaborative rationality
• Public experiments, precaution & adaptive management

Format
2 SWS seminar + 2 SWS practical
In the 1st part of the semester we will do exercises in probability theory using spreadsheets. This will be taught as accessibly as possible!
In the 2nd half of the semester we will study and discuss original literature on uncertainty in the science-policy process. This requires willingness to read!
There may be homework.
Students are required to prepare and give a presentation of a topic.
Final exam: essay, choosing between (a) quantitative study (e.g. write-up of exercise, case study applying method) and (b) argumentative study (e.g. critique of method, discussion of science-policy aspect).

Literature:
Contemporary papers as well as excerpts from:
Bammer & Smithson 2008 (eds.). Uncertainty and Risk. Earthscan
Gross 2010. Ignorance and Surprise. MIT Press
Hall 2007. Probabilistic climate scenarios may misrepresent uncertainty and lead to bad adaptation decisions. Hydrol Process 21
O'Hagan 2004. Dicing with the unknown. Significance 1
Zinn 2008 (ed.). Social Theories of Risk and Uncertainty. Blackwell

20131A  Risk and Uncertainty in Science and Policy (englisch)
1 SWS  6 LP
SE - T. Krüger

Learning objectives
This is an interdisciplinary course relying on quantitative as well as qualitative methods. Each aspect will be taught as accessibly as possible so as to appeal to students from both backgrounds!
Basic knowledge of mathematics and statistics is recommended.
Students ...
• ... have understood the nature and sources of uncertainty in science and policy,
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Topics
• Conceptions of risk, uncertainty & ignorance
• Sources of uncertainty & types of uncertainty analysis
• Probability theory: classic & Bayesian
• Outlook: interval arithmetic & fuzzy logic
• Outlook: imprecise probabilities & info-gap models
• Comparison & limits of quantitative uncertainty theories
• Conceptions of science-policy interrelations
• Conceptions of expertise
• Wicked problems & Post-Normal Science
• Participation & transdisciplinarity
• Instrumental vs. collaborative rationality
• Public experiments, precaution & adaptive management

Format
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Literatur:
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20131B Risk and Uncertainty in Science and Policy (englisch)
1 SWS 6 LP
UE -

T. Krüger

Learning objectives
This is an interdisciplinary course relying on quantitative as well as qualitative methods. Each aspect will be taught as accessibly as possible so as to appeal to students from both backgrounds!
Basic knowledge of mathematics and statistics is recommended.
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• have understood the nature and sources of uncertainty in science and policy,
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Topics
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O’Hagan 2004. Dicing with the unknown. Significance 1
Zinn 2008 (ed.). Social Theories of Risk and Uncertainty. Blackwell

20 132  Integrative Fisheries Management (englisch)
3 SWS  6 LP
VL Mi 09-13 wöch. (1) R. Arlinghaus
1) findet ab 17.10.2018 statt

Organisatorisches:
Ort: IGB Müggelseedamm 310, Großer Hörsaal

20132A  Integrative Fisheries Management (englisch)
1 SWS  6 LP
SE Do 09-13 wöch. (1) R. Arlinghaus
1) findet ab 18.10.2018 statt

Organisatorisches:
Ort: IGB Müggelseedamm 310, Großer Hörsaal

20 141  Public Policy Analysis: Agriculture and Food Policy (für INRM: Market and Policy Analysis II) (englisch)
2 SWS  6 LP / 9 LP
VL Di 12-14 wöch. (1) HN27-H12, 2.21 K. Daedlow, K. Siddig
Do 12-14 wöch. (2) HN27-H12, 2.21 K. Daedlow, K. Siddig
1) findet ab 16.10.2018 statt
2) findet ab 18.10.2018 statt

20141A  Public Policy Analysis: Agriculture and Food Policy (für INRM: Market and Policy Analysis II) (englisch)
2 SWS  6 LP / 9 LP
SE Do 17-19 wöch. (1) HN27-H12, 2.21 K. Daedlow, P. Feindt
1) findet ab 25.10.2018 statt ; Tutorium: Michel Vargas

20 142  Microeconomics: Theory and Policy Analysis (englisch)
4 SWS  9 LP
VL Do 08-10 wöch. (1) HN27-H12, 1.03 K. Siddig
Mo 14-16 wöch. (2) HN27-H12, 1.03 K. Siddig
1) findet ab 25.10.2018 statt
2) findet ab 22.10.2018 statt

20142A  Microeconomics: Theory and Policy Analysis (englisch)
2 SWS  9 LP
UE Do 10-12 wöch. (1) HN27-H12, 2.01 K. Siddig
1) findet ab 01.11.2018 statt
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<tr>
<td>20 150</td>
<td>Agricultural Climatology and Ecophysiology (englisch)</td>
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<td>ATW 5-H47, 107</td>
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<td>F. Chmielewski, C. Ulrichs</td>
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<td>20 152</td>
<td>Soil and Water Protection (englisch)</td>
<td>VL</td>
<td>6</td>
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<td>VL</td>
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<td>20 286</td>
<td>Hydroponical Systems in Horticulture (englisch)</td>
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<td>09-12 wöch.</td>
<td>L55-H04, 113</td>
<td></td>
<td>C. Geilfus</td>
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<td>20 290</td>
<td>Post-harvest Quality and Stored Product Protection (englisch)</td>
<td>VL</td>
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<td>08-12 wöch.</td>
<td>L55-H04, 113</td>
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</tbody>
</table>

There will be one excursion

Organisatorisches:
Verbindliche Anmeldung per Email an (susanne.huyskens@agrar.hu-berlin.de) bis 06.10.2018!
Ort: Lentzeallee 55/57, Treffpunkt am ?? Uhr Seminarraum 101 (1. OG)

Anmeldung bis 16.10.2018 unter: susanne.huyskens@agrar.hu-berlin.de
Please indicate your participation until 16.10.2018: susanne.huyskens@agrar.hu-berlin.de
### C: Models of Neural Systems [TB 13] (englisch)

<table>
<thead>
<tr>
<th>SWS</th>
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<th>Di</th>
<th>18-20</th>
<th>wöch.</th>
<th>PH13-H06, 102</th>
<th>R. Kempter, B. Lindner</th>
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</thead>
</table>


**Organisatorisches:**


Alle TeilnehmerInnen MÜSSEN das komplette Modul absolvieren.

### Computational Neuroscience (englisch)

<table>
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<th>Mi</th>
<th>12:30-14:00</th>
<th>wöch.</th>
<th>PH13-H09, 2001</th>
<th>R. Kempter, S. Schreiber</th>
</tr>
</thead>
</table>

1) findet vom 17.10.2018 bis 16.02.2019 statt; Ph13, H4, SR012

**Organisatorisches:**

Ansprechpartner: s.schreiber@hu-berlin.de (Susanne Schreiber)

### A: Nematodes- an interdisciplinary synthesis (englisch)

<table>
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<tr>
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<th>08-10</th>
<th>wöch.</th>
<th>PH13-H09, 2001</th>
<th>L. Rueß, R. Menzel, C. Müller-Graf</th>
</tr>
</thead>
</table>

1) findet vom 18.10.2018 bis 16.02.2019 statt; Ort: PH13 - Haus 22- Rm 1023

**Organisatorisches:**

PH13, H9, R2113

### B: Current questions in nematode research (englisch)

<table>
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<tr>
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<th>16-18</th>
<th>wöch.</th>
<th>PH13-H09, 2110</th>
<th>L. Rueß, R. Menzel, C. Müller-Graf</th>
</tr>
</thead>
</table>

1) findet vom 22.10.2018 bis 16.02.2019 statt; Ort: PH13 - Haus 22- Rm 1023

**Organisatorisches:**

PH13, H22 (REH), R1023

### C: Nematodes as models for biological processes [OE2] (englisch)

<table>
<thead>
<tr>
<th>SWS</th>
<th>LP</th>
<th>Do</th>
<th>10-18</th>
<th>Block</th>
<th>PH13-H09, 2110</th>
<th>L. Rueß, R. Menzel, C. Müller-Graf</th>
</tr>
</thead>
</table>

1) findet vom 08.01.2019 bis 18.01.2019 statt; der Kurs findet in der PH13, Haus09, Rm2002 statt

Vorbesprechung: 23.10.2017, 16:00 Uhr, PH13, Haus22, Rm 1023

**Organisatorisches:**

Vorbesprechung: 22.10.2018, 16 Uhr, PH13, H22 (REH), R1023

### Cognitive Neurobiology: current topics (englisch)

<table>
<thead>
<tr>
<th>SWS</th>
<th>Do</th>
<th>13-15</th>
<th>wöch.</th>
<th>V. Nachev, Y. Winter</th>
</tr>
</thead>
</table>

1) Ort: Ph13, H4 wechselnder Ort, siehe Aushang

**wechselnder Ort, siehe Aushang**

**Organisatorisches:**

wechselnder Ort, siehe Aushang

### Solid-State NMR: Principles and Biophysical Applications (englisch)

<table>
<thead>
<tr>
<th>SWS</th>
<th>Mi</th>
<th>10:30-12:00</th>
<th>wöch.</th>
<th>A. Lange</th>
</tr>
</thead>
</table>

1) Ort: Leibniz-Forschungsinstitut für Molekulare Pharmakologie
32 835  Modul 28: FoV Entwicklungspychologie: Entwicklungspychologie I (englisch)  
2 SWS  3 LP  
CO  Fr  15-17 woch. (1)  
RUD18, 3.106  D. Gerstorf  
1) findet vom 19.10.2018 bis 15.02.2019 statt

Kennenlernen und kritisches Reflektieren von aktuellen Forschungsmethoden und -befunden; Präsentation der Befunde eigener Studien

32 848  Neurophysiology and Neuroanatomy (englisch)  
2 SWS  2 LP  
VL  Mo  09-17 Block (1)  
PH 11 Hs  A. Abdelrahim Khalil, D. Ott, A. Villringer  
1) findet vom 01.10.2018 bis 05.10.2018 statt

The course provides a basic understanding of where (anatomy) in the brain what (physiology) happens. It is of particular value for those students whose background is mainly in a "mind" science such as linguistics or philosophy. Participating students will learn about the fundamental units of brain anatomy, such as lobes, areas, columns, etc. A special emphasis will be put on structure function relationship, i.e., which brain area is responsible for which aspect of brain function. It will be explained how brain areas interact, and what theories exist about bringing together aspects of information from different brain areas into one percept or thought (binding). The physiology part of the course will adress fundamentals of neuronal functioning, interaction of neurons, neurotransmission, and will provide an understanding of neurovascular coupling, a basis of the most important functional neuroimaging method, fMRI.

Organisatorisches:  
Mind and Brain and Einstein Center for Neurosciences students only!

32 849  Cognitive Neuroscience (englisch)  
2 SWS  2 LP  
VL  Mo  12:30-14:00 woch. (1)  
PH13-H06, 114  J. Haynes  
1) findet vom 22.10.2018 bis 11.02.2019 statt

The course provides an introduction to the field of Cognitive Neuroscience which is the study of the neural basis of perception, cognition, and behavior in the intact human brain. The course will cover core topics in Cognitive Neuroscience, including typical experimental paradigms and research methods.

Literatur:  
A light introduction to Cognitive Neuroscience for beginners:  

32 850  Basic Research Methods (englisch)  
2 SWS  2 LP  
VL  Do  10:00-11:30 woch. (1)  
BCCN-LH  M. Bayer  
1) findet vom 18.10.2018 bis 14.02.2019 statt

This course intends to provide knowledge on the theoretical principles and practical applications of psychological research methods in general and neurocognitive methods in particular. It will cover predominately important steps of conducting quantitative research such as research questions, the design of experiments, validity, types of data, and reporting results. Various technologies for measuring brain structure and function and the limitations of these techniques will also be covered, including functional magnetic resonance imaging (fMRI), event-related potentials (ERPs), transcranial magnetic stimulation (TMS). In addition, eyetracking measures and psychophysiological measures such as skin conductance response will be covered. The application of those methods will be illustrated with examples from various cognitive abilities (e.g., emotion understanding, memory). Wherever possible, the course will allow for hands-on experience with the methods (cf. tutorial). The goal for students is to be able to understand the methods covered and critically evaluate research that uses them.

32 853  Basic Philosophical Concepts and Philosophy of Mind (englisch)  
2 SWS  2 LP  
VL  Mo  09-17 woch. (1)  
PH 11 Hs  M. Pauen  
1) findet vom 08.10.2018 bis 12.10.2018 statt

The course provides a systematic overview over the most central issues in the philosophy of mind. Participating students will learn to apply relevant philosophical concepts, they will be taught to construct a valid argument; they will learn how to distinguish between the most important options in the mind–body debate and how to assess the consequences of neuroscientific research.

32853ÜWP  Basic Philosophical Concepts and Philosophy of Mind (englisch)  
2 SWS  2 LP  
VL  Mo  09-17 woch. (1)  
PH 11 Hs  M. Pauen  
1) findet vom 08.10.2018 bis 12.10.2018 statt

The course provides a systematic overview over the most central issues in the philosophy of mind. Participating students will learn to apply relevant philosophical concepts, they will be taught to construct a valid argument; they will learn how to distinguish between the most important options in the mind–body debate and how to assess the consequences of neuroscientific research.
32 854  Tutorial: Cognitive Neuroscience (englisch)
2 SWS  2 LP
TU Fr  13:30-15:00 wöch. (1) I 110, 449 F. Irmen
1) findet vom 26.10.2018 bis 15.02.2019 statt

32 857  Tutorial: Clinical Neuroscience (englisch)
2 SWS  2 LP
TU Mi  10:00-11:30 wöch. (1) I 110, 449 C. Finke
1) findet vom 24.10.2018 bis 13.02.2019 statt

32 858  Tutorial: Philosophy of Mind (englisch)
2 SWS  2 LP
TU Mi  12:30-14:00 wöch. (1) I 110, 449 J. Loaiza Arias
1) findet vom 17.10.2018 bis 13.02.2019 statt

32858ÜWP  Tutorial: Philosophy of Mind (englisch)
2 SWS  2 LP
TU Mi  12:30-14:00 wöch. (1) I 110, 449 J. Loaiza Arias
1) findet vom 17.10.2018 bis 13.02.2019 statt

32 859  Clinical Neuroscience (englisch)
2 SWS  2 LP
VL Mo  10:00-11:30 wöch. (1) PH12-H04, 111 M. Bajbouj,
F. Bermpohl,
S. Brandt
1) findet vom 22.10.2018 bis 11.02.2019 statt

The course provides basic knowledge about the neuroscience of clinical psychiatry and neurology. Students will learn the basic pathophysiology of important disorders of the brain and how the brain reacts to these challenges. Participating students will learn (a) how alterations of different cognitive systems (e.g., emotion regulation, language, reward) result in mental disorders, (b) how these alterations can be studied using neuroscience methods, (c) how this knowledge may translate into therapeutic applications. Particular emphasis will be placed on practical aspects of clinical neuroscience, e.g. by demonstrating the examination of a patient.

Literatur:

32 862  Evolution of Language (englisch)
2 SWS  
SE Di  12:15-13:45 wöch. (1) I 110, 449 R. Moore,
L. Rotem-Stibbe
1) findet vom 16.10.2018 bis 12.02.2019 statt

In this course we will read and engage in a number of on-going debates in topics related to language evolution. These will include recent debates on the question of whether syntactic abilities (i.e. the ability to combine words into meaningful, hierarchically organised strings of elements) is part of our biological inheritance, or learned in childhood; on whether language is an adaptation or an exaptation; on the sorts of selection pressure that might have given rise to syntactic structure; and on whether animal communication is continuous or discontinuous with human forms of communication. A central theme of the course will also be an examination of the relationship between communication and language. We will read philosophical writings on language evolution, empirical studies of communication in primates, and linguistic analyses of the theoretical foundations of syntax. For those without a background in linguistics, foundations readings in linguistic theory will also be provided.

Literatur:
The course will culminate with detailed readings of two recent books: Liljana Progovac's Evolutionary Syntax, and Angela Friederici's Language in Our Brain.

Background reading for the interested:

32862ÜWP  Evolution of Language (MIND) (englisch)
2 SWS  
SE Di  12:15-13:45 wöch. (1) I 110, 449 R. Moore,
L. Rotem-Stibbe
1) findet vom 16.10.2018 bis 12.02.2019 statt

In this course we will read and engage in a number of on-going debates in topics related to language evolution. These will include recent debates on the question of whether syntactic abilities (i.e. the ability to combine words into meaningful, hierarchically organised strings of elements) is part of our biological inheritance, or learned in childhood; on whether language is an adaptation or an exaptation; on the sorts of selection pressure that might have given rise to syntactic structure; and on whether animal communication is continuous or discontinuous with human forms of communication. A central theme of the course will also be an examination of the relationship between communication and language. We will read philosophical writings on language evolution, empirical studies of communication in primates, and linguistic analyses of the theoretical foundations of syntax. For those without a background in linguistics, foundations readings in linguistic theory will also be provided.

Literatur:
The course will culminate with detailed readings of two recent books: Liljana Progovac's *Evolutionary Syntax*, and Angela Friederici's *Language in Our Brain*.

Background reading for the interested:

32 863 Philosophy of Cognitive Science (englisch)
2 SWS
SE 14:15-15:45 wöch. (1) I 110, 449 D. Coelho Mollo
1) findet vom 16.10.2018 bis 12.02.2019 statt

The aim of this course is to dig deep into the foundations of Cognitive Science, examining its conceptual underpinnings. The focus will be on the nature and explanatory role of the notions of representation, computation, and cognitive architecture. We will delve into issues such as: What is a representation? How do cognitive states represent, and what determines their representational content? What does it mean to say that the cognitive system computes? What are cognitive architectures and how to assess their explanatory adequacy? We will take a look at texts in philosophy, psychology, and neuroscience in trying to answer these questions.

32863 ÜWP Philosophy of Cognitive Science (MIND) (englisch)
2 SWS
SE 14:15-15:45 wöch. (1) I 110, 449 D. Coelho Mollo
1) findet vom 16.10.2018 bis 12.02.2019 statt

The aim of this course is to dig deep into the foundations of Cognitive Science, examining its conceptual underpinnings. The focus will be on the nature and explanatory role of the notions of representation, computation, and cognitive architecture. We will delve into issues such as: What is a representation? How do cognitive states represent, and what determines their representational content? What does it mean to say that the cognitive system computes? What are cognitive architectures and how to assess their explanatory adequacy? We will take a look at texts in philosophy, psychology, and neuroscience in trying to answer these questions.

32 864 Tutorial: Basic Research Methods (englisch)
2 SWS
TU 11:00-12:30 wöch. (1) I 110, 449 L. Tudge
1) findet vom 19.10.2018 bis 15.02.2019 statt

32 865 Tutorial: Neuroanatomy and Neurophysiology (englisch)
2 SWS
VL 09:00-10:30 wöch. (1) I 110, 449 D. Ott
1) findet vom 19.10.2018 bis 15.02.2019 statt

32 867 Meaning - Embodiment - Extrospection (englisch)
2 SWS
SE 09:30-16:30 Block (1)
M. Fischer, M. Pauen, F. Pulvermüller
1) findet vom 25.02.2019 bis 01.03.2019 statt; preparatory meeting: December 20, 2018 at 18:15 / HU, Unter den Linden 6, 10099 Berlin, room 3059 venue of block course in Feb/Mar: Universität Potsdam, Campus Golm, Karl-Liebknecht-Str. 24-25, 14476 Potsdam, Haus 14 (Psychology Department), room 015

Traditionally, philosophy, psychology, and linguistics used to focus on abstract descriptions when it comes to explain and understand cognition. In particular, the conceptual or semantic system has been framed in terms of a symbolic system in which meaning is defined in terms of abstract features or relationships between symbols. This view has been challenged in recent years both by philosophical arguments and empirical evidence showing that cognitive processes can only be understood if bodily processes are taken into account, that is, if meaning and concepts are ‘grounded’ in the world and in human actions and emotions. In addition, results from brain research have been interpreted to provide strong evidence that concepts are grounded and ‘embodied’. The current ‘embodiment debate’ aims at an integrative account that tackles relevant philosophical issues and explains a broad range of psychological and neuroscience data. The seminar will start with a discussion of the main philosophical issues. Afterwards, empirical papers from psychology, linguistics and neuroscience which fueled the debate about embodied cognition will be read.

32867 ÜWP Meaning - Embodiment - Extrospection (MIND / BRAIN) (englisch)
2 SWS
SE 09:30-16:30 Block (1)
M. Fischer, M. Pauen, F. Pulvermüller
1) findet vom 25.02.2019 bis 01.03.2019 statt; preparatory meeting: December 20, 2018 at 18:15 / HU, Unter den Linden 6, 10099 Berlin, room 3059 venue of block course in Feb/Mar: Universität Potsdam, Campus Golm, Karl-Liebknecht-Str. 24-25, 14476 Potsdam, Haus 14 (Psychology Department), room 015

Traditionally, philosophy, psychology, and linguistics used to focus on abstract descriptions when it comes to explain and understand cognition. In particular, the conceptual or semantic system has been framed in terms of a symbolic system in which meaning is defined in terms of abstract features or relationships between symbols. This view has been challenged in recent years both by philosophical arguments and empirical evidence showing that cognitive processes can only be understood if bodily processes are taken into account, that is, if meaning and concepts are ‘grounded’ in the world and in human actions and emotions. In addition,
results from brain research have been interpreted to provide strong evidence that concepts are grounded and ‘embodied’. The current ‘embodiment debate’ aims at an integrative account that tackles relevant philosophical issues and explains a broad range of psychological and neuroscience data.

The seminar will start with a discussion of the main philosophical issues. Afterwards, empirical papers from psychology, linguistics and neuroscience which fueled the debate about embodied cognition will be read.

**32 869 Spatial Navigation: From Grid Cells to Virtual Reality and back (englisch)**

2 SWS
SE  Do  14:30-16:00 wöch. (1) I 110, 449 C. Finke, S. Rekers

1) findet vom 18.10.2018 bis 14.02.2019 statt

How different species find their way from one place to another has fascinated researchers for centuries. Nevertheless, the field of spatial navigation is as relevant as ever with the Nobel Prize winning discovery of place and grid cells, the potential of spatial navigation for non-invasive, early diagnostics of Alzheimer’s disease and the application of increasingly immersive virtual reality (VR) technologies. In this seminar, you will learn about (i) how we navigate and what research on how blind people navigate can teach us, (ii) the surprisingly diverse ways how spatial navigation has been operationalized, (iii) the neural basis of spatial navigation and (iv) the challenges and potentials of the neuropsychological assessment of spatial navigation in different neurological conditions like stroke, Alzheimer’s disease and autoimmune encephalitis. Furthermore, students will (v) acquire hands-on experience with different VR paradigms in digital diagnostics and cognitive training and will be offered the opportunity to create their own navigation experiments. Throughout the seminar, students are asked to critically question conceptualizations, clinical and experimental methods and the interpretation of empirical data and learn about the exemplary role of spatial navigation for questions overarching research in cognitive neuroscience, such as gender and age differences, transferability and validity of experimental and clinical paradigms.

**32869ÜWP Spatial Navigation: From Grid Cells to Virtual Reality and back (BRAIN) (englisch)**

2 SWS
SE  Do  14:30-16:00 wöch. (1) I 110, 449 C. Finke, S. Rekers

1) findet vom 18.10.2018 bis 14.02.2019 statt

How different species find their way from one place to another has fascinated researchers for centuries. Nevertheless, the field of spatial navigation is as relevant as ever with the Nobel Prize winning discovery of place and grid cells, the potential of spatial navigation for non-invasive, early diagnostics of Alzheimer’s disease and the application of increasingly immersive virtual reality (VR) technologies. In this seminar, you will learn about (i) how we navigate and what research on how blind people navigate can teach us, (ii) the surprisingly diverse ways how spatial navigation has been operationalized, (iii) the neural basis of spatial navigation and (iv) the challenges and potentials of the neuropsychological assessment of spatial navigation in different neurological conditions like stroke, Alzheimer’s disease and autoimmune encephalitis. Furthermore, students will (v) acquire hands-on experience with different VR paradigms in digital diagnostics and cognitive training and will be offered the opportunity to create their own navigation experiments. Throughout the seminar, students are asked to critically question conceptualizations, clinical and experimental methods and the interpretation of empirical data and learn about the exemplary role of spatial navigation for questions overarching research in cognitive neuroscience, such as gender and age differences, transferability and validity of experimental and clinical paradigms.

**32 871 Winter School on Ethics and Neuroscience (englisch)**

2 SWS 2 LP
VL  09-18  Block (1) PH12-H04, 111 J. Haynes, M. Pauen, J. Prinz, T. Schmidt

1) findet vom 18.02.2019 bis 22.02.2019 statt

Participants will be familiarized with basic ethical concepts and theories and will gain an overview of ethically relevant aspects of neuroscience. Thereby, participants will learn to know how ethical issues are tackled in philosophical ethics, and they will get an overall view of the theoretical interfaces between ethics and neuroscience.

**32871ÜWP Winter School on Ethics and Neuroscience (Modul: Ethics & Neuroscience) (englisch)**

2 SWS 2 LP
VL  09-18  Block (1) PH12-H04, 111 J. Haynes, M. Pauen, J. Prinz, T. Schmidt

1) findet vom 18.02.2019 bis 22.02.2019 statt

Participants will be familiarized with basic ethical concepts and theories and will gain an overview of ethically relevant aspects of neuroscience. Thereby, participants will learn to know how ethical issues are tackled in philosophical ethics, and they will get an overall view of the theoretical interfaces between ethics and neuroscience.

**32 875 Clinical Applications of TMS (englisch)**

2 SWS
SE  09:30-15:30  Block (1) I 110, 449 A. Weigand

1) findet vom 04.03.2019 bis 08.03.2019 statt; Preparatory meeting: Tuesday, 15 January 2018, 10:00
Cooperative behaviours lie at the heart of human ethical life and provide the basis for our social interactions. While humans are uniquely adept at working together to achieve common goals, and frequently even act altruistically, cooperative tendencies can be found in many animals. Yet from the perspective of evolutionary biology, the existence of cooperation is puzzling. On account of the existence of cases where individuals gain by deceiving others, some take it for granted that cooperative individuals ought not to evolve. Since the unit over which natural selection operates is the reproductive success of individuals, there should be selection against unselfish individuals, and for those who are willing to exploit others for personal gain.

Cooperative behaviours are more skilful in competitive than in cooperative cognitive tasks. Animal Behaviour 68: 571-581.


the existence of cases where individuals gain by deceiving others, some take it for granted that cooperative individuals ought not to evolve. Since the unit over which natural selection operates is the reproductive success of individuals, there should be selection against unselfish individuals, and for those who are willing to exploit others for personal gain.

In this course we will look at the nature of cooperation, and how its evolution might be explained. Over the course of the seminar, we will discuss key concepts and sketch a picture of the particularities of the human cooperative mind. We will start by looking at cooperative behaviours across different taxa, in particular our closest relatives – the great apes. We will then explore ways in which apes’ and human children’s cooperative interactions are similar or different, what cognitive mechanisms might underlie such interactions, and how these mechanisms possibly developed in the course of evolution. Readings will be drawn from Philosophy of Mind, Philosophy of Biology, and empirical research on the development of cooperative motivations in ontogeny and phylogeny.

Literatur: 
Readings (excerpt):


Organisatorisches:
People who want to take the class need to also register in the Moodle. The enrollment key is „teamwork“. Please sign up for presentations by October 1
(there is a link for signing up on the Moodle page, but here it is again: https://docs.google.com/document/d/17gvN2c1neAUukcCzrkeEOF-p9eB3SNB0rFpw1-RxA_Y/edit).
### Literature

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

### 32 883 Advanced Statistics (englisch)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Days</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>32 883</td>
<td>Advanced Statistics</td>
<td>2 SWS</td>
<td>Do</td>
<td>12:30-14:00 wöch. (1)</td>
<td>I 110, 449</td>
<td>L. Tudge</td>
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</tbody>
</table>

This course follows 'Applied Statistics'. Although 'Applied Statistics' is not a prerequisite, a basic acquaintance with the content of that course is assumed, or with the content of a typical undergraduate statistics course for psychologists. In 'Advanced Statistics' we will cover five main topics: 1) Limitations of hypothesis testing, and an overview of the alternatives. 2) Variants of simple linear regression, such as multiple regression, logistic regression, multivariate analysis of variance (MANOVA), and linear mixed effects models. 3) Methods of comparing the performance of models, such as measures of fit, information criteria, and cross-validation. 4) Resampling-based methods, such as bootstrapping and permutation tests. 5) An introduction to Bayesian methods using JASP.

The class will be mostly oriented towards learning the theory behind each method, with occasional practical demonstrations using the statistics package R. Further practical experience will be gained through homework assignments using R. An introductory session prior to the start of the course will cover the basics of R for those not already familiar with it. After completing this course, students should have an understanding of a broad ‘toolbox’ of different statistical methods, be able to select methods appropriate to their research questions, and present and interpret the results.

### 32883ÜWP Advanced Statistics (BRAIN) (englisch)

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<th>Course Code</th>
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<tr>
<td>32 883 ÜWP</td>
<td>Advanced Statistics (BRAIN)</td>
<td>2 SWS</td>
<td>Do</td>
<td>12:30-14:00 wöch. (1)</td>
<td>I 110, 449</td>
<td>L. Tudge</td>
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### 32 884 A practical Introduction to Matlab for Brain Sciences (englisch)

<table>
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<th>Course Code</th>
<th>Course Name</th>
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<th>Room</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>32 884</td>
<td>A practical Introduction to Matlab for Brain Sciences</td>
<td>2 SWS</td>
<td>Mo</td>
<td>16:30-17:45 wöch. (1)</td>
<td>I 110, 449</td>
<td>L. Tudge</td>
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</tbody>
</table>

MATLAB is by far the most widely used programming tool in cognitive neuroscience. A number of popular tools for performing brain imaging are programmed in Matlab, and a decent mastery of this language is a real plus for all experimental cognitive neuroscientists. In this course, we will learn how to turn ideas into experiments and data using this programming language. We will take a practical approach and “program our way” through all the steps leading from planning an experiment, to presenting and running it, gathering, analyzing and simulating data.

### 32 885 Metarepresentation and Metacognition (englisch)

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<tr>
<th>Course Code</th>
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<tr>
<td>32 885</td>
<td>Metarepresentation and Metacognition</td>
<td>2 SWS</td>
<td>Block (1)</td>
<td>09:15-17:45</td>
<td>I 110, 449</td>
<td>J. Mahr, R. Moore</td>
</tr>
</tbody>
</table>

Metarepresentation – the ability to think about representations – and metacognition – the ability to monitor cognitive processes – have been hypotthesised 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.

Literature:

- Proust, J. (2013). The Philosophy of Metacognition: Mental Agency and Self-Awareness. OUP.
Metarepresentation and Metacognition (MIND) (englisch)
2 SWS
SE
09:15-17:45
Block (1)
I 110, 449
J. Mahr, R. Moore

1) findet vom 25.02.2019 bis 27.02.2019 statt

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.

General Philosophy of Science (MIND) (englisch)
2 SWS
SE
Mi
14:30-16:00
wöch. (1)
I 110, 449
D. Coelho Mollo

1) findet vom 17.10.2018 bis 13.02.2019 statt

In this seminar we will look at some of the central questions in the philosophy of science. We will examine debates about scientific realism and antirealism, the nature of scientific explanation, reductionism, and the (dis)unity of science. Questions that we will tackle include: What sets science apart from non-science? Should we be ontologically committed to the theoretical posits of our best sciences? How do scientific explanations work, and what tells the good from the bad ones? Are the special sciences reducible to more basic sciences? Is science unified or plural? We will read classic as well as recent work in philosophy of science to help shed light on these and related questions.

Philosophical Research Colloquium (MIND) (englisch)
2 SWS
CO
Di
18:15-19:45
wöch. (1)
LU56-H01, 220
N.N.

1) findet vom 23.10.2018 bis 12.02.2019 statt

The weekly colloquium is open for advanced students and doctoral students who are interested in current debates in the philosophy of mind. We will discuss recent research papers as well as papers by the participants.

Philosophical Research Colloquium (MIND) (englisch)
2 SWS
CO
Di
18:15-19:45
wöch. (1)
LU53-H32, 220
N.N.

1) findet vom 23.10.2018 bis 12.02.2019 statt

The weekly colloquium is open for advanced students and doctoral students who are interested in current debates in the philosophy of mind. We will discuss recent research papers as well as papers by the participants.

Urban ecology in Berlin: Green and blue infrastructure, public health and social inclusion (englisch)
4 SWS
10 LP
VM
Mi
09-13
wöch. (1)
RUD16, 0.101
D. Haase

1) findet ab 17.10.2018 statt

Dieses Projektseminar wird sich mit stadtökologischen Fragen zur grünen Infrastruktur, urbanen Ökosystemdienstleistungen und nature-based solutions im Raum Berlin befassen. Von den Teilnehmern wird eine aktive Teilnahme in Form eigener Feldarbeit, GIS-Arbeit und Diskussionen erwartet.

Organisatorisches:
Master of Education brauchen nur Teile des Moduls belegen

This course will focus on urbanization processes in the Global South, with a specific focus on Sub-Saharan Africa. The aim is to provide students with knowledge of how urbanization plays out there. A multiplicity of contemporary issues related to this process will be discussed. Particular topics of interest are in-migration, livelihoods, planning, slums and land tenure. Attention is then turned towards the urban-rural distinction, the political city, boom towns. Exploring such topics, the students should reflect on how
Skills, plan and implement their own analyses. They can develop scientific research questions in the fields of data analysis and modelling and, using the acquired applied programming knowledge, multivariate statistics, mathematical modelling and time series analysis. On the basis of the acquired theoretical and exemplified knowledge, the students can describe, explain and systematise different advanced statistical and mathematical approaches to the quantitative analysis of geo- and environmental data and the modelling of human-environment systems, e.g. methods of applied and theoretical research design. The findings are written up in a research report and presented during the last seminar.

Organisatorisches:
This course is ideal for students interested in urban developments. Because many of the topics such as migration, livelihoods and development are an integral part of the course, students with a general interest in such topics will also benefit from taking the course. The course take some knowledge of human geography, social anthropology, development studies, Africa studies or other social science disciplines for granted and as such it target students coming from and wanting to specialize within these fields. The course will also require the students to read texts and be taught in English. A certain level of knowledge of English is hence required.

Prüfung:
Erwartete Leistungen im Seminar (Teilnahmebedingungen):
- **Lesen**: Vorbereitende Lektüre der Basistexte und Diskussionsbereitschaft im Seminar
- **Hausarbeit**: Schriftliche Ausarbeitung eines Themas im Rahmen der Veranstaltung (Umfang gemäß Prüfungsordnung 25.000 - 30.000 Zeichen). Das Thema kann im Rahmen der Seminarinhalte in vorausgehen Absprache frei gewählt werden.

### 3312105 Universities in the Market (englisch)
4 SWS, 10 LP

**SPJ**
- **Di** 13-15 Einzel (1) RUD16, 2.108 J. Kleibert
- **Fr** 09-17 Einzel (2) RUD16, 0.101 J. Kleibert

1) findet am 23.10.2018 statt
2) findet am 26.10.2018 statt
3) findet am 02.11.2018 statt
4) findet am 09.11.2018 statt
5) findet am 14.12.2018 statt
6) findet am 18.01.2019 statt
7) findet am 08.02.2019 statt

Universities are increasingly behaving like economic actors in a market and follow the logics of market-based competition in education and research, a trend that has been termed academic capitalism and the entrepreneurial university. We will draw on broader concepts such as marketisation, financialisation, and globalisation to critically investigate contemporary universities' engagements with the market - and their limits. Using an economic geographic perspective, we will selectively study different aspects of the university-market engagement and of universities' relations with the city that are of interest to the group participants.

Students will learn how to develop a research design and execute an own research project. In small groups, students will conduct independent empirical research in Berlin and/or online, using primarily qualitative research methods (e.g. expert interviews, focus group discussions, participant observation, and content and discourse analysis). We meet to discuss and reflect on progress and challenges in the research process. The findings are written up in a research report and presented during the last seminar.

The course benefits from cooperation with a research project "Constructing Transnational Spaces of Higher Education" at the Leibniz Institute for Research on Spatial Development (IRS), which focuses on the globalisation of universities through overseas investments into branch campuses: [www.ibc-spaces.org](http://www.ibc-spaces.org)

Organisatorisches:
The language of instruction is English, final reports can be written either in English or German. Please register for the class in AGNES until the deadline (12 October). The final list of participants will be determined among all registered participants during the first meeting on 23 October.

Prüfung:
Project report

### 3312120 Quantitative Methods for Geographers (englisch)
5 SWS, 10 LP

**VL/UE**
- **Mo** 14-17 wöch. (1) RUD16, 1.231 T. Krüger
- **Mi** 09-11 wöch. (2) RUD16, 1.231 C. Senf

1) findet vom 22.10.2018 bis 11.02.2019 statt
2) findet vom 17.10.2018 bis 13.02.2019 statt; Übung
3) findet vom 17.10.2018 bis 13.02.2019 statt

Learning and qualification aims:
The students can describe, explain and systematise different advanced statistical and mathematical approaches to the quantitative analysis of geo- and environmental data and the modelling of human-environment systems, e.g. methods of applied and multivariate statistics, mathematical modelling and time series analysis. On the basis of the acquired theoretical and exemplified knowledge, the students can apply existing approaches independently and adapt them to specific problems where necessary. They can develop scientific research questions in the fields of data analysis and modelling and, using the acquired applied programming skills, plan and implement their own analyses.
Modulabschlussprüfung: Project work with programming elements connected to current research at the Institute. The project report will be written in form of a scientific article and handed in together with the programming code.

Topics:
- Introduction to environmental modelling
- Mathematical preliminaries
- Parameter estimation & linear regression
- ANOVA
- ANCOVA, multiple linear regression, dummy coding, collinearity, over-parameterisation, model comparison
- Generalised Linear Models (logistic & log-linear)
- Principle Component Analysis (PCA), Multivariate ANOVA (MANOVA), Discriminant Function Analysis (DFA)
- Measures of accuracy, confusion matrix, ROC/AUC, cross-validation; cluster analysis (kmeans & hierarchical)
- Introduction to spatial statistics
- Spatial autocorrelation
- Interpolation
- Spatial weights and linear modelling

The seminar accompanies the lecture by Prof. Dr. Tobias Krüger and Dr. Jaime Garcia Marquez. We will apply the methods taught in the lecture using the open source programming language R (http://www.r-project.org/) and thus learn the basics concepts of scientific programming, advanced statistics and applied modelling. There will be homework. We expect the students to be familiar with the basic concepts of descriptive and test statistics.

**IMPORTANT:** There will be an introductory course covering the basic concepts of statistics before the semester. The pre-course will take place 11. October 2018 (approx. 9.00-17.00). We strongly suggest attending this pre-course, since we will discuss basic prerequisites for the lecture and seminar.

Literatur:

Prüfung:
The exam is a project with programming elements connected to current research at the Institute. The project report will be written in form of a scientific article and handed in together with the programming code.

3312121  Climate and Earth System Dynamics (englisch)
4 SWS 10 LP
VL/SE  Di  09-11  Einzel (1)  RUD16, 0.101  C. Schneider
       Di  11-13  wöch. (2)  RUD16, 1.201  W. Lucht
VL/SE  Di  09-11  wöch. (3)  RUD16, 1.201  D. Gerten, C. Schneider

1) findet am 16.10.2018 statt
2) findet vom 16.10.2018 bis 12.02.2019 statt
3) findet vom 23.10.2018 bis 12.02.2019 statt ; Seminar: Climate and Earth System Dynamics - Atmosphere

The lecture series „Earth as a Complex System“ (Tuesday, 11-13) given by Wolfgang Lucht teaches on the following topics:
- Complexity and nonlinearity in the earth system (comprised of both natural and human systems) with relevance for the Anthropocene
- Insights into Earth system dynamics from earth history, i.a. geo-cybernetic feedbacks, destabilisation events, major system transitions, tipping points, evolutionary dynamics
- Analysis of the Anthropocene: human-environment co-evolution, earth system analysis, socio-ecological metabolism, planetary boundaries and their implications, sustainability science, control theory, sustainability governance, World-Earth modelling

There are two alternative accompanying parallel seminars on Tuesday, 9-11, by Dieter Gerten with a focus on the water cycle and land surface, and by Christoph Schneider with a focus on climate change and climate-system feedbacks and impacts. Within these seminars students present (ca. 30 min.) a selected topic.

Topics in either seminar are for example:
- Water and land surface:
  - Global water cycle and human impacts on it
  - Interaction of vegetation and water
  - Planetary boundaries of water and land use
  - Water management, water culture, water ethics
  - Global water cycle in the Anthropocene
  - Safe operating space and planetary boundaries
  - Planetary boundary for human freshwater use
  - Global water saving opportunities
  - Water conflicts
  - Elements of a new water ethic
  - Water and religion

- Climate change and climate-system feedbacks and impacts
  - Stability and variability of the Indian Monsoon System
  - Sea level variability in past and future
  - West Antarctic and Greenland IceSheets: before or beyond their points of no return?
  - Urban climates and heat stress
  - Air pollution and public health in metropolitan areas
  - Climate hazards: extreme events in the atmosphere
  - Effects of land use changes in the global climate system
  - Downscaling and digging through the cascade of uncertainty in climate and climate impact modelling
  - The UN Sustainable Development Goals and global climate policy

• Interference of climate and the energy sector
• Teleconnections in the climate system

Organisatorisches:
Please apply only for one of the seminars!

Prüfung:
The oral presentation within one of the seminars is a prerequisite for the final examination. The final module examination will comprise writing an essay-style written test (90 minutes).

3312121Ü Climate and Earth System Dynamics (englisch)
4 SWS
MOD Di 11-13 wöch. (1) RUD16, 1.201 W. Lucht, C. Schneider, D. Gerten

MOD Di 09-11 wöch. (2) RUD16, 1.201 C. Schneider
1) findet vom 16.10.2018 bis 12.02.2019 statt ; Seminar: Climate and Earth System Dynamics - Hydrosphere
2) findet vom 23.10.2018 bis 12.02.2019 statt ; Seminar: Climate and Earth System Dynamics - Atmosphere

The lecture series „Earth as a Complex System“ (Tuesday, 11-13) given by Wolfgang Lucht teaches on the following topics:
• Complexity and nonlinearity in the earth system (comprised of both natural and human systems) with relevance for the Anthropocene
• Insights into Earth system dynamics from earth history, i.a. geo-cybernetic feedbacks, destabilisation events, major system transitions, tipping points, evolutionary dynamics
• Analysis of the Anthropocene: human-environment co-evolution, earth system analysis, socio-ecological metabolism, planetary boundaries and their implications, sustainability science, control theory, sustainability governance, World-Earth modelling

There are two alternative accompanying parallel seminars on Tuesday, 9-11, by Dieter Gerten with a focus on the water cycle and land surface, and by Christoph Schneider with a focus on climate change and climate-system feedbacks and impacts. Within these seminars students present (ca. 30 min.) a selected topic.
Topics in either seminar are for example:
Water and land surface:
• Global water cycle and human impacts on it
• Interaction of vegetation and water
• Planetary boundaries of water and land use
• Water management, water culture, water ethics
• Global water cycle in the Anthropocene
• Safe operating space and planetary boundaries
• Planetary boundary for human freshwater use
• Global water saving opportunities
• Water conflicts
• Elements of a new water ethic
• Water and religion

Climate change and climate-system feedbacks and impacts
• Stability and variability of the Indian Monsoon System
• Sea level variability in past and future
• West Antarctic and Greenland Icesheets: before or beyond their points of no return?
• Urban climates and heat stress
• Air pollution and public health in metropolitan areas
• Climate hazards: extreme events in the atmosphere
• Effects of land use changes in the global climate system
• Downscaling and digging through the cascade of uncertainty in climate and climate impact modelling
• The UN Sustainable Development Goals and global climate policy
• Interference of climate and the energy sector
• Teleconnections in the climate system

Organisatorisches:
Please apply only for one of the seminars!

Prüfung:
The oral presentation within one of the seminars is a prerequisite for the final examination. The final module examination will comprise writing an essay-style written test (90 minutes). You get 10 LP for this module.

3312122 Global Land Use Dynamics (englisch)
4 SWS 10 LP
SE/UE Do 09-13 wöch. (1) RUD16, 1.231 M. Baumann, P. Hostert, T. Kümmerle, D. Müller

1) findet vom 18.10.2018 bis 22.02.2019 statt
The overarching goal of this class is to develop a sound understanding of the role of land use in the Earth system as a driver and outcome of global change, as well as the close linkages between land use and current key sustainability challenges. During the course of the class, students will get familiar with the theoretical foundation of land systems, and a number of tools to analyze them and their dynamics in an integrated approach. Weekly readings and subsequent discussions form the basis of the sessions, which are held in different formats, including expert puzzles, panel debates, etc. Weekly online quizzes will help the students to recapitulate each session, and monitor their learning progress.

Literatur:
Literature will be announced and provided during the course of the semester

Prüfung:
MAP (Modulabschlußprüfung): Klausur

**3312122 Ü Global Land Use Dynamics (englisch)**

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<th>RUD16, 1.231</th>
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</table>

1) findet vom 18.10.2018 bis 14.02.2019 statt

The overarching goal of this class is to develop a sound understanding of the role of land use in the Earth system as a driver and outcome of global change, as well as the close linkages between land use and current key sustainability challenges. During the course of the class, students will get familiar with the theoretical foundation of land systems, and a number of tools to analyze them and their dynamics in an integrated approach. Weekly readings and subsequent discussions form the basis of the sessions, which are held in different formats, including expert puzzles, panel debates, etc. Weekly online quizzes will help the students to recapitulate each session, and monitor their learning progress.

Literatur:
Literature will be announced and provided during the course of the semester

Prüfung:
MAP (Modulabschlußprüfung): Klausur

**3312123 Ü Earth Observation (englisch)**

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<th>RUD16, 1.230</th>
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</table>

1) findet ab 16.10.2018 statt

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 of the seminar is 120 hours, with 25 hours face-time including 20-minute student presentations. Off-seminar workload averages ca. 4 hours per week for the computer seminar.

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. 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.

**3312123 Ü Earth Observation (englisch)**

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<th>RUD16, 1.230</th>
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</table>

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**3312125 Ü Modeling Social Ecological Systems (englisch)**

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<th>4 SWS</th>
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<th>RUD16, 2.108</th>
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</table>

1) findet ab 18.10.2018 statt
In this course, the concept of ecosystem services will be deepened. Firstly, the theoretical background as well as frameworks describing the ecosystem service concept will be introduced and discussed. Secondly, methods for the assessment of selected ecosystem services, e.g., carbon sequestration or recreation, will be presented, and subsequently applied in various practical hands-on exercises using System Dynamics Software, GIS and R. The assessment of ecosystem services will also be discussed in the context of land-use/land-use change and the urban space, and the role of different drivers and processes on ecosystem services will be highlighted.

The course is aimed at students interested in urban/landscape ecology that seek to widen their methodical background.

Prüfung:
MAP (Modulabschlußprüfung):
Seminar paper (Hausarbeit). Throughout the course, each student will develop a research question and design a monitoring study, including specifics such as sensor data to choose, how to process such data, and how to obtain required and envisioned products. In their studies, students will choose between one of the three land domains which are of prime importance globally – and hence also define the research profile of the Geography Department: forested, agricultural and urban land. Students will develop their individual MAP based on their own literature research and monitoring results.

3312125Ü Modeling Social Ecological Systems (englisch)
4 SWS
MOD Do 13-17 wöch. (1) RUD16, 2.108 D. Haase, S. Scheuer
1) findet ab 18.10.2018 statt

In this course, the concept of ecosystem services will be deepened. Firstly, the theoretical background as well as frameworks describing the ecosystem service concept will be introduced and discussed. Secondly, methods for the assessment of selected ecosystem services, e.g., carbon sequestration or recreation, will be presented, and subsequently applied in various practical hands-on exercises using System Dynamics Software, GIS and R. The assessment of ecosystem services will also be discussed in the context of land-use/land-use change and the urban space, and the role of different drivers and processes on ecosystem services will be highlighted.

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MAP (Modulabschlußprüfung):
Seminar paper (Hausarbeit). Throughout the course, each student will develop a research question and design a monitoring study, including specifics such as sensor data to choose, how to process such data, and how to obtain required and envisioned products. In their studies, students will choose between one of the three land domains which are of prime importance globally – and hence also define the research profile of the Geography Department: forested, agricultural and urban land. Students will develop their individual MAP based on their own literature research and monitoring results.

3312127Ü Fundamentals for human-environment research (englisch)
2 SWS
MOD Fr 10-12 wöch. (1) C. Friis
1) findet ab 19.10.2018 statt; Institutsgebäude - 4088 Friedrichstraße 191 (FRS191) - (Besprechungsräume allgemein)

This course aims at giving doctoral students and advanced Master's students (final year) an introduction to the fundamentals for engaging in interdisciplinary human-environment research. Taught by professors at the IRI THESys, the course introduces students to the range of scientific practices for building explanations and constructing knowledge in human-environment research. The themes covered include brief introductions to the history of western scientific thought, contemporary philosophy of natural and social science, normative theory, numerical modelling and statistical inference, socio-cultural anthropology and human geography, as well as inter- and transdisciplinarity. A common empirical theme will be used to exemplify the different thought-styles and practices throughout the course. The course is a reading- and discussion-based seminar, each session starting with a short input from the teachers and moving on to discussions based on key texts provided prior to the class. In group work and homework assignments the students will reflect on the different perspectives against their own disciplinary training, as well as discuss how these can be engaged in the development of interdisciplinary research questions.

By active participation in the class, the students will receive 5 Lehrpunkte (Master's students).

3312129 Scientific Writing (englisch)
2 SWS 3 LP
KU Fr 11-17 Einzel (1) RUD16, 1.201 O. Grübner
Fr 11-17 Einzel (2) RUD16, 1.201 O. Grübner
Fr 11-17 Einzel (3) RUD16, 1.201 O. Grübner
Fr 11-17 Einzel (4) RUD16, 1.201 O. Grübner
Fr 11-17 Einzel (5) RUD16, 1.201 O. Grübner
1) findet am 02.11.2018 statt
2) findet am 09.11.2018 statt
3) findet am 16.11.2018 statt
4) findet am 23.11.2018 statt
5) findet am 30.11.2018 statt

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

**3312133 Global Change Impacts on Biodiversity (englisch)**

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<td>RUD16, 1.101</td>
<td>T. Kümmerle, D. Zurell</td>
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</table>

1) findet ab 19.10.2018 statt

**Educational and qualification objectives:** The participants will get introduced to concepts, models and methods of spatial and quantitative biodiversity research. Based on a broad range of contemporary international literature, they will learn about observed and expected biodiversity response to global change, with a focus on climate change and land-use change, as well as current methodological challenges and developments in biodiversity modelling. The course will thus equip students with the theoretical background and practical tools to address pressing societal challenges related to biodiversity change and conservation. Methodological focus will be on species distribution and macroecological modelling approaches, paired with elements from functional diversity analyses. The students will learn to conceptualise quantitative impact assessments, to develop their own computing and analyses codes, and provide practical recommendations based on their modelling results. They will apply the gained theoretical and methodological knowledge to case studies and solve a practical problem related to climate change, land use change and biodiversity conservation.

The seminar (SE) introduces key topics related to assessing how biodiversity changes under global environmental change. This includes:

- Introduction to ecological niche concepts, spatial ecology, macroecology, and biodiversity theory
- Study of international literature about global change impacts on biodiversity and different drivers of biodiversity change; own analysis of single papers
- Global biodiversity observation networks and information facilities
- Policy-relevant tools and methodologies, international guidelines and platforms
- Environmental impact assessment and planning
- Introduction to advanced statistical methods: generalised linear models (GLM), generalised additive models (GAM), classification and regression trees (CART), cluster analyses

The computer seminar will provide a forum for the participants to deepen the topics and methods acquired in the SE through practical application to case studies. They will advance their programming skills in the statistical environment R. Specifically, this will include:

- Advanced statistical methods (GLM, GAM, CART)
- Model testing and evaluation
- Basic programming elements (loops, functions, vectorisation, advanced scripting)
- GIS functionality in R
- Simple dispersal and demographic modelling
- Functional and phylogenetic analyses, cluster analyses
- Interpretation and discussion of modelling results

**Workload:** The course is based on 50h (4h per week) in class and up to 190h (6-14h per week) of preparation and post-processing work.

**Prerequisites for participation in the module:** Modules 1, 2, 3 and 4. Knowledge in statistics (OLS regression, test statistics), basic knowledge in geographic information systems, basic knowledge in R.

**Final exam** is a report on a study project (2 SP, 10 pages/ ca. 15,000-20,000 characters ). Students will choose from a set of different projects and solve a series of applied questions independently in R, using the techniques taught in class. The term paper will be written in form of a scientific article on the topic of the project work and handed in together with relevant R code.

**3312133 Risk and Uncertainty in Science and Policy (englisch)**

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<td>10-14</td>
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<tr>
<td>Friedrichstr. 191, Raum 4088</td>
<td>T. Krüger</td>
</tr>
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1) findet vom 17.10.2018 bis 13.02.2019 statt

**Learning objectives**

This is an interdisciplinary course relying on quantitative as well as qualitative methods. Each aspect will be taught as accessibly as possible so as to appeal to students from both backgrounds! Basic knowledge of mathematics and statistics is recommended.

Students ...

- have understood the nature and sources of uncertainty in science and policy,
- have experienced and understood the key assumptions of Classic and Bayesian probability theory and the differences between the two,
- have acquired the skills to apply these appropriately,
- have an outlook on quantitative theories of uncertainty beyond probability theory,
- have examined the various dimensions of uncertainty in the science-policy process and
- have acquired the skills to reflect critically on the relationship between science and policy.

**Topics**
Conceptions of risk, uncertainty & ignorance
Sources of uncertainty & types of uncertainty analysis
Probability theory: classic & Bayesian
Limits of quantitative uncertainty theories
Conceptions of science-policy interrelations
Conceptions of expertise
Wicked problems & Post-Normal Science
Participation & transdisciplinarity
Instrumental vs. collaborative rationality
Adaptive management, public experiments & precaution

Format
2 SWS seminar + 2 SWS practical
In the 1st part of the semester we will do exercises in probability theory using spreadsheets. This will be taught as accessibly as possible!
In the 2nd half of the semester we will study and discuss original literature on uncertainty in the science-policy process. This requires willingness to read!
There may be homework.

Students are required to prepare and give a presentation of a topic.
Final exam: essay, choosing between (a) quantitative study (e.g. write-up of exercise, case study applying method) and (b) argumentative study (e.g. critique of method, discussion of science-policy aspect).

Literatur:
Contemporary papers as well as excerpts from:
Bammer & Smithson 2008 (eds.). Uncertainty and risk. Earthscan
Gross 2010. Ignorance and surprise. MIT Press
Nowotny 2016. The cunning of uncertainty. Wiley

In der Friedrichstr. 191, Raum 4088

Risk and Uncertainty in Science and Policy (englisch)
4 SWS
MOD Mi 10-14 wöch. (1) T. Krüger
1) findet vom 17.10.2018 bis 13.02.2019 statt ; Friedrichstr. 191, Raum 4088

Learning objectives
This is an interdisciplinary course relying on quantitative as well as qualitative methods. Each aspect will be taught as accessibly as possible so as to appeal to students from both backgrounds!
Basic knowledge of mathematics and statistics is recommended.

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... have examined the various dimensions of uncertainty in the science-policy process and
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Nowotny 2016. The cunning of uncertainty. Wiley

Organisatorisches:
In der Friedrichstr. 191, Raum 4088

Prüfung:
Essay, choosing between (a) quantitative study (e.g. write-up of exercise, case study applying method) and (b) argumentative study (e.g. critique of method, discussion of science-policy aspect).
We will introduce dynamical and statistical climate models on the global and regional scale. The physical principles of these models will be explained with emphasis on land surface schemes from urban environments to tundra landscapes. Students will apply these models. To this end, we will train the usage of all required aspects of an high-performance computing environment. Another focus point will be the analysis of climate model and climate model ensemble output. Research questions will be discussed and required tools will be explained.

Literatur:


Grolemund, G., H. Wickham, 2017: R for Data Science

Prüfung:
Students will write a report of about 10 pages about their own model experiment and the analysis of the model results.

3312134 Regional Land Use Analyses using Earth Observation and In-situ Data (englisch)
4 SWS 10 LP
SE/HS Mi 14-18 wöch. (1) RUD16, 1.101 D. Pflugmacher
S. van der Linden

The 4-hour seminar focuses on state-of-the-art remote sensing methods to address questions of land use/land management in the Greater Berlin-Brandenburg region and its spatial-temporal dynamics. A special emphasis is given to approaches that 1) capture seasonal land surface dynamics associated with land cover and land use using dense optical time series, 2) describe land cover as discrete categories and continuous fractions, and 3) map historic land cover/use change for the past three decades. During week 1-4 of the semester students are introduced to data sources, data processing, and mapping approaches using remote sensing tools (EnMAP-Box, Python) and cloud computing (Google Earth Engine). This way the methodological basis from MSC5.1 Earth Observation is extended. The introduction is completed with two days of fields work (Tuesday 30th October, Tuesday 13th November), where one day focuses on human infrastructures, and one day focuses on land cover and land-use surveys. Following the introduction, students will develop group projects for further data analysis along research questions in the context of regional land use dynamics such as urban growth and agricultural changes. The project work will encompass two days of field work including self-organized land use assessments. Ideally, project work is organized near the context(s) of ongoing research projects. The progress in student work is presented three times during the semester, with 20 minute presentations on ideas and concepts (week 5), progress and first results (week 12) and results, outcomes and remaining steps (week 16).

Literatur:
Literature is provided during the seminars and in moodle.

Prüfung:
Students will write a report of about 10 pages about their own model experiment and the analysis of the model results.

3312134 Regional Land Use Analyses using Earth Observation and In-situ Data (englisch)
4 SWS Mi 14-18 wöch. (1) RUD16, 1.101 S. van der Linden

The 4-hour seminar focuses on state-of-the-art remote sensing methods to address questions of land use/land management in the Greater Berlin-Brandenburg region and its spatial-temporal dynamics. A special emphasis is given to approaches that 1) capture seasonal land surface dynamics associated with land cover and land use using dense optical time series, 2) describe land cover as discrete categories and continuous fractions, and 3) map historic land cover/use change for the past three decades. During week 1-4 of the semester students are introduced to data sources, data processing, and mapping approaches using remote sensing tools (EnMAP-Box, Python) and cloud computing (Google Earth Engine). This way the methodological basis from MSC5.1 Earth Observation is extended. The introduction is completed with two days of fields work (Tuesday 30th October, Tuesday 13th November), where one day focuses on human infrastructures, and one day focuses on land cover and land-use surveys. Following the introduction, students will develop group projects for further data analysis along research questions in the context of regional land use dynamics such as urban growth and agricultural changes. The project work will encompass two days of field work including self-organized land use assessments. Ideally, project work is organized near the context(s) of ongoing research projects. The progress in student work is presented three times during the semester, with 20 minute presentations on ideas and concepts (week 5), progress and first results (week 12) and results, outcomes and remaining steps (week 16).

Literatur:
Literature is provided during the seminars and in moodle.

Prüfung:
Students will write a report of about 10 pages about their own model experiment and the analysis of the model results.

3312134 Ü Climate Modelling and Data Analysis (englisch)
4 SWS Do 13-17 wöch. (1) RUD16, 1.230 M. Langer
S. Schubert

The 4-hour seminar focuses on state-of-the-art remote sensing methods to address questions of land use/land management in the Greater Berlin-Brandenburg region and its spatial-temporal dynamics. A special emphasis is given to approaches that 1) capture seasonal land surface dynamics associated with land cover and land use using dense optical time series, 2) describe land cover as discrete categories and continuous fractions, and 3) map historic land cover/use change for the past three decades. During week 1-4 of the semester students are introduced to data sources, data processing, and mapping approaches using remote sensing tools (EnMAP-Box, Python) and cloud computing (Google Earth Engine). This way the methodological basis from MSC5.1 Earth Observation is extended. The introduction is completed with two days of fields work (Tuesday 30th October, Tuesday 13th November), where one day focuses on human infrastructures, and one day focuses on land cover and land-use surveys. Following the introduction, students will develop group projects for further data analysis along research questions in the context of regional land use dynamics such as urban growth and agricultural changes. The project work will encompass two days of field work including self-organized land use assessments. Ideally, project work is organized near the context(s) of ongoing research projects. The progress in student work is presented three times during the semester, with 20 minute presentations on ideas and concepts (week 5), progress and first results (week 12) and results, outcomes and remaining steps (week 16).
Prüfung:
Students will write a report of about 10 pages about their own model experiment and the analysis of the model results.

**3312171 Abschlusskolloquium Geofernerkundung (englisch)**
2 SWS 1 LP / 2 LP
CO Mo 13-15 wöch. RUD16, 2.108 P. Hostert

**33144101 Algebra II (M15) (englisch)**
2 SWS UE Mi 11-13 wöch. (1) RUD25, 1.114 A. Otwinowska
1) in english!

**3314515 Logarithmic Algebraic Geometry (englisch)**
2 SWS SE Di 11-13 wöch. RUD25, 3.008 B. Klingler

**51 041 Schreiben und Argumentieren (englisch)**
2 SWS UE Mo 10-12 wöch. (1) HN 6, 3.03 J. Bjelde
1) findet ab 22.10.2018 statt

The goal of this course is to help students improve their philosophical writing in English, especially the presentation and discussion of arguments. The primary focus of the course is on improving specifically philosophical writing, so that students who are already comfortable writing in English are welcome. But students with B2-level English are very welcome even if they do not yet feel wholly comfortable writing papers in English: this course is an opportunity to improve the skill of writing in English as well as the skill of writing philosophy. This course satisfies the requirement Schreiben und Argumentieren (in BA Phil. StO 2014).

Readings for the course will be thematically diverse, and include an argument that we are all (philosophical) zombies, two paradoxes (Sorites & Newcomb’s), one cure for weakness of will, one tension between moral and environmental values, and one sustained engagement with a debate in metaethics: the argument from queerness for moral error theory & "companions in guilt" replies.

**51 048 Philosophy of Museums (englisch)**
2 SWS HS Di 16-18 wöch. (1) MO 40, 408 M. Beaney
1) findet ab 16.10.2018 statt

In this Hauptseminar we will explore various philosophical questions – epistemo- logical, ontological, metaphysical, ethical, and aesthetic – that arise concerning museums and their activities. What is a museum? What are museums actually collecting and exhibiting? How do museums contribute to knowledge? Is an object the same object once it is displayed in a museum? Is the provenance of an object essential to its identity? Does it matter if replicas or fakes are exhibited? Should objects taken from other countries be repatriated? How should museums deal with traumatic pasts and contested histories?
Suggested reading:
The seminar will be conducted mainly in English, but contributions in German will be welcome.

**51 051 General Philosophy of Science (englisch)**
2 SWS HS Mi 14:30-16:00 wöch. I 110, 449 D. Coelho Mollo

In this seminar we will look at some of the central questions in the philosophy of science. We will examine debates about scientific realism and antirealism, the nature of scien- tific explanation, reductionism, and the (dis)unity of science. Questions that we will tackle include: What sets science apart from non-science? Should we be ontologically committed to the theoretical posits of our best sciences? How do scientific explanations work, and what tells the good from the bad ones? Are the special sciences reducible to more basic sciences? Is science unified or plural? We will read classical as well as recent work in philosophy of science to help shed light on these and related questions.

**51 052 Philosophy of Cognitive Science (englisch)**
2 SWS HS Di 14:15-14:45 wöch. (1) I 110, 449 D. Coelho Mollo
1) findet ab 16.10.2018 statt

The aim of this course is to dig deep into the foundations of Cognitive Science, examining its conceptual underpinnings. The focus will be on the nature and explanatory role of the notions of representation, computation, and cognitive architecture. We will delve into issues such as: What is a representation? How do cognitive states represent, and what determines their representational content? What does it mean to say that the cognitive system computes? What are cognitive architectures and how to assess their explanatory adequacy? We will take a look at texts in philosophy, psychology, and neuroscience in trying to answer these questions.
Wintersemester 2018/19

Dante Alighieri, Giovanni Boccaccio, and Francesco Petrarca were the three most celebrated authors of fourteenth-century Italy, famous for works of poetry, philosophy, and fiction, for their mastery of Latin and vernacular literature, and for their (supposedly) exemplary lifestyle. They were read in schools and in the streets, taught at universities, sought out by enthusiastic followers, venerated as civic legends and even as living saints. They were revered as love poets, as natural and moral philosophers, as humanists. The city of Florence proudly called them its tre corone, or “Three Crowns.” Yet all three had an ambiguous relationship with the city, and various places and cultural groups staked a claim to their memory.

This course will concentrate on both the works and the reception of Dante, Petrarch, and Boccaccio. The goal is to familiarize students with their major writings and to explore what made these authors so popular – and so debated – in the Late Middle Ages. A major focus will be placed on the culture of Renaissance humanism, which owed its foundation to these three authors but which ultimately rejected them as models and forerunners. Ideally, students should leave the course with a better understanding of Italian literary and intellectual culture, of the tensions between scholasticism and humanism, and of the world of late medieval Florence.

The course will meet irregularly and end in a block format. The meetings will be as follows:

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The language of instruction for the course is English. Knowledge of Italian and Latin would be helpful but is not necessary. All students will be required to deliver a presentation. Those wishing to earn an extra credit point may write an essay of 5-7 pages to be handed in no later than 01.04.2019.

Organisatorisches:

51 252 Medieval Woman's Song. In the female voice - songs seen through the eyes of a woman (englisch)

Woman’s songs, embodying mostly love lyrics, were found throughout Europe during the Middle Ages and reflect a more popular character. The language in these poems tends to be simple and direct. The songs often incorporate aspects of nature. Other prevailing themes may involve the conflict between the upper and lower classes, strife among married couples, dissent between mothers and daughters, as well as depicting various relationships among sisters.

Medieval woman’s song consists of lyrics not necessarily written by women, but rather in the female voice – songs seen through the eyes of a woman, spoken by a female speaker. Such songs do not depict the typical male devotion to the lady and do not emphasize the high courtly love tradition of the unattainable lady, but rather they tell more seemingly personal, yet also archetypal stories of the wishes, desires, sorrows, and disappointments of young women. Mainly written by male composers – although many have been transmitted anonymously – woman’s songs perhaps reflect the male desire and fantasy about women and the male perception of the female stereotype during the Middle Ages, as well as providing a diversion for an audience more sophisticated than the characters represented in the songs themselves.

Woman’s songs are found in a variety of genres from strophic refrain songs and dance songs, to ballads and laments (which form one of the most significant genres in the entire history of music). In this course we will look at a variety of examples from different European regions and language areas, including: the Galician-Portuguese cantigas de amigo, with their roots in oral folk
tradition and most likely derived from, or at least related to the Mozarabic jarchas; the northern French chanson de toile (sewing or spinning songs), as well as the chanson de malmariee (songs about an unhappily married young woman); mother-daughter dialogue songs, found in both romance languages and Middle High German lyrics, to name a few.

Through analyzing various medieval woman’s songs from different perspectives, including manuscript traditions, performance traditions, artwork, historical and cultural context, as well as delving into the original texts (and using English translations) with their accompanying music using visual and listening examples, we will attempt to bring these old songs to life, making them more meaningful and comprehensible to our modern eyes and ears. We will also touch upon aspects of medievalism and modern performance practice of medieval vernacular song repertoire.

This class will be taught in English. There are no other language requirements, but a minimal knowledge of French, Spanish (and/or Portuguese), German, and Latin is certainly helpful, but by NO means a prerequisite (there will always be English translations available of all lyrics). This course will also include musical examples, but literacy in reading music is also NOT a prerequisite.

Class requirements include a short oral presentation and class participation. Any students whose course requirements include a written paper may extend their oral presentation into an appropriate written version after consulting the lecturer.

Literatur:
Klinck, Anne L. and Ann Maria Rasmussen. Medieval Woman’s Song: Cross-Cultural Approaches

Empire of Engineers. Science in Soviet Politics and Society (englisch)

51 330

2 SWS
MAS
Mo 12-14
wöch. [1]
DOR 24, 1.402
S. Kirmse

The Soviet Union attached great importance to scientific and technological progress. Soviet leaders liked to think big. They set out to tame and exploit nature, conquer space, and make technological advance a driving and legitimating force of the socialist order. They had new, technologically advanced cities constructed, along with hydroelectric dams, space laboratories, and nuclear power plants; whether it was transport systems, recreational spaces, or agriculture: everything was be developed for the future in accordance with supposedly objective, scientific laws. Technical and scientific professions were promoted on a grand scale, for all genders and nationalities, through education, literature and film, and a wide range of campaigns. Not surprisingly, many children dreamt of becoming cosmonauts, doctors, and nuclear scientists.

In a society as profoundly politicized as the Soviet one, however, science was also politics. State and party institutions had scientific advisory boards; at times, leading institutes and scientists gained substantial influence over political leaders. Scholars and entire academic disciplines rose to fame, or fell from grace, according to political preferences. Scientists and engineers enjoyed many privileges. Some scholars suggest, not without reason, that these groups were the key supporters of the Soviet system, far more than the traditional working class.

The all-pervasive presence of science in Soviet society and its complicated relationship with politics are at the core of this seminar, which tracks continuities and changes over time. While the focus of the seminar is on the period from the 1950s to the 1980s, the importance of science is also traced back to the 1920s and 1930s. The perspective is both top-down and bottom-up: plans and policies at the center are examined as much as their implementation and reception at the local level. The ways in which writers, artists, and filmmakers responded to these plans and portrayed science and the scientific profession complement these debates. Examples of technological development and controversy include sites from across the Soviet Union (and, in fact, outer space). The seminar makes use of the wide range of historical sources, including memoirs and press articles, letters, party reports, and literary works along with audio and visual sources.

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The emergence of “humanitarian interventions” in the nineteenth century

51 331

2 SWS
MAS
Fr 10-12
wöch. [1]
DOR 24, 1.402
H. Grandits

It is commonly believed that humanitarian interventions are a fairly recent development. But certain European powers began to claim a moral and political right to intervene in other states’ affairs to save people from “massacres” or “extermination” already two centuries ago. In the beginning, humanitarian interventions where almost exclusively focused on the Ottoman Empire. How can we understand this development vis-à-vis the rise of imperialism and colonialism in the same period of time? What were the motives for aiding humanity, for state action or inaction? In this seminar we will try to find answers to these questions. We will also critically reflect about what lessons can be learned for similar actions today and how humanitarian interventions have become an important feature in global politics.

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### 51 332 Educating Modern Americans. Religion, Human Capital and Social (Im)Mobility (englisch)

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<tr>
<td>51 332</td>
<td>Educating Modern Americans. Religion, Human Capital and Social (Im)Mobility (englisch)</td>
<td>2 SWS MAS Do 14-16 wöch. (1) FRS191, 5008 M. Lutz</td>
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In its landmark decision Wisconsin vs. Yoder in 1972, the United States Supreme Court ruled in favor of the Amish respondent against the State of Wisconsin and guaranteed Amish exemption from compulsory school education beyond the eighth grade. The court thus established that freedom of religion outweighs the state's mandate in educating children. In the trial, fundamental issues regarding education, social and economic mobility and modernity itself were at stake. The court's decision provided the legal framework for the ensuing rise of homeschooling in the United States. This seminar will look at the historical origin of the legal case in the 20th century. We will first look at historical and current debates on the relationship between education and modernization, the role of education as human capital formation, and its impact on social (im)mobility. Second, students will develop case studies based on empirical analyses.

**Literatur:**

**Organisatorisches:**
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### 51 350 Theory and practice of the "archive" (englisch)

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<td>51 350</td>
<td>Theory and practice of the &quot;archive&quot; (englisch)</td>
<td>2 SWS UE Mi 16-18 wöch. (1) DOR 24, 1.405 S. Dolinsek</td>
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### 51 359 Museum film. Development tool and historical source (englisch)

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<td>51 359</td>
<td>Museum film. Development tool and historical source (englisch)</td>
<td>2 SWS UE Di 16-18 wöch. (1) DOR 24, 1.404 A. Schirrmacher</td>
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Both historians of 20th century culture and historians of museums and exhibitions – which played an outstanding role in promoting progress and technology during this period – are increasingly turning to film. Digitization, indexing and the Internet are making moving images more and more accessible as a source, and a fast search on YouTube etc. often provides film documents of museums and exhibitions, which often tell more than the proverbial 1000 words. The Uberb focuses on two questions concerning the use and historical role of moving images in and on museums. On the one hand, there is the propaganda element that film was used for advertising and as a development tool for museums. On the other hand, moving images from exhibitions offer an insight not only into the historical display, but also show the visitor experience and how it may have changed over time. Not film as an object of exhibition, but rather “useful film” and “museum film” as a genre is the subject of discussion as well as practical matters of using moving images as a source, for example by logs and still image series. Examples may comprise a wide spectrum from art and history museums to science and technology museums or World’s fair exhibits.

**Literatur:**

**Organisatorisches:**
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### 51 360 The Rural and the Urban in Modern America (englisch)

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<td>51 360</td>
<td>The Rural and the Urban in Modern America (englisch)</td>
<td>2 SWS UE Fr 14-16 wöch. (1) FRS191, 5008 J. Hansen, M. Lutz</td>
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1) findet ab 18.10.2018 statt
Why and how did cities emerge in the United States? Where not, and why? How did Americans understand the rural and the urban? This course offers an introduction to the rural and urban in American history. We will examine the contested meanings of the city and the country, tracing how these distinctions have been continually drawn and redrawn over time. We will also explore how Americans interacted with their environments and how this re-shaped their identities. This course offers a broad overview of the development and meaning of rural and urban life in America in the nineteenth and twentieth centuries. We will first look at theoretical foundations in social history, urban history, geography, and other disciplines. Second, students will develop case studies based on empirical analyses. Possible topics include the industrial city, the modern metropolis, urban and rural infrastructure (sanitation, transport, public housing), transregional and urban/rural migration, suburbanization.

Literatur:

Organisatorisches:
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51 369 Partisan and Anti-Partisan Warfare in the 20th Century (englisch)
2 SWS
UE
Do 16-18 wöch. (1) FRS191, 4026 M. Cerovic
1) findet ab 18.10.2018 statt

Between colonial wars and current "(counter-) insurrections", the global phenomenon of partisan warfare in the 20th century - from Belarus to Vietnam - will be considered as a product of European political modernity and total war. Neither a simple continuation of "archaic" forms of war in "barbaric" or "pre-modern" societies, nor the great novelty that many contemporaries saw in the "people's wars", it appears as one of the major sites of the restructuration of imperial spaces and of a global renegotiation of political orders in a context of imperial collapse, rapid social change and diffusion of European political discourses and military technique. We will examine how the circulation of people, weapons and ideas, strongly fed by the competition between imperial powers, turned partisan warfare from a limited, Western, mostly symbolic phenomenon, to a global strategy. Particular attention will be devoted to the realities of those "small wars" in local contexts, in the war-torn imperial peripheries, to the experiences of combatants and non-combatants alike, and in the ways in which those experiences have shaped the contemporary social and political order.

Organisatorisches:
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51 640 Queer Fictions of the Past, Queer Histories of the Present (englisch)
2 SWS
PT
Fr 12-14 Einzel (1) FRS191, 5061 B. Miller, S. Ramirez
1) findet ab 19.10.2018 statt
3) findet ab 11.01.2019 statt

What's queer about queer histories? In this Tutorium we will approach questions that cross boundaries of narrative, autofiction, oral history, and performance from the discovery of queer pasts from different perspectives. In the first semester we deal with the theoretical background of queer history and literature, including crucial historiographic texts. We will begin by examining some of the key concepts of our field of inquiry: "queer," "history," "representation," and "narrative," questioning both how to understand queer pasts and queer narratives per se and how historians and literary scholars have thought about recuperative and restorative reading practices in general. We then move on to an exploration of the three types of narrative sources (oral history, artistic gesture, and autofiction) with sources and analyses coming from a wide variety of subjective experiences across the queer umbrella and around the globe. Performance studies texts such as Jose Munoz' "Gesture, Ephemera, and Queer Feeling" will help us understand how to analyze artistic gesture and performance as sources but also the performative aspects of all narrative sources. The first semester ends with a theory session exploring what narrative sources can bring to historiography and vice versa. In the second semester we will explore experiences and subjectivities in greater depth and work with you to create a new archive, so we encourage (but do not require) participation in both semesters.

Organisatorisches:
Bitte genaue Terminierung beachten!

51 645 Reading Workshop: History and Theory (englisch)
2 SWS
PG
Mo 16-18 wöch. (1) HV 5, 0007 H. Grandits, M. Griff
1) findet ab 22.10.2018 statt
Although the necessity to coordinate theoretical reflection and empirical research often stressed, in practice the links between the two aspects are often neglected. Research is often marked by a divide between “detached” theoretical debates on the one hand, and “anecdotal” empirical studies on the other. The reading workshop confronts this weakness by providing an informal forum for rigorous discussion of the theoretical foundations of research in the humanities.

Modelled after a course at the University of Freiburg, we meet every second week. In our meetings we discuss different theories of importance for historians and try to assess their value for historical studies. Themes will be chosen at the beginning of every semester.

Literatur:
Latour, Bruno: We have never been modern, Cambridge 1993.

51 707 From Anthropologies of Technique to Design Anthropology (englisch)

Design features amongst the most important set of practices shaping our contemporary worlds: our work, private, and public settings are, in fact, designed through and through. Because of this, design has recently acquired great importance in anthropology. In fact, a newly developed field called Design Anthropology has become an interesting crossroads of different people trying to address design as (1) a topic of scholarly interest, (2) a source of methodological inspiration, and (3) an object of intervention. Since the 1980s, several scholars have in fact analysed different aspects of design ethnographically: for instance, its creative spaces and operations, the imagined and inscribed users of different design objects, together with their more or less creative or disputed uses and appropriations. Also, many ethnographers have tried to analyse artefacts and their mediating role in work, cognitive and everyday life practices; or have sought to understand the particular economic modes of exchange and the markets of design practice. Besides, the methods of design (from user studies to forms of collaborative and participatory design) are scrutinised and sometimes imported into the discipline, searching to have an impact on the particular modes in which ethnography and anthropological research at large are carried out (as a means for social intervention, be it for the creation of public debate or collaborative forms of research). This course approaches these series of works around design seeking to ground them in the wider intellectual concerns (in different anthropological traditions), of the study of technique, artefacts and technology (Marcel Mauss, André Leroi-Gourhan, Jack Goody, Arjun Appadurai, Daniel Miller, Lucy Suchman, Tim Ingold, Bruno Latour, Wendy Gunn, George Marcus). In order to understand the core debates these series of interconnected works bring to the fore, on a weekly basis, students working in groups will have to read and present readings and re-enact some of these debates. In doing this they will develop an insightful analytical gaze to understand manifold dimensions of our lives together with designed artefacts.

Literatur:

Organisatorisches:
Termine und Räume werden noch bekannt gegeben.

51 709 Ethnographies of Berlin I: Reading, Doing, Writing (englisch)

This course has several interlinking goals. First, to read a full ethnography. This term (1) it will be John Borneman’s classic Belonging in the Two Berlins. Second, to do an ethnographically grounded research project in contemporary Berlin. Third, to knit that research – in writing – into a strong data driven argument. Attention will thus be paid to anthropological research methods, ethnographic writing as a scholarly genre, and to the city as lively, deeply historical place. The language of instruction will be English.

Organisatorisches:
Termine und Räume werden noch bekannt gegeben.

51 710 Data troubles: problematising data practices, labour and infrastructures (englisch)

follows

Organisatorisches:
Termine und Räume werden noch bekannt gegeben.
The last years have witnessed a renewed concern for tracing changes in and rethinking the relation between humans and objects. Growing out of a critique of the humanitarian Enlightenment conception of the subject as one centrally defined by language and rationality, affect theory, for instance, has emphasised people's inherent permeability and openness to be impressed. Related work in the 'new materialisms' has pointed to the inherent vitality of matter, while actor-network-theory is generally identified with claims that objects have agency. Across a range of debates, then, there are attempts to capture and make sense of qualities, forces and dynamics that exceed human-centred practices of endowing objects and materialities with symbolic meaning, i.e. to think about objects and materialities beyond representation.

Within anthropology, thinking about the forcefulness of the object world goes back a long way. In fact, concepts such as mana or fetish are central to the early history of the discipline. Together with a range of other terms, including aura and mimesis, totem and animism, taboo and the sacred, these terms have been central to debates that have straddled different fields and disciplines: from anthropology and comparative religion, to arts and aesthetics, psychoanalysis and political economy. The course will focus on the conceptual work these terms have been made to do in the past and in the present. By force, this will make us jump between reading the works of key figures such as Benjamin, Freud and Adorno, early anthropological texts as well as more recent re-interpretations or re-adaptations. The point will be to gain an overview of the different histories and approaches towards thinking the power of objects and materials. By doing so, we will also open up the question of how useful these terms are (a) in thinking about how we relate to the objects and materials around us, whether in museum collections, as consumer items or as the waste and ruins of capitalist landscapes; and (b) for understanding dynamics of attraction, attachment and seduction that are central to contemporary political dynamics.

Literatur:

51 712 Aura, Fetish, Mana, etc.: Thinking Objects and Materialities Beyond Representation (englisch)
2 SWS 4 LP
SE Do 10-14 14tgl./1 (i) MO 40, 312 A. von Bieberstein
1) findet ab 18.10.2018 statt

51 713 Science matters: anthropological perspectives and interventions in the making of scientific knowledge (englisch)
2 SWS 4 LP
SE T. Nadim

51 714 Neoliberalism and/as biopolitics (englisch)
2 SWS 4 LP
SE Do 10-14 14tgl./2 (i) MO 40, 312 A. von Bieberstein
1) findet ab 18.10.2018 statt

When Michel Foucault, over the course of his oeuvre, turned to the issue of 'biopolitics', he paused and appeared to have felt the need to make sense of something else first, namely the changing shape of liberal governance in the twentieth century. Following his lead, this course will engage with neoliberalism as biopolitics. Neoliberalism generally refers to a shift from a Fordist-Keynesian regulatory state with extensive social welfare and employment security to a regime of flexible labour and accumulation, free trade and active individualism. It has re-organised the relation between state, individuals and various (religious, kin, civil society, etc.) communities/collectivities. Central to this re-organisation has been the redistribution of responsibilities, both for care and social reproduction, but also for the burden of social and existential risks. Market logics have penetrated ever more spheres of life, commoditising the most intimate of human relations and the production of identity and personhood itself. Desires, affects and emotions nowadays play an important role in the production of economic value.

We will start the course with a conceptual and historical exploration of 'neoliberalism' and 'biopolitics': What is mean by the two terms, how have they been defined? What have they been made to refer to? We will thereby trace the changing logics and increasingly global workings of capitalism in relation to the histories of the welfare state, colonialism, socialism, the third world debt crisis, etc. through to the present moment. The major focus of the course will be on the 21st century. By engaging with the work of anthropologists as well as scholars from other disciplines, we will explore different themes and spheres that bring to the fore the biopolitical dimensions of neoliberal governance, such as, amongst others: the marketisation of citizenship; the politics of crisis, austerity and debt; the particular way the future has become a field of biopolitical intervention and prevention; the (racialised, gendered, class-contingent) precarity of labour and life; mobility, migration and survival; care work, gender and emotional labour; the neoliberalisation of love and sexuality (dating apps!); but also struggles towards maintaining or reclaiming the grounds and infrastructures that sustain communal living and other challenges to the neoliberal-biopolitical order.

Literatur:

Organisatorisches:

Winterssemester 2018/19
51 716 Ethnographies of (Post-) Socialism in Europe (englisch)

2 SWS 4 LP
SE Fr
10-12 wöch. (1) MO 40, 211 G. Bakke
1) findet ab 19.10.2018 statt

In this course we will read from classic and newer ethnographies from socialist Europe, charting anthropology's engagement with the region and with 'real existing communism' before and after 1989. Dissuasions will center on bureaucracies, boredom, infrastructures, lines (standing in them), plans, sociality, seeds, selves, and souls. Ethnographic engagements with the region are delightful and theoretically rigorous, the course thus also serves as a solid introduction to anthropological modes of study and argumentation. The language of instruction will be English.

Organisatorisches:
Termine und Räume werden noch bekannt gegeben.

51 727 Fundamentals for human-environment research (englisch)

2 SWS 6 LP
SE Fr
10-12 wöch. (1) FRS191, 4088 C. Friis, J. Niewöhner
1) findet ab 19.10.2018 statt

This course aims at giving doctoral students and advanced Master's students (final year) an introduction to the fundamentals for engaging in interdisciplinary human-environment research. Taught by professors at the IRI THESys, the course introduces students to the range of scientific practices for building explanations and constructing knowledge in human-environment research. The themes covered include brief introductions to the history of western scientific thought, contemporary philosophy of natural and social science, normative theory, numerical modelling and statistical inference, socio-theoretical anthropology and human geography, as well as inter- and transdisciplinarity. A common empirical theme will be used to exemplify the different thought-styles and practices throughout the course. The course is a reading- and discussion-based seminar, each session starting with a short input from the teachers and moving on to discussions based on key texts provided prior to the class. In group work and homework assignments the students will reflect on the different perspectives against their own disciplinary training, as well as discuss how these can be engaged in the development of interdisciplinary research questions.

By active participation in the class, the students will receive 5 Lehrpunkte (Master's students).

51 731 The only game in town? Anthropology and the housing and real estate mark
(Teil II) ets in Berlin (englisch)

4 SWS 8 LP
SEPJ Do 10-14 wöch. (1) MO 40, 212 I. Farias, T. S. Criado
1) findet ab 18.10.2018 statt

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 politicization 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).

51 733 Thinking about Museums (englisch)

2 SWS 6 LP
SE Do 10-12 wöch. MO 40, 408 S. Macdonald

The aim of this Seminar is to think about, with and through museums – including addressing the question that Mary Douglas raised for institutions more generally of how museums ‘think’. We will explore various philosophical questions – epistemological, ontological, metaphysical, ethical, and aesthetic – concerning museums and their activities. These include: What is a museum? What are museums actually collecting and exhibiting? How do museums shape knowledge? Is an object the same object once it is displayed in a museum? Is the provenance of an object essential to its identity? Does it matter if replicas or fakes are exhibited? Should objects from other countries be repatriated? How should museums deal with traumatic pasts and contested histories?

The seminar will be conducted mainly in English, but contributions in German will be welcome.

Literatur:

Douglas, Mary 1986, How Institutions Think, Syracuse: Syracuse University Press
Survey of strategies of research inquiry, considering methods of collecting, analyzing, interpreting, and reporting data. The lecture will focus on those forms of inquiry that are not explicitly part of the other modules. Furthermore, the course introduces students to current and emerging topics in information science. The course will be in English; the oral exam can be taken in German or English.

Introduces students to the fundamentals of doing information science research. Students will learn how to frame a research problem, choose an appropriate research method, apply it, and write up the research for presentation and publication. After course completion, students understand review processes and can evaluate research on their own. They have a fair understanding of information integrity. The course will be in English; the oral exam can be taken in German or English.

This course deals with eye-tracking as a method. Students will be shown how to design an eye-tracking experiment; how to prepare or modify experiment materials; how to conduct a mini eye-tracking experiment; how to analyze the data descriptively, and how to write a brief report. Instruction will be given both on these steps and on how to write the report. At the end of the course students should have a grasp of important issues in experimental design, and know the key steps involved in conducting and analyzing eye-tracking studies. They will also have learnt how to summarize experimental results. The language of instruction is English. The number of participants is limited to 20 students.

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.

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

5250004  Written Expression: US Topics (englisch)  
2 SWS  2 LP  
UE  Mo  12-14 wöch.  DOR 24, 1.502  S. Ehlert

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

5250005  Written Expression: US Topics (englisch)  
2 SWS  2 LP  
UE  Do  10-12 wöch.  DOR 24, 1.502  S. Ehlert

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

5250006  Writing the Term Paper (englisch)  
2 SWS  2 LP  
UE  Di  10-12 wöch.  DOR 24, 1.502  S. Ehlert

This course will help the student/author develop the skills needed to write an academic term paper: examining the requirements of the genre, developing a thesis, planning and organization, integrating and documenting secondary literature, close reading, outlining, flow/coherence, academic tone and style, revising for clarity, giving peer responses, etc. One longer paper (10-12 pp.) will be developed during the course, and there will be writing and organization exercises each week. Course only for BA American Studies majors (Kernfach). Students from the second term onwards: Please register by 28 September 2016 using the printed form you can find at "Weitere Links" (see top of page).

5250007  Advanced Writing: US Politics (englisch)  
2 SWS  3 LP  
UE  Di  12-14 wöch.  DOR 24, 1.502  S. Ehlert

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

5250008  Creative Writing (englisch)  
2 SWS  2 LP / 3 LP  
UE  Di  12-14 wöch.  DOR 24, 1.502  S. Ehlert

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

5250009  Written Expression: UK Topics (englisch)  
2 SWS  2 LP  
UE  Di  08-10 wöch.  DOR 24, 1.502  E. Fawcett

Students in this course have the opportunity to improve their accuracy, range and confidence in written English by 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 11th October using the MA Education Sprachpraxis registration form available on the departmental website.
Texte und Medien: Inclusion in the English Classroom (englisch)

5250010

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 11th October using the MA Education Sprachpraxis registration form available on the departmental website.

Texte und Medien: Inclusion in the English Classroom (englisch)

5250011

This course provides students with an opportunity to practise giving academic presentations on topics of their own choosing. A key component is active participation in seminar and conference-type discussions. As well as considering presentation structure and aspects such as signposting, feedback and active listening, the course also draws attention to academic vocabulary and appropriacy of register.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 12th October

Texte und Medien: Inclusion in the English Classroom (englisch)

5250012

This course provides students with an opportunity to practise giving academic presentations on topics of their own choosing. A key component is active participation in seminar and conference-type discussions. As well as considering presentation structure and aspects such as signposting, feedback and active listening, the course also draws attention to academic vocabulary and appropriacy of register.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 12th October

Academic Presentations and Discussions (englisch)

5250013

This course provides students with an opportunity to practise giving academic presentations on topics of their own choosing. A key component is active participation in seminar and conference-type discussions. As well as considering presentation structure and aspects such as signposting, feedback and active listening, the course also draws attention to academic vocabulary and appropriacy of register.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 12th October

Academic Writing (englisch)

5250014

This course concentrates on the individual elements that make up most academic texts. By analyzing published and student examples and by producing and reviewing their own written work, students can improve structure, style and effectiveness while increasing the range and accuracy of their language.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 12th October

Academic Writing (englisch)

5250015

This course concentrates on the individual elements that make up most academic texts. By analyzing published and student examples and by producing and reviewing their own written work, students can improve structure, style and effectiveness while increasing the range and accuracy of their language.

Registration required via email to emma.fawcett@hu-berlin.de by Friday 12th October

Snapshots of the UK (englisch)

5250016

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 12th October
In this course, students will not only identify and work upon improving their own grammatical weaknesses, but will also look at how traditional definitions of grammatical competence and language ability 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 and consider how to adapt grammatical input they provide as teachers to various types of learners and learner levels. Key concerns throughout the course will be how to teach grammatical competence, how to make assessments of language ability as valid and reliable as possible, and how to develop and structure feedback strategies to enable pupils to learn from grammatical errors.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 11.10.2018

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: 11.10.2018

In this course, students will develop and practise the oral communication skills required to give academic presentations on a variety of literary and cultural themes to English-speaking audiences. In addition to focusing upon linguistic, organizational and structural dimensions of academic presentations, the course will enable students to investigate the different features of spoken academic discourse in German and English and to develop important techniques for interacting effectively with academic English-speaking audiences. Careful consideration will also be given to the role of voice, intonation and prosody in presentations given in English.


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

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 11.10.2018
### 5250022 Professional Translation Skills I (Fachsprache: Economic and Technical Translation) (englisch)

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

Einschreibung per E-Mail an: michael.davies@rz.hu-berlin.de bis Do., 11. Oktober 2018 unter Angabe des Fachsemesters im jeweiligen BA-Studiengang am IFAA.

### 5250023 Professional Translation Skills I (Gemeinsprache: Journalistic Styles/Translating for the Media) (englisch)

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

Einschreibung per E-Mail an: michael.davies@rz.hu-berlin.de bis Do., 11. Oktober 2018 unter Angabe des Fachsemesters im jeweiligen BA-Studiengang am IFAA.

### 5250024 Fremdsprache im Unterricht: Pedagogic Grammar: Measuring and Evaluating Learner Outcomes (englisch)

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In this course students will not only identify and work upon improving their own grammatical weaknesses, but will also look at how traditional definitions of grammatical competence and language ability 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 and consider how to adapt grammatical input they provide as teachers to various types of learners and learner levels. Key concerns throughout the course will be how to teach grammatical competence, how to make assessments of language ability as *valid* and *reliable* as possible, and how to develop and structure feedback strategies to enable pupils to *learn* from grammatical errors.

Interested students should register using the MA Education Sprachpraxis Form available on the departmental website / Abteilung Applied Language Studies. Deadline: 11.10.2018

### 5250025 Language Awareness: Grammar in Context (englisch)

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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 5 October 2018 using the printed form you find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

### 5250026 Language Awareness: Academic Vocabulary in Use (englisch)

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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 5 October 2018 using the printed form you find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4 pm) via email to kornelia.heukroth@rz.hu-berlin.de

### 5250027 Language Awareness: Introduction to Academic Writing (englisch)

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Wintersemester 2018/19
gedruckt am 13.09.2018 10:49:39
The course will introduce you to conventions of composing academic papers in English. We will look into differences between academic texts and more informal pieces of writing. Special emphasis is on using effective templates for making arguments, introducing summaries and writing responses. Credits based on attendance and course work, including completion of assignments. Please register by 5 October 2018 using the printed form you find at “Weitere Links” (see top of the page).

Exchange students only: Please register by 10 October 2018 (4 pm) via email to (elisabeth.gibbels@hu-berlin.de)

5250028 Language Awareness: The Language of Cultural Studies (englisch)

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

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

Please register by 5 October 2018 using the printed form you find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4 pm) via email to (elisabeth.gibbels@hu-berlin.de)

5250029 Language Awareness: Writing for Literary Theory (englisch)

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

This course aims to provide students with a variety of basic skills with regard to tackling academic writing in the field of literary studies. Working on selected theoretical approaches and applying them in students’ own short analyses and response papers will expand students’ vocabulary, range of typical academic phrases and understanding of the terminology. The course will also include writing summaries, quoting correctly and practicing editing techniques.

Please register by 5 October 2018 using the printed form you find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4 pm) via email to (elisabeth.gibbels@hu-berlin.de)

5250030 Language Awareness: Learning Language with Literature (englisch)

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

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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4 pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250031 Language Awareness: Notes in Academic Contexts (englisch)

2 SWS 2 LP
Do 10-12 wöch. 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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250032 Oral Skills: Presentation Practice (englisch)

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

This course provides students the opportunity to focus on the skills necessary to deliver an effective presentation in an academic context. A short informative presentation and a long 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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250033 Oral Skills: Voices of Great Britain, Ireland and the United States (englisch)

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

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

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Oral Skills: Debating and Public Speaking (englisch)

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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

Oral Skills: Britain in Brief (englisch)

This course provides students with the skills necessary to deliver an effective presentation and at the same time gives them the opportunity to learn about the culture and society of the UK. Exploring a wide range of areas each week, you will attain the cultural knowledge you need to present on a particular aspect of British culture.

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

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

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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

Oral Skills: Literary Literacy in Academic Discussions (englisch)

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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to faussera@hu-berlin.de.

Oral Skills: Contemporary Australian Society (englisch)

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

In this class I hope you will be able to develop your academic discussion and debating skills in a relaxed environment. You have the opportunity to work on your communication strategies and receive feedback on your presentation style. Key topics in Australian society are introduced in the reader and by familiarising yourself with these texts each week, you will attain the cultural knowledge and vocabulary to take part in class dialogues. The focus of our discussions is identity in Australian society and the way Australia's unique history has contributed to it. I don't assume previous knowledge of the topics covered, so your preparation consists of reading your way into them via the material provided. Those whose turn it is to prepare a presentation that week will also need to consult additional sources of information.

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

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, religion, cultural appropriation, intersectionality) and address them in argumentative/persuasive presentations. Course 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.

Exchange students only: Please register by 10 October 2018 (4pm) via email to C. Suntinger (tba).

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to C. Suntinger (tba).
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 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250040 Oral Skills: Current Trends and Developments in the USA -- Sociopolitical Perspectives (englisch)
2 SWS 2 LP
UE Fr 12-14 wöch. I 110, 353 A. Fausser

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

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250041 Written Academic Discourse: Academic Essays (englisch)
2 SWS 2 LP
UE Mi 14-16 wöch. UL 6, 2004A E. Gibbels
UE Di 16-18 wöch. UL 6, 2004A E. Gibbels

This course practices effective writing strategies, clear organization and stylistic devices for academic essays. Topics will be chosen
from the students’ own academic seminars. Assignments will include writing several shorter and longer academic texts, such as
abstracts and essays as well as peer review sessions. Material is collected in a Reader available at Sprintout.

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Exchange students only: Please register by 10 October 2018 (4pm) via email to (elisabeth.gibbels@hu-berlin.de)

5250042 Written Academic Discourse: Essay Writing (englisch)
2 SWS 2 LP
UE Di 12-14 wöch. UL 6, 2004A E. Kelly

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

Students from the second term onwards: Please register by 5 October 2018 using the printed form you can find at “Weitere
Links” (see top of page).
Exchange students only: Please register by 10 October 2018 (4pm) via email to Eimear.Kelly@staff.hu-berlin.de.

5250043 Written Academic Discourse: Writing Academic Essays (englisch)
2 SWS 2 LP
UE Fr 10-12 wöch. I 110, 353 A. Fausser

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

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250044 Written Academic Discourse: Writing and Revising the Essay (englisch)
2 SWS 2 LP
UE Mi 12-14 wöch. I 110, 353 A. Fausser

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

Please register by 5 October 2018 using the printed form you can find at “Weitere Links” (see top of the page)
Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)
5250045  Written Academic Discourse: Academic Writing for American Studies (englisch)
2 SWS  2 LP  UE  Do  12-14  wöch.  I 110, 353  A. Fausser

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

Please register by 5 October 2018 using the printed form you can find at ”Weitere Links” (see top of the page)

Exchange students only: Please register by 10 October 2018 (4pm) via email to (faussera@hu-berlin.de)

5250046  Contrastive Language Analysis: Academic Prose in Contrast (englisch)
2 SWS  2 LP  UE  Mi  16-18  wöch.  UL 6, 2004A  E. Gibbels
UE  Di  14-16  wöch.  UL 6, 2004A  E. Gibbels

This course will compare the conventions of German and English academic prose. By analysing typical differences between German and English texts, students will develop a better grasp of how to write authentic English texts for academic purposes. Assignments will include comparing text types and registers, providing annotations and language commentary, producing translations, finding useful English support material and using tools effectively.

Please register by 5 October 2018 using the printed form you find at ”Weitere Links” (see top of the page)

5250047  Contrastive Language Analysis: Learning from Differences (englisch)
2 SWS  2 LP  UE  Di  10-12  wöch.  I 110, 347  K. Heukroth
UE  Mo  16-18  wöch.  DOR 65, 325  K. Heukroth

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

Please register by 5 October 2018 using the printed form you find at ”Weitere Links” (see top of the page)

5250048  Praxiskolloquium (englisch)
1 SWS  1 LP  PCO  Mo  16-18  wöch.  UL 6, 2004A  E. Gibbels

Zu belegen nach Absolvierung des Praktikums. Mit Anmeldung (Moodle unter Praxiskolloquium, passwortfrei). Die Teilnahme an der ersten Sitzung ist unbedingt erforderlich.

5250049  English Historical Linguistics and Dialectology (englisch)
2 SWS  3 LP / 4 LP  SE  Di  14-16  wöch.  UL 6, 2014B  A. McIntyre

The seminar deals with variation in English, including both diachronic variation (language change over time) and synchronic variation (variation in current English). The diachronic part of the seminar gives an overview of the origins of English, from its earliest known ancestor (Proto-Indoeuropean) up to recent developments in English in the British Isles, North America and other English-speaking areas. Apart from learning basic historical facts about English with which students of English and American studies would be expected to be familiar, course participants will be introduced to some important ideas about how and why languages change. The synchronic part of the seminar introduces students to a selection of central topics about linguistic diversity in current English, particularly as it relates to language-external factors such as geography, gender and social factors. To cater for the needs of students of both American Studies and English Studies, the general principles introduced in this seminar will be illustrated with phenomena and examples from American English as well as other varieties.

5250050  Lektüreübung: American Literary History I (englisch)
1 SWS  1 LP  UE  Mo  10-12  14tgl.  I 110, 347  MA-Studierende
UE  Mo  12-14  14tgl.  I 110, 347  MA-Studierende
UE  Do  12-14  14tgl.  I 110, 347  MA-Studierende
UE  Do  14-16  14tgl.  I 110, 347  MA-Studierende
UE  Do  16-18  14tgl.  DOR 24, 1.502  MA-Studierende

ACHTUNG - Beginn: zweite Semesterwoche!

In this course, which is offered in conjunction with the lecture on American Literary History from the 17th century until World War I, BA students in American Studies will be tutored by more advanced students in the Master program or faculty. Together, you will analyze selected texts from different literary periods or movements, situating the works in their historical contexts and discuss salient themes as well as narrative technique.
Wintersemester 2018/19

The course is based on the Norton Anthology of American Literature, Shorter Edition (7th or 8th edition). Additional texts will be provided electronically. Credit is based on regular attendance, participation in class discussions, and an oral presentation or a similar task.

5250051 Lektüreseminar: American Literary History I (englisch)

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

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

The course is based on the Norton Anthology of American Literature, Shorter Edition (7th or 8th edition). Additional texts will be provided electronically. Credit is based on regular attendance, participation in class discussions, and an oral presentation or a similar task.

5250052 American Cultural History (englisch)

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

ACHTUNG - Beginn: zweite Semesterwoche!

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

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

Reading and Preparation:
- The powerpoint presentations used in the lecture will be available for viewing and downloading on the e-learning platform Moodle (link in Agnes) before each lecture.

The key is "Decolonize" (without quotation marks). You will also find the syllabus and a bibliography in Moodle.

Module exam (MAP):
Definitions of 14 terms or concepts from the lecture as part (BA Englisch) or whole (BA Amerikanistik) of the Module-examination

5250053 Orientierungskurs (englisch)

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5250054 Global Education in the 21st Century: A Joint Course of NYU Berlin and HU Students (englisch)

| 2 SWS | 4 LP | SE | Mi | 17-20 | wöch. | DOR 24, 1.502 | R. Isensee |

This course is designed as a collaborative project between New York University Berlin and Humboldt-Universität zu Berlin offering students a unique opportunity for academic and cultural exchange in a classroom that serves as a test lab for global education.

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

In order to make use of the unique classroom setting the course will employ independent (out-of-class) and in-class, individual and collective, analytical and interpretive formats. Students will be particularly encouraged to fully embrace the learning impulses resulting from the intercultural encounter between NYUB and Humboldt students. The language we are going to acquire in this course is called global education. By starting to learn its rules and formulas, students are likely to see possible future trajectories of educational development and might even envision their future role in it. The class discussion will culminate in a colloquium (December 13, 2017) at which both NYUB and HU students present their final projects.

Due to the particular format of the course the number of HU participants is limited to 10 students. The course meets once a week for 3 hours from October 24 to December 19, 2018.

Registration for the course takes place via personal application (including a brief motivational statement of 10 lines) to my email address until October 1, 2018.

5250055 American Cultural Theory (englisch)
2 SWS  4 LP
SE  Fr  12-14  wöch.  DOR 24, 1.601  M. Klepper
SE  Mi  12-14  wöch.  UL 6, 3001  A. Potjans

This course introduces students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices. Please register through Agnes! Please also join the moodle site (link is at the top of this page on the right, the key is Hall).

Reading:
A reader with material will be provided at the beginning of the class.

Requirements:
- "Spezielle Arbeitsleistungen" are a short presentation or a response paper.
- The MAP will cover this seminar and the lecture in British or American Cultural History for BA Englisch. The part for this class will be an essay question on one of the theories covered. For BA Amerikanistik you can choose to do an oral exam on this class or the other seminar you took in the Module.

5250056 American Cultural Theory (englisch)
2 SWS  3 LP
SE  Fr  12-14  wöch.  DOR 24, 1.501  M. Klepper
SE  Mi  12-14  wöch.  UL 6, 3001  A. Potjans

This course introduces students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices. Please register through Agnes! Please also join the moodle site (link is at the top of this page on the right, the key is Hall).

Reading:
A reader with material will be provided at the beginning of the class.

Requirements:
- "Spezielle Arbeitsleistungen" are a short presentation or a response paper.
- The MAP will cover this seminar and the lecture in British or American Cultural History for BA Englisch. The part for this class will be an essay question on one of the theories covered. For BA Amerikanistik you can choose to do an oral exam on this class or the other seminar you took in the Module.

5250057 American Cultural Theory (englisch)
2 SWS  4 LP
SE  Fr  12-14  wöch.  DOR 24, 1.501  M. Klepper
SE  Mi  12-14  wöch.  UL 6, 3001  A. Potjans

5250058 Einführung in die Literaturwissenschaft: Textanalyse (englisch)
2 SWS  3 LP
SE  Di  14-16  wöch.  DOR 24, 1.601  A. Boss
SE  Di  16-18  wöch.  UL 6, 3001  A. Boss
SE  Mi  16-18  wöch.  UL 6, 3038/035  E. Haschemi Yekani

Bitte melden Sie sich vor Semesterbeginn unter AGNES an.

Studierende ohne AGNES-Zugang und “Härtefälle” wenden sich bitte per Email an:
BA Englisch: arayaac@hu-berlin.de (Frau Rebeca Araya Acosta)
BA Amerikanistik: aleksandra.boss@hu-berlin.de (Frau Aleksandra Boss)

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

5250059 Paradigms: The Literature of Music - Sonic Fictions (englisch)
2 SWS 4 LP SE Mi 18-20 wöch. DOR 24, 1.501 N.

The Nobel Prize for Bob Dylan, the Pulitzer Prize for Kendrick Lamar – today, the boundaries between literature and music seem blurry at best. But it is not only musicians who are rewarded for their literary merits. Throughout the ages, literature has found inspiration in music, emulating and reflecting both its structures and the range of emotions triggered through (organized) sound. If writers of earlier times have consulted the classic repertoire, modern authors often turn to popular music like jazz or R’n’R. What is it that they seek in their engagement with the medial other? How to compare pop music and literature? In this seminar we will assess theories of intermediality, learn something about different pop genres, and discuss a number of short stories and novels that focus on the different facets of pop music.

Please buy a copy of:
Arthur Phillips, The Song is You
Don DeLillo, Great Jones Street
A reader with additional material will be provided at the beginning of the class.

5250060 Paradigms: Paper Empires: The Literary and Cultural Study of Bureaucracy (englisch)
2 SWS 4 LP SE Do 12-14 wöch. DOR 24, 1.501 J. Verlinden

Coined in the 18th century, the term bureaucracy, literally meaning the rule of the desk or the office, has been a marker of ridicule from the start. We tend to think of bureaucracy now as a slow, unwieldy, and unwieldy machinery, and of bureaucrats as either easily corruptible or as rigid, unimaginative, rule-following drones. Yet the fact remains that bureaucracy is not only an integral part of modern governance, but also impacts everyday life. In this seminar, we will attempt to trace a cultural history and theory of bureaucracy by engaging with a variety of materials including archival, literary, and cultural texts, as well as theories of bureaucracy ranging from Max Weber to more recent reflections on the functions and materiality of paperwork and administration. Bringing literary theory to bear on the study of bureaucracy, the seminar will also discuss the textual and performative aspects of its powers and failures. Special attention will be paid to the role of administrative structures and practices in state-organized forms of violence, from slavery, genocide, and forced removal to more mundane forms of control that are governed by administrative law and that are concerned with, among other things, identity, personhood, and property. Specific examples we will be looking at include racial classification in the US census, “illegal aliens” and the immigration bureaucracy, the management of Native lands and reservations, trans law and gendered identity documents.

Organisatorisches:

5250061 Paradigms: Dance in American Culture (englisch)
2 SWS 4 LP SE Mi 14-16 wöch. DOR 24, 1.502 N. Koch

In American culture, dance has long played an important part. From the ritual dances of Native American tribes to the romantic screen dances of Fred Astaire and Ginger Rogers in the Hollywood musical, from the tap dancing of Bill Robinson to Katherine Dunham’s danced exploration of self and ethnicity, from swing dancing to disco and Michael Jackson’s ‘Moonwalk’, various forms and styles of dance have been integral and highly visible elements of American identity and identity politics. As a performance art,
bodily practice, and popular leisure activity, dance is a site of personal as well as cultural expression and self-definition, as well as a marker of gender, racial and ethnic identity. A culture’s dances reflect popular attitudes toward the body, sexuality and courtship, notions of leisure, fitness and fun; and dance is connected with deep-rooted traditions as well as ideas of protest and reinvention. The way in which these aspects intersect in American dance cultures and practices, on the stage, in the movies, and in the dance hall, is the subject of this seminar. The seminar aims to introduce students to various historical forms and socio-cultural aspects of dance in twentieth-century American culture in art, entertainment and popular leisure, and to introduce them to the ways in which dance can be analyzed and studied from theoretical and analytical perspectives. We will investigate examples of American dance practices and cultures through critical scholarship well as visual records and movies, and in class discussions and student projects connect them with considerations of representation, the body, gender, and race in American culture. Investigating examples of dance in text and film from theoretical, analytical and historical angles and following a multi-medial and intersectional approach, we will explore how dance in American culture has expressed, publicized and negotiated ideas of American sexuality, body culture, entertainment and art. We will explore how dance can be read as a manifestation and negotiation of aspects of gender, race, ethnicity, and class, and we will investigate how dance can be both a site of objectification, cultural appropriation and (sexual) exploitation, and a site of intervention and resistance, where marginalized groups, such as women or African-American dancers, have expressed a sense of freedom and achievement.

Course requirements: Regular attendance and active participation in class, preparation of reading and viewing assignments, participation in an expert group and oral presentation.

Module exam (MAP): Oral exam (20min).

5250062 American Traces in Berlin – And Do They Still Matter? (englisch)
2 SWS 4 LP 15-17 wöch. DOR 24, 1.502 M. Kohl

Background
Official (public diplomacy) efforts and unofficial encounters between American representatives such as artists, writers, intellectuals, politicians, even soldiers, but also private citizens have shaped German-American relations. Probably no other city in Germany has been more shaped and influenced by American transits than Berlin. The Cold War sticks out as a period when the American presence in Berlin was most felt. This period is documented in a number of museums and memorials (Allied Museum, Checkpoint Charlie, etc.) and in the public memory (airlift, candy bombers, Kennedy visit, Reagan speech, etc.). However, there are more traces to be found of U.S. influence in the city. The film industry of the past and present is a most interesting topic to explore (Hollywood and Berlin; film studios Babelsberg; Film Museum on Potsdamer Platz). American writers and intellectuals have stayed in Berlin over a period of time (Mark Twain, W.E.B. Du Bois, Paul Robeson, Richard Ford, Richard Powers, etc.). Others stayed only visited but had a lasting impact (Martin Luther King, Louis Armstrong, etc.). Foreign Correspondents have been witnesses to major changes such as the rise of Nazi Germany, the fall of the wall. Architecture reflected and still reflects American modernity in the 1950s and 60s (e.g. Amerikahaus). Last but not least, many artists live in Berlin who write, paint, or perform and bring their own American background to their adopted hometown. Even culinary traces could be explored ("Food Diplomacy").

Goal
In order to turn the creative effort you bring to this course into a Public Diplomacy effort from which a larger than just the academic audience can profit, I propose that – based on your academic research and input– we explore past and present American traces in Berlin. Together we will produce material that eventually will be turned into an online product such as blog (text, video, photography) to share with a larger audience. The audience we are targeting are first and foremost young people such as university students, who are interested in Germany, or high school students who are not familiar with German-American (cultural) history and ongoing exchanges. You are encouraged to think creatively in this class!

Requirements
Students are required to:
- attend class regularly and punctually;
- contribute to class discussions actively;
- give a 15-minute presentation;
- write a blog post on "American Traces in Berlin" derived from research and presentation; add visuals;
- presentations and blog posts can be done individually or as a group.

5250063 Major Problems of American Literary and Cultural History: A Social History of Art (englisch)
2 SWS 3 LP 16-18 wöch. UL 6, 2014B M. Klepper

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

Reading:
- The texts for the class will be up-loaded onto the Moodle platform. Please register in Moodle – if you do not have a Humboldt-ID yet, register as a guest.
- The visuals to be explored in class will also be accessible through Moodle.
Course Requirements:
Each student is expected to post one discussion question about one of the periods or about the particular visual work of art in focus on Moodle. As a preparation for the module exam students have to hand in a 4 page essay on one work of art of your own choice by Christmas. As a Modul examination students will write a take-home exam with questions from this class and the class "Theories of American Studies". For this exam you are expected to prepare one work of art in depth.

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

5250064  Theories of American Studies: American Poverties (englisch)
2 SWS  3 LP SE  Do 16-18 wöch.  UL 6, 2014A N.

In a culture strongly shaped by the belief in the American Dream, poverty has always had a peculiar place. For the pursuit of happiness is part of the inalienable rights granted to the citizens, this individual freedom might come at a cost: distributive justice has never
dominated the political imaginary as it frequently did in Europe, and the Welfare State Europeans once took for granted never fully
materialized in the U.S. This does not mean that poverty has simply been relegated to the private realm – there are multiple
ways in which poverty has been represented, different socio-historical contexts in which it has been publicly debated. This seminar will address
some of the most important of these contexts and chronicle the shifts in the cultural representation of poverty across the media. We will
discuss the many facets of poverty from a range of theoretical perspectives, e.g. gender, race, region. Reading: A reader with material will be provided at the beginning of the class.

5250065  Reading American Literature: Vorbereitung auf die Lehrübung (englisch)
2 SWS  3 LP SE  Di 14-16 wöch.  DOR 24, 1.501 E. Boesenberg

The course is designed to offer an intensive reading program in US American literary and cultural history. It prepares students
for teaching a tutorial in U.S. American literary history. Selected primary texts of particular importance for these tutorials will be
discussed in class with a particular focus on central issues in American Studies as well as different ways of reading U.S.-American
literature and culture. Recommended Reading: The course will be based primarily on the Norton Anthology of American Literature, Shorter Edition (7th or 8th edition).

5250066  Transatlantic Symposium: The Future of Democratic Cultures (englisch)
2 SWS  3 LP SE  Di 12-14 wöch.  UL 6, 3001 R. Isensee

The current geopolitical climate appears to increasingly produce narratives suggesting that democratic governments are on a
declining path, that authoritarianism is a winning proposition, and that democratic values and cultures are losing their appeal
on both sides of the Atlantic.
The 17th Transatlantic Students Symposium – that will take place in selected cities in Europe – investigates this proposition from a
transdisciplinary perspective and discusses the historical, political, cultural and literary dimensions of democratic cultures in the
United States and Europe.
Course requirements include active class participation, in-class presentations, independent project work and a symposium
presentation. Please register for the course via AGNES.

5250067  Transatlantic Symposium: Independent Preparation (englisch)
2 SWS  3 LP SE  Di 12-14 wöch.  UL 6, 3001 R. Isensee

5250068  Self-Help, Advice, and Mass Culture (englisch)
2 SWS  4 LP SE  Di 10-12 wöch.  DOR 24, 1.601 M. Klepper

Self-Help has a long tradition in the United States and two of the bestsellers from the time when it became viral are still in print, more than 80 years after their first publication: Dale Carnegie's How to win friends (1936) and Napoleon Hill's Think and Grow Rich (1937). The beginnings of self-help in North America, which occurs (perhaps) with the arrival of the Puritans in Massachusetts, has at least one significant feature in common with its contemporary systematizations to be bought in book shops: the promise of a sort of salvation, the alleviation of uncertainty, and guidance in the face of contingency. In a research project, here at Humboldt Universität, we argue that mass culture emerging around the year 1900 integrated or institutionalized and commodified North American self-help culture, which had been more vernacular, local and spontaneous before its commercialization. In this seminar, we will explore and analyze self-help guides from Benjamin Franklin to Napoleon Hill (you are of course free to jump right into the ocean of more recent publications), describe their features and strategies and try to be aware of differences in race and gender and what self-help do not say or do. Subsequently, we will (in the form of group projects) test our research hypothesis and probe various mass cultural products (they can be books, films, pulps, dance, newspapers, magazine etc.) and find out to which extent they are related to the tradition of self-help.

Support: There will be a Moodle site with information and links. The key is “Optimization”. No registration through Agnes.
Readings:
- Other texts will be available on Moodle.

Requirements:
As "spezielle Arbeitsleitung" students will produce an academic poster on Self Help and Mass Culture in groups of 4 or 5 persons. As a MAP students in Master American Studies will have to write a term paper (in this or another seminar in the Module).

5250069 New Queer Cinema (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. UL 6, 3001 E. Haschemi Yekani

This course will revisit the 1990s boom of queer representations on the big screen, or the "new queer cinema" as film critic Ruby Rich called it in 1992. We will discuss a number of films that have been influential in shaping this "new queer" aesthetics. While these films do not follow one specific aesthetic or political agenda, they challenged and changed the representation of gender and sexuality lastingly by providing unfinching and not always sympathetic representations of queer life. No longer a humanist call for the inclusion of gay, lesbian and transgender people into mainstream society, these movies interrogate the very binary construction of gender and sexuality. The aim of the seminar is to familiarise students with the methodological tools of film analysis and provide theoretical insights into film studies, for example, gaze theories. Students will learn to interrogate the cultural and visual construction of gender and sexuality and will be introduced to the theoretical framework of Queer Theory as well as gain insights into the US cultural politics of the 1990s addressing issues such as homo- and transphobia, racism as well as the so-called AIDS crisis of the time. Finally, we will also briefly discuss whether now, twenty-five years later, a "new wave" queer cinema is emerging. A digital reader on Moodle with relevant secondary material will be provided at the beginning of the course. It is strongly recommended to watch at least a few of the films before the semester starts.

Recommended Films:
- Mala Noche (Gus Van Sant, 1986)
- Tongues Untied (Marlon Riggs, 1989)
- The Celluloid Closet (Rob Epstein and Jeffrey Friedman, 1995)
- Silverlake Life: The View from Here (Peter Friedman and Tom Joslin 1993)
- Poison (Todd Haynes, 1990)
- Swoon (Tom Kalin, 1992)
- The Living End (Gregg Araki, 1992)
- Go Fish (Rose Troche, 1994)
- The Watermelon Woman (Cheryl Dunye, 1996)
- High Art (Lisa Cholodenko, 1998)
- By Hook or By Crook (Silas Howard and Harry Dodge, 2001)
- Interior. Leather Bar (Travis Mathews, 2013)
- Carol (Todd Haynes, 2015)

All films can be found in the Mediothek of the Sprachenzentrum (DOR 65)

5250070 It's Not Over: Settler Colonialism and North American Culture (englisch)
2 SWS 4 LP
SE Mi 16-18 wöch. DOR 24, 1.601 E. Boesenberg

It is widely known that that United States and Canada, as settler colonies, were established through genocidal policies towards indigenous populations. What is less generally understood is that settler colonialism is not a thing of the past; it is an ongoing process that shapes everything from contemporary systems of gender and sexuality to hegemonic notions of 'race,' patterns of migration, environmental policies, the US and Canadian economies, and last but not least North American literature and culture. Using important work in settler colonial studies as our point of departure, we will investigate central aspects of North American settler colonialism in its past and present manifestations. Particular attention will be paid to the ways in which it structures gender and sexuality, and the manner in which it is informed by dominant European American gender discourses in turn. The objective of settler colonial studies is not merely academic. Rather, indigenous struggles for sovereignty and decolonization, which are at the heart of the field, require European (American) scholars to think critically about our own social positions and our perhaps inadvertent reproduction of settler colonial discourses, for instance through cultural appropriation. The popularity of Karl May, Winnetou movies, Native-themed carnival costumes, and the like suggest that this is an issue important not only for European Americans, but for Germans as well.

5250071 Explorations of Class in Recent American Fiction and Non-Fiction (englisch)
2 SWS 4 LP
SE Fr 14-16 wöch. DOR 24, 1.601 M. Klepper

Even before the election of Donald Trump, class has moved to a high place on the North American Studies agenda. Many observers hold that class has been underrated in the past half century and that certain developments have occurred because of this neglect. Actually, in one or the other way class has always been under observation in North America, even in the neo-liberal times of Ronald Reagan. In this seminar, we will read some seminal books on the realities of class in the US (please acquire Vance, Harvey and Ehrenreich), analyze two movies, read several magazine article and read some short stories (by Bonnie Jo Campbell, Krys Lee, John Yekani). We will be asking how one can describe the class system in North America today, what class means in the US today, how class is related to intersecting difference, and how class is represented in various different media.
Please sign yourself up for this class in the virtual classroom in Moodle (link in Agnes)! The key is "Inequality". No registration through Agnes!

Readings:
- The last text and short additional texts will be uploaded onto the Moodle platform.

Viewings:
We will watch and discuss two movies, dates for screening will be announced in class:
- The Florida Project
- Precious

Course Requirements:
Students have to write 9 reflections on our class discussions as a "spezielle Arbeitsleistung". As a MAP you will have to write a term paper (Module 5) or a book review (Modules 9/10).

5250072  Research and Writing (englisch)
2 SWS  3 LP  SE  Do  10-12  wöch.  DOR 24, 1.601  R. Isensee

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

Please register for the course via AGNES.

5250073  North American Poetry in Dialogue (englisch)
2 SWS  3 LP  SE  Mi  12-14  wöch.  DOR 24, 1.601  D. Löbbermann

In this course, we will explore North American poetry from various perspectives, looking for multiple entry points and ways to engage in a literary form that can be very spontaneous on the one hand and extremely formalized on the other; thereby drawing different readers' and listeners' responses—from impulsively joining in the rhythm to pondering about the power of metaphor and prosody. We will look at poetry as an expressive form that seeks dialogue with its audience as well as with its cultural and historical contexts.

Leading questions for the seminar are: (1) How does a poem highlight the powers of language? Which (kinds of) language and which languages find entry into poetry? What is the relationship between voice and silence in a poem? (2) How can poetry be a medium for cultural memory? How can it help explore histories that have been silenced and oppressed, like those of indigenous cultures, or defining moments in African American history (slavery and the Middle Passage), or of women and LGBTQ? (3) How is poetry itself remembered in poetry? How, and to which effect, are the voices of Phillis Wheatley, Walt Whitman, and Emily Dickinson kept alive over the centuries? (4) How does the poem invite us as contemporary readers to engage? While some poems suggest a quiet, individual reading, other poems call for some kind of performance, a sharing of the text, its rhythm and voice. Where do poetry and music merge? Poetry and painting?

Students will engage through individual preparations of poems, through reflections of class discussions, through reviews of poetry collections, readings, and performances, as well as through creative exercises. Excursions to readings and/or poetry slams will be one important part of the seminar (to be specified later this year).

As future teachers, students will refine their sensibility for language and its politics, and learn to adequately describe and analyze poetic forms. They will find poetry a great medium to discuss questions of difference, alterity, the multiplicity of histories, of canon-building and of positionality – questions that they will need to able to address in the classroom. Classroom exercises and assignments will give them ideas of how poetry can be taught in school.

A reader with primary and secondary readings will be made available in the first session.

5250074  RESERVIERUNG: Du Bois Lectures (englisch)
2 SWS  RV  Di  18-20  wöch.  DOR 24, 1.501  N.N.

5250075  RESERVIERUNG: Research Colloquium (englisch)
2 SWS  CO  Di  18-20  wöch.  UL 6, 2004A  N.N.
5250076  Introduction to Literary Studies (englisch)

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


5250077  Einführung in die Literaturwissenschaft: Textanalyse (englisch)

5250078  Einführung in die Literaturwissenschaft: Textanalyse (englisch)

5250079  Einführung in die Literaturwissenschaft: Textanalyse (englisch)

5250080  Einführung in die Literaturwissenschaft: Textanalyse (englisch)

5250082  British Cultural History (englisch)

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

5250083  Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

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.

5250084  Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

5250085  Introduction to British Cultural Studies and Cultural History: Key Concepts and Theories (englisch)

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.

**Feminist Thought in English 19th and 20th Century Literature (englisch)**

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<td>5250086</td>
<td>Feminist Thought in English 19th and 20th Century Literature (englisch)</td>
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**The Motif of Education in 20th-Century Drama and Novel (englisch)**

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<td>The Motif of Education in 20th-Century Drama and Novel (englisch)</td>
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**Aspects of 16th and 17th Century English Utopian Fiction (englisch)**

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<td>5250088</td>
<td>Aspects of 16th and 17th Century English Utopian Fiction (englisch)</td>
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**Research Methodology (englisch)**

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<td>5250089</td>
<td>Research Methodology (englisch)</td>
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This research and academic writing course is designed to help you to prepare and to 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.

This seminar is most effective for those students who have accomplished most of their courses and have started thinking about and will start writing their BA-thesis soon. It is highly recommended – by students and instructors alike – to take this class not before the 5th semester.

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

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<td>5250090</td>
<td>American Literary History I: Beginnings to 1918 (englisch)</td>
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**Modernism and Gender (englisch)**

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<td>5250092</td>
<td>Modernism and Gender (englisch)</td>
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This course is dedicated to modernist literature and its multifaceted engagement with questions of gender and sexuality. A varied range of texts will provide ample opportunity to discuss different literary forms (novels, short stories, poetry), as well as aesthetic and narratological principles (stream of consciousness, epiphany, Realism, Modernism etc.) and reflect their grounding in literary and cultural history.

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

**Texts** (listed in the order in which our reading will proceed):
Virginia Woolf, *Mrs Dalloway* (1925)
Sylvia Townsend Warner, *Lolly Willowes* (1926)
D.H. Lawrence, *The Rainbow* (1915)

**Please start reading the novels before the beginning of the semester!**

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

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<td>Modernism and Gender (englisch)</td>
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<td>5250096</td>
<td>Drama and Economy: Shakespeare and His Contemporaries (englisch)</td>
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<td>5250097</td>
<td>Drama and Economy: Shakespeare and His Contemporaries (englisch)</td>
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<td>5250099</td>
<td>Campus Novels in English Literature (englisch)</td>
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<td>5250100</td>
<td>British Women’s Disability Autobiographies and Vlogs (englisch)</td>
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**Die Teilnehmerzahl ist auf 25 beschränkt. Bitte melden Sie sich vor Semesterbeginn unter AGNES an.**

Ah! Two desires toss about
The poet’s feverish blood.
One drives him to the world without,
And one to solitude.

Matthew Arnold’s lines illustrate how much of the Romantic impulse survived into the allegedly bleak Victorian age with its confidence in Utilitarian values. Victorian poetry reveals tensions that are symptomatic of Victorian culture: while it permanently negotiates with its Romantic heritage, at the same time, however, poets feel the need to redefine the poetic discourse for the Victorian age. When John Stuart Mill, e.g., rejected Romantic poetry as “feeling confessing itself to itself in moments of solitude,” he expressed a warning that Arnold took very seriously, arguing in 1853 against “the dialogue of the mind with itself” and for the need to write poetry with a moral purpose. Yet, Victorian poetry also represents a cultural space where the artist could challenge social norms and find solace in moments of frustration and despair.

We will study a selection of Victorian poetry focussing in particular on Alfred Tennyson, MatthewArnold, Robert Browning, Elizabeth Barrett-Browning, Dante Gabriel and Christina Rossetti.

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

This seminar will explore the intersections between drama and economy on levels ranging from the thematic to the formal and aesthetic. It will also attempt to define and describe some of the textual economies invented and employed by Shakespeare and his contemporaries. We shall look closely at Shakespeare's *Merchant of Venice* (with Marlowe’s *Jew of Malta*), but also at *Timon of Athens* (written in collaboration with Thomas Middleton) and a few other city comedies by (e.g. Middleton’s *A Mad World My Masters*, or Ben Jonson’s co-production with Chapman and Marston, *Eastward Hol*), possibly also Middleton and Dekker’s *The Roaring Girl*). Participants must possess both *The Merchant of Venice* and *Timon of Athens* in annotated, critical print versions. I recommend either Arden or Oxford editions (individual works, available as paperbacks) or alternatively, The Norton Shakespeare (one-volume paperback edition of the complete works).

Please note: The first seminar meeting is on **Tuesday, 23.10.18.**

The concomitant Lektürekurs is designed for further in-depth reading and discussion. Next to studying A. S. Byatt’s Booker Prize-winning campus novel/romance *Possession* (1990), we shall explore the emplotment of literary theory in the British Campus novel.

The last decades have seen an upsurge of autobiographical writing as well as of multimedia self-representations by disabled persons. This seminar focuses on British women's autobiographies and vlogs from 2010 to the present which narrate life stories shaped by physical and psychiatric disabilities. “Disability” will be introduced as a fluid, intersectional identity category (a category...
interacting with gender, sexual orientation, ethnicity/race) that challenges the binary opposition between "disabled" and "non-disabled", "normal" or "able-bodied". Some of the authors and vloggers we discuss explicitly identify as disabled whereas others do not. We investigate works by British authors and vloggers with the exception of Annie Elainey.

The seminar deals with the broader subject of disability as a new category in cultural and literary studies as well as with disability autobiography as a new multimodal genre. We analyse specific autobiographies and vlogs, investigating their narrative structures and exploring their responses to the ableist, mentalist, sexist, racist and heteronormative representations of women with physical and psychiatric disabilities in medical discourse and the media. Furthermore, we discuss if (and how) the selected self-representations produce and perform unexpected, novel, and controversial images of bio- and neurodiversity.

Memoirs:
(please acquire or borrow)

- Katie Green: Lighter Than My Shadow (London: Jonathan Cape, 2013), graphic memoir/print (on anorexia)

Vlogs by:
Annie Elainey, Claudia Boleyn, Jessica Kellgren-Fozard, Gem Hubbard, Grace F Victory, Hannah Hodgson, Krystal-Bella, Katy Gough, and KatzClaws

5250101 British Women’s Disability Autobiographies and Vlogs (englisch)
1 SWS 4 LP
LK Di 12-14 14tgl. DOR 24, 1.601
K. Röder

The last decades have seen an upsurge of autobiographical writing as well as of multimedia self-representations by disabled persons. This seminar focuses on British women's autobiographies and vlogs from 2010 to the present which narrate life stories shaped by physical and psychiatric disabilities. "Disability" will be introduced as a fluid, intersectional identity category (a category intersecting with gender, sexual orientation, ethnicity/race) that challenges the binary opposition between "disabled" and "non-disabled", "normal" or "able-bodied". Some of the authors and vloggers we discuss explicitly identify as disabled whereas others do not. We investigate works by British authors and vloggers with the exception of Annie Elainey.

The seminar deals with the broader subject of disability as a new category in cultural and literary studies as well as with disability autobiography as a new multimodal genre. We analyse specific autobiographies and vlogs, investigating their narrative structures and exploring their responses to the ableist, mentalist, sexist, racist and heteronormative representations of women with physical and psychiatric disabilities in medical discourse and the media. Furthermore, we discuss if (and how) the selected self-representations produce and perform unexpected, novel, and controversial images of bio- and neurodiversity.

Memoirs:
(please acquire or borrow)

- Katie Green: Lighter Than My Shadow (London: Jonathan Cape, 2013), graphic memoir/print (on anorexia)

Vlogs by:
Annie Elainey, Claudia Boleyn, Jessica Kellgren-Fozard, Gem Hubbard, Grace F Victory, Hannah Hodgson, Krystal-Bella, Katy Gough, and KatzClaws

5250102 Sir Philip Sidney: Courtier, Soldier, Scholar, Poet (englisch)
2 SWS 4 LP
SE Mi 14-16 wöch. (1) DOR 24, 1.501
V. Lobsien

Together with Shakespeare and Spenser, Philip Sidney is one of the giants of English Renaissance writing. He is also, in many respects, a striking embodiment of Renaissance culture, uniting in his person impeccable courtliness, chivalry, and learnedness with the talents of a brilliant poet. In this seminar, we shall sample Sidney's theoretical writing, his prose fiction, as well as his poetry, glancing at the politics and origins of courtliness and various other parts of Renaissance learning and self-fashioning. The aim is to study in some detail Sidney's Defence of Poetry, his pastoral romance The Countess of Pembroke's Arcadia, and his sequence of love sonnets Astrophil and Stella. Recommended edition: Katherine Duncan-Jones' edition of Sir Philip Sidney, The Countess of Pembroke's Arcadia (The Old Arcadia). Oxford, New York: Oxford University Press, 1985 (it's still available, please buy and read!).

Please note: The first seminar meeting is on Wednesday, 24.10.18.
The Lektürekurs (in English) is designed to study in depth additional primary material and recent research on Sterne.

This course will enquire into different methodologies of reading and what has been construed as one of the major clashes in literary criticism in the past 30 years regarding formalist reading and supposedly more political forms of interpretation in the vein of postcolonial and gender studies. Thus, the seminar will focus on just three novels and provide an in-depth discussion of how to approach these texts by employing different literary methodologies, such as close reading, contrapuntal reading and surface reading, and discuss their respective “ethical” merits. We will begin by revisiting central textual gaps, such as the supposed “awful” silence on slavery in Jane Austen’s Mansfield Park in the wake of Edward Said’s famous reading of the novel as well as the highly gendered debate on the textual elision of Lucy’s rape in J.M. Coetzee’s Disgrace to discuss the ethics of representing violence in the context of colonial and postcolonial entanglements. We will also discuss Salman Rushdie’s Satanic Verses and the ensuing scandal on "blasphemy" versus "freedom of speech" to try to understand how to “read” literary texts that are politically over-determined.

Literatur:
Austen, Jane. Mansfield Park (1814) (please use a critical edition such as Penguin Classics)
Coetzee, J.M. Disgrace (1999)

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

For more details, please visit the website: https://hu.berlin/aesthetic-entanglements

This semester, the Lektürekurs will be held in the form of a Ringvorlesung on "Aesthetic Entanglements in Transnational Literature and the Arts" that is taking place after the seminar to which all students are cordially invited.

For more details, please visit the website: https://hu.berlin/aesthetic-entanglements

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This module extending over two semesters imparts the competence and practices required to conduct independent research. In Part II (Literature Review) of the module, students will take up an aspect of literary/cultural theory or literary/cultural history of their own choice for in-depth research and presentation/discussion in class. Work on this practical example will enable them to assess, evaluate and contextualize critical literature and develop the skills to produce a longer review essay or an annotated bibliography on a specific topic.
5250109 Modernist Poetry (englisch)

2 SWS 3 LP
10-12 wöch. BE 2, E34 C. Wilde

"Wastelands and Cityscapes" is the framing sub-title for this seminar. The seminar focuses on seven modernist writers and three of their poems that present poetic visions of London and Paris within different early 20th century contexts: Hope Mirrlees' "Paris" (1919/20), T. S. Eliot's "The Wasteland" (1921), and Edith Sitwell's "Gold Coast Customs" (1929).

These long poems share what are generally considered "modernist" poetic features: they are formally experimental poems, they are full of fragmented, disparate sounds and voices, and they amalgamate referents to a wide historical, literary and cultural context into their visions of contemporary European cities. Mirrlees’ "Paris" seems to embrace the recovering city, Eliot’s "The Wasteland" and Sitwell’s "Gold Coast Customs" present rather bleak pictures of the contemporary world.

The combination of the poems by Hope Mirrlees and Edith Sitwell with T.S. Eliot’s "ur-poem of modernism" (Gyivan Phillips) balances Eliot’s canonical status from a gendered perspective. Sitwell’s "Gold Coast Customs"; furthermore, opens up the discussion about modernism’s conflicted relationship with imperialist discourse.

In this class, we will read these three poems with a close eye to their modernist poetic features as well as within the contexts of e.g. the modern urban experience, early 20th century European and colonial history, the relation of high and popular cultures.

The poems’ texts as well as additional critical material will be available on moodle at the beginning of the semester. A preparatory reading of texts by these three modernist poets is highly recommended.

5250110 Einführung in die Literaturtheorie (englisch)

2 SWS 4 LP
12-14 wöch. UL 6, 2004A V. Lobien


5250120 Problemfelder des Fremdsprachenlehrens und -lernens V: Everyday & Academic Literacy in the EFL Classroom by Integrating Content and Language (englisch)

2 SWS 2 LP
08-10 wöch. (1) HV 5, 0122-23 W. Zydatiß

1) findet ab 22.10.2018 statt

Let us start on a number of questions: why are the notions of „everyday and academic literacy“ used in the title of this course, i.e. what conception of language is behind this term? Is language seen as a formal system of grammatical categories, an empty container into which any kind of content can be filled? Is it a linear algorithm of rules which produces well-formed sentences in a homogeneous speech community? Or is it the use of language in specific sociocultural situations (characterized by variation: Hallidays central theoretical concept of register is crucial here) that is to be described and explained as well as taught and learned?

– Well, a first answer and request: You are expected to adopt a functional view of language and a functional approach to learning a (foreign) language, which is to say that the ontogenesis of everyday and academic language use is not identical with the ontogenesis of a formal, rule-based or purely structural look at language (of both the vernacular / Alltags- or Umgangssprache and the Bildungssprache / academic language). With the human species there is no content learning without language learning (since human beings possess the mental faculty of verbal thinking: i.e. language and cognition blend – plus, of course, subject-matter content & culture). This applies to everyday and academic language.

What then is academic literacy / proficiency in a language, and what are everyday / commonsense language competences? What are the differences between spoken and written language, and how did the abilities to use these modes develop in evolutionary terms? Literacy has been with us for only 5,000 years (particularly an elite, in Prussia general schooling was only introduced in 1900); so how does the human brain process spoken and written language? Do these processes differ? What is the difference between receptive and productive communicative activities? How does content come into these activities? Is man unique in using language, i.e. what are the design features of human language (use)? What role is being played by thinking? What in fact is the basic unit of communicative language use in social situations, and in what ways does cognition shape human discourse genres (both everyday and academic ones)? What part does culture play in all that? If people (and learners) are multilingual, which language shall be used for communication in the classroom, since no teacher can know the 200+ languages spoken in Berlin? Why should we teach subject-matter in a foreign language? What kind of situations are learners of English likely to come across when they use their English, as language learners at school and later on in life or in their vocational and professional work place? What types of text (= discourse; named genres in functional linguistics) will they encounter in various sociocultural contexts? What are the conventions and linguistic or cognitive difficulties for the use of these text types or discourse genres, and what are the expectations or norms the user of the language may have to fulfill when being confronted with an audience or group of addressees?

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

Recommended pre-reading:

You are expected to attend regularly, prepare an oral presentation, and use English in class. If you decide to prepare a written assignment (provided you decide to write in this field), it should be handed in by March 2019. Please, register with „Agnes“ and in the office, UdL 6, room 3011.

5250121  Perspektiven Fremdsprachendidaktischer Forschung (Theoriegeleitetes Forschen und Handeln): The Curricular Diversification of the CLIL Concept (Bilingualer Sachfachunterricht) (englisch)

In the course of this seminar the major aims, structural patterns and theoretical aspects of the different ap-proaches will be presented and discussed. Students will be encouraged to develop their own curricular unit re-lated to some identified topic from a specific foreign subject or for a bilingual module or for a cross-curricular project (involving several languages or several curricular areas: in the latter case the storyline-concept applies). Special emphasis will have to be put on two aspects: On the one hand, foreign language learners usually have a limited proficiency in the ′working language′: thus special emphasis will have to be put on the tasks to be assigned (ie. their cognitive level and functions), the use of discontinuous and tasks which will have to be analysed in a functional stylistic way (= a content and language integrated „Erwartungs-horizont”). Task-appropriate scaffolding will have to be provided as well.

Recommended pre-reading:

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 curricular unit related to some identified topic from a specific foreign subject or for a bilingual module or for a cross-curricular project (involving several languages or several curricular areas: in the latter case the storyline-concept applies). Special emphasis will have to be put on two aspects: On the one hand, making the match between a subject’s content requirements and the integration of the language component by which the subject matter is approached. Special emphasis will have to be put on the tasks to be assigned (ie. their cognitive level and functions), the use of discontinuous and tasks which will have to be analysed in a functional stylistic way (= a content and language integrated „Erwartungs-horizont”). Task-appropriate scaffolding will have to be provided as well.

Recommended pre-reading:

You are expected to attend regularly, prepare an oral presentation, and use English in class. If you decide to prepare a written assignment (provided you decide to write in this field), it should be handed in by March 2019. Please, register with „Agnes“ and in the office, UdL 6, room 3011.

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 curricular unit related to some identified topic from a specific foreign subject or for a bilingual module or for a cross-curricular project (involving several languages or several curricular areas: in the latter case the storyline-concept applies). Special emphasis will have to be put on two aspects: On the one hand, making the match between a subject’s content requirements and the integration of the language component by which the subject matter is approached. Special emphasis will have to be put on the tasks to be assigned (ie. their cognitive level and functions), the use of discontinuous and tasks which will have to be analysed in a functional stylistic way (= a content and language integrated „Erwartungs-horizont”). Task-appropriate scaffolding will have to be provided as well.

Recommended pre-reading:
5250125 Introduction to Linguistics (englisch)

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This course introduces five core areas of grammar: Phonetics/phonology investigates the sounds of English and how they are used to distinguish meanings. Morphology describes the structure of words and syntax, 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.

5250126 Semantics (englisch)

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

5250127 Tense and Aspect (englisch)

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This course offers an introduction to the way in which languages talk about time and the temporal progress of events. Traditionally, we distinguish tense (as a way of relating times and events to the moment of utterance), morphological aspect (like the progressive or the perfect, which offer a specific "perspective" on events), and lexical aspect or aktionsart, which introduces an internal structure of events (e.g., events can be punctual or extended, they can terminate and/or introduce a change of state). On successful completion of this course, students will be able to understand central issues and research questions in the domain of linguistic temporality.

5250127a Tense and Aspect (englisch)

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5250128 N.N. (englisch)

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5250129 N.N. (englisch)

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5250130  Contact Linguistics (englisch)
2 SWS  2 LP  UE  Do  10-12  wöch.  UL 6, 2094  T. Veenstra

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

5250130a  Contact Linguistics (englisch)
2 SWS  4 LP  UE  Do  10-12  wöch.  UL 6, 2094  T. Veenstra

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

5250131  English in Contrast (englisch)
2 SWS  3 LP  SE  Mo  16-18  wöch.  DOR 24, 1.501  G. Smith

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

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2 SWS  3 LP  SE  Mo  16-18  wöch.  DOR 24, 1.501  G. Smith

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5250132  Language Acquisition (englisch)
2 SWS  4 LP  SE  Mo  10-12  wöch.  (1)  DOR 24, 1.501  K. Yatsushiro


5250133  Historical Syntax (englisch)
2 SWS  2 LP  UE  Di  12-14  wöch.  DOR 24, 1.501  A. Alexiadou

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

5250133a  Historical Syntax (englisch)
2 SWS  4 LP  UE  Di  12-14  wöch.  A. Alexiadou

This course will deal with syntactic change in English. It will explore the nature of syntactic changes and attempt to characterize the factors that led to the major developments in the syntax of English. Phenomena to be discussed will include the development of the determiner system, word order changes (loss of V2 and change from OV to VO, loss of verb movement), the development of do-support, and the loss of auxiliary selection. The course does not presuppose any knowledge of Old or Middle English.
This course will deal with processes of deriving nouns from other parts of speech (verbs and adjectives) both with and without morphological transformation. We will examine the properties of these derived forms and discuss morpho-syntactic models to account for their mixed behavior.

**5250136 Argument structure (englisch)**

2 SWS 4 LP
SE Mo 12-14 wöch. (1) UL 6, 3001 N.


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

**5250138 Aspects of Quantification in Natural Language (englisch)**

2 SWS 4 LP
SE Mi 12-14 wöch. (1) DOR 24, 1.501 A. Nicolae


This class will focus on natural language quantifiers (some, most, more than n) and how they can inform our theories of linguistics, from the word-level to the sentence-level. We will look at the morphological overlap between quantifiers and question words and coordination particles and how this can inform our semantics of quantifiers, as well as at the interaction between multiple quantifiers and the role of context in the interpretation of certain quantifiers. Cross-linguistic variation in how languages express certain quantifiers will also be discussed; for example, some languages have a dedicated morpheme for most whereas others, like Romanian, only have the equivalent of majority. Time allowing, we will also touch on issues dealing with acquisition. Whenever possible, we will include a discussion of relevant experimental work.

**5250139 Introduction to Heritage Linguistics (englisch)**

2 SWS 4 LP
SE Mo 10-12 wöch. (1) I 110, 343 A. Paspali


The study of heritage languages is an emerging field of research and addresses a certain case of bilingualism: heritage speakers. Heritage speakers are unbalanced bilinguals who shifted early in childhood from their heritage language (e.g. the language spoken at home) to their dominant language (the language of their speech community). In this course, certain aspects of heritage languages will be investigated. Aspects to be addressed include a) the description of the heritage speaker’s linguistic system as well as the competing factors that shape this system (proficiency, quality and quantity of input, biliteracy/(formal) bilingual education etc). The course will offer discussion of basic theoretical issues of heritage languages as well as application of theory to data.

**5250141 Consecutive Interpreting (englisch)**

2 SWS
UE Fr 16:00-20:30 Einzel (2) DOR 24, 1.601 A. Johannsen
Fr 16:00-20:30 Einzel (2) DOR 24, 1.601 A. Johannsen
Sa 09:30-15:30 Einzel (3) DOR 24, 1.601 A. Johannsen
Sa 09:30-15:30 Einzel (4) DOR 24, 1.601 A. Johannsen

1) findet am 30.11.2018 statt
2) findet am 11.01.2019 statt
3) findet am 01.12.2018 statt
4) findet am 12.01.2019 statt
After a brief overview of the skills relevant to consecutive interpreting (oral expression, conveying a message in another language), this course will focus on the interpreter’s role and responsibilities. The students will have the opportunity to practice interpreting and we will be addressing ethical questions that can arise in interpreted situations, especially with regard to asylum procedures. Interactive exercises are an integral part of the course and students are expected to participate actively. This course is open to students who took “Introduction to Consecutive Interpreting” and to new students. Students who wish to take this course should have a good command of English and German (Level B2). Erasmus students welcome.

5250142 Experiencing Uncertain Knowledge: The Early-Modern Essay (englisch)

This course introduces students to a variety of scholarly contributions and concepts used for the analysis of American culture. It focuses on different media and forms of cultural representation including film and TV. Addressed are theories on representation and signs, discourse and power, memory and time, race and privilege, gender and queer studies, class and popular culture. Students are encouraged to reflect critically on the ways these theories are engaged in the production of knowledge about symbolic and material practices. Please register through Agnes! Please also join the moodle site (link is at the top of this page on the right, the key is Hall).

Requirements:
• A reader with material will be provided at the beginning of the class.

Reading:
A reader with material will be provided at the beginning of the class.

Requirements:
• “Spezielle Arbeitsleistungen” are a short presentation or a response paper.
• The MAP will cover this seminar and the lecture in British or American Cultural History for BA Englisch. The part for this class will be an essay question on one of the theories covered. For BA Amerikanistik you can choose to do an oral exam on this class or the other seminar you took in the Module.

5250144 Word Formation (englisch)

The essay as a new form of prose writing emerges towards the end of the 16th century and gives expression to profound changes in the order and conceptualization of knowledge and truth. It not only manifests an insistent questioning of authorities and beliefs, but foregrounds the necessity for new ways of legitimizing knowledge that concern the parameters involved in the acquisition of knowledge as well as the mediality of knowledge. At the heart of the essay is an experience of provisionality that points to a fundamental ontological uncertainty and makes experience a central epistemological category. At the same time, the literary form foregrounds the necessity for new ways of legitimizing knowledge that concern the parameters involved in the acquisition of knowledge as well as the mediality of knowledge. At the heart of the essay is an experience of provisionality that points to a fundamental ontological uncertainty and makes experience a central epistemological category. At the same time, the literary form...
of the essay itself provides an experience of provisionality by making knowledge dependent on a process of writing that refers to and engenders a new kind of subjectivity. Starting from the two decisive models of Montaigne and Bacon and ending with the essayistic textuality of Thomas Browne, the course aims at tracing these transformations of knowledge from the end of the 16th century to the middle of the 17th century in their respective traditions of the personal and the scientific essay and at situating them in their political, media-historical as well as subject-philosophical contexts in order to analyze the essay as a literary epistemological enterprise.

Primary texts will be provided in electronic form on moodle, even though the acquisition of Francis Bacon’s Major Works in the Oxford UP edition by Brian Vickers (2008) and Thomas Browne’s Religio Medici in the edition by Stephen Greenblatt and Ramie Targoff (2012) is recommended.

5250146 Experiencing Uncertain Knowledge: The Early-Modern Essay (englisch)

1 SWS 4 LP 20-22 14tgl. BE 2, E34 A. Otto

The essay as a new form of prose writing emerges towards the end of the 16th century and gives expression to profound changes in the order and conceptualization of knowledge and truth. It not only manifests an insistent questioning of authorities and beliefs, but foregrounds the necessity for new ways of legitimizing knowledge that concern the parameters involved in the acquisition of knowledge as well as the mediation of knowledge. At the heart of the essay is an experience of provisionality that points to a fundamental ontological uncertainty and makes experience a central epistemological category. At the same time, the literary form of the essay itself provides an experience of provisionality by making knowledge dependent on a process of writing that refers to and engenders a new kind of subjectivity. Starting from the two decisive models of Montaigne and Bacon and ending with the essayistic textuality of Thomas Browne, the course aims at tracing these transformations of knowledge from the end of the 16th century to the middle of the 17th century in their respective traditions of the personal and the scientific essay and at situating them in their political, media-historical as well as subject-philosophical contexts in order to analyze the essay as a literary epistemological enterprise.

Primary texts will be provided in electronic form on moodle, even though the acquisition of Francis Bacon’s Major Works in the Oxford UP edition by Brian Vickers (2008) and Thomas Browne’s Religio Medici in the edition by Stephen Greenblatt and Ramie Targoff (2012) is recommended.

5250147 Early-Modern Poetry of Place (englisch)

2 SWS 4 LP 10-12 wöch. UL 6, 2004A A. Otto

In the 16th and 17th century, place acquires new political and cultural dimensions in the shift from feudalism to absolutism. Not only do the latter’s strategies of representation rely heavily on the political usage of space and place, but English absolutism and its imperial expansion conditioned a vastly different cultural geography. London turned into a colonial metropolis and power became increasingly centred at Court, while the rural areas saw threatening reformations. Epistemologically, on the other hand, there is a new sense of placeness, of the empirical and experiential importance of place. Instead of being a mere projection for moral and ethical ideas, place is increasingly understood in terms of situatedness and of the interplay between material and symbolic dimensions. These aspects are not only reflected in a poetry that is still essentially a poetry of patronage, but poetry is a crucial medium for the negotiation of early-modern conceptions of place and its cultural values. The course will look at different configurations of place and their constellations of poetry, selfhood and politics ranging from the astonishing treatment of London’s urban space in Isabella Whitney, the architectural religious poetry of George Herbert or the poetry of royalist retreat during the Civil Wars to the new genres of topographical and country house poetry with such paradigmatic representatives as Ben Jonson, Aemilia Lanyer and Andrew Marvell.

Primary texts will be provided in electronic form on moodle.

5250148 Early-Modern Poetry of Place (englisch)

1 SWS 4 LP 08-10 14tgl. UL 6, 2004A A. Otto

In the 16th and 17th century, place acquires new political and cultural dimensions in the shift from feudalism to absolutism. Not only do the latter’s strategies of representation rely heavily on the political usage of space and place, but English absolutism and its imperial expansion conditioned a vastly different cultural geography. London turned into a colonial metropolis and power became increasingly centred at Court, while the rural areas saw threatening reformations. Epistemologically, on the other hand, there is a new sense of placeness, of the empirical and experiential importance of place. Instead of being a mere projection for moral and ethical ideas, place is increasingly understood in terms of situatedness and of the interplay between material and symbolic dimensions. These aspects are not only reflected in a poetry that is still essentially a poetry of patronage, but poetry is a crucial medium for the negotiation of early-modern conceptions of place and its cultural values. The course will look at different configurations of place and their constellations of poetry, selfhood and politics ranging from the astonishing treatment of London’s urban space in Isabella Whitney, the architectural religious poetry of George Herbert or the poetry of royalist retreat during the Civil Wars to the new genres of topographical and country house poetry with such paradigmatic representatives as Ben Jonson, Aemilia Lanyer and Andrew Marvell.

Primary texts will be provided in electronic form on moodle.

5250150 Language technology for linguists (englisch)

2 SWS 3 LP 10-12 wöch. DOR 24, 1.601 E. Kordoni

Wintersemester 2018/19
When remembrance of things past is becoming the most powerful tool in our cognitive working set, it’s becoming even more important to understand the way it works – what do we gain and what do we risk, relying at it so totally. How the historical narratives we’re used to relate to the overwhelming amount of lives gone unregistered and unnoticed? When we speak of the past, the selection process is always involved – but how it is arranged, how do the things and events get into focus or stay unseen? Why the visual evidence is affecting us in a more intense and intimate way then the majority of written materials – and how did it all change when the digital photography entered the scene? Is it ethically possible to use the traumatic experience of the last century for solving the cultural purposes of the more peaceful epoch? And, finally: how to resist the logics of entertainment that forces us to approach the reality with the criteria, which you could apply only to the work of fiction? How to make visible the past, and not a manmade fantasy of the past? Seminar participants will study canonical and non-canonical writers, artists, and thinkers from a multiplicity of traditions, as well as meet the authors sharing the same interests.

One can easily call current times an age of memory and postmemory. The past, its relics and losses, its complicated ways of changing the present are evolving into a new cult – something that strongly defines our perception of reality. The documentary history of mankind (and the small-scale, intimate memories of its ordinary representatives) was never so important and influential. The non-fiction writing, from W.G. Sebald to Svetlana Alexievitch, is becoming the main influence, echoed in dozens of other books, good and bad, but always facing the past as a main destination – making way into the lost world of previous generations. How the personal experience is challenging the bigger narrative? How to transform a document into a monument? How to tell a family story and get away with it? This creative writing seminar is tackling the documentary fiction genre with its contradictions and possibilities – in order to develop a working approach to the multilayered fields of memory.

This class combines an exposition of theoretical perspectives on party behavior in multiparty democracies with applied training in data management and econometric data analysis. On the one hand, participants will learn about landmark studies and the methodological, theoretical, and political problems inherent in sociology. In this course, students are asked to choose either one or several field sites and interview partners, to be negotiated jointly with the instructor. They will report regularly on the progress
of their work, be taught how to take and how to analyse fieldnotes and interviews, and eventually, how to construct and prepare a draft of a final research paper. Please note that this is a reading intensive course. If you are planning to read one book per two weeks, this course will be suitable for you.

Literatur:

53 033 Fieldwork and Interviewing (UWP) (englisch)
2 SWS SE 5 LP Do 12-16 14tgl./2 UNI 3, 002 G. Yurdakul

Unlike survey research and most other quantifying methodological approaches in sociology, the procedures followed in field work projects cannot be neatly predetermined; they cannot be taught, therefore, according to set rules and standard operations. Field work is a craft and can only be fully comprehended in its practice. As a practice, in turn, field work illuminates general methodological, theoretical, and political problems inherent in sociology. In this course, students are asked to choose either one or several field sites and interview partners, to be negotiated jointly with the instructor. They will report regularly on the progress of their work, be taught how to take and how to analyse fieldnotes and interviews, and eventually, how to construct and prepare a draft of a final research paper. Please note that this is a reading intensive course. If you are planning to read one book per two weeks, this course will be suitable for you.

Literatur:

53 046 Delegation and Accountability in Parliamentary Democracies (englisch)
2 SWS SE 5 LP wöch. M. Thürk

The majority of representative democracies in Europe and the EU are characterized by their parliamentary structure. Hence, in contrast to presidential democracies, the government is dependent on the confidence and support (or at least tolerance) of a majority of deputies in parliament. This confidence relationship between the government and the parliament has striking implications for political actors, the representation of the electorate, and the delegation of power. Moreover, we do not observe the classical separation of powers in parliamentary systems but rather an entwining of powers. In this seminar, we will discuss the challenges and consequences of long chains of delegation. Further, we will identify important key institutions and their effects on the behavior of political parties and governments as well as their impact on the representation of the electorate. A basic knowledge of statistical analysis is helpful for students participating in this course.

Literatur:
Einführende Literatur:
Gallagher, Michael; Michael Laver & Peter Mair (2011): Representative Government in Modern Europe, McGraw-Hill.

53 050 Postwar Theories of Democracy and Democratization: What went Wrong? (englisch)
2 SWS SE 5 LP Mi 10-14 14tgl. UNI 3, 205 N.N.

"Actually existing" democracies have fallen onto hard times. From Trump's America to Putin's Russia, from Orbán's Hungary to Erdogan's Turkey, democratic values such as liberty, equality, respect for human rights and human diversity, seem to have lost their popularity among the majority of the electorates, who increasingly fall for the particularistic rhetoric of authoritarian populists. As particularistic tendencies seem to overwhelm universalistic aspirations and authoritarian bids to power seek to chip off the popularity among the majority of the electorates, who increasingly fall for the particularistic rhetoric of authoritarian populists. As particularistic tendencies seem to overwhelm universalistic aspirations and authoritarian bids to power seek to chip off the democratic gains of the last seven decades, the clock seems to be set back where we have started thinking about the possibilities of worldwide democratization at the end of the Second World War.

53 050 Postwar Theories of Democracy and Democratization: What went Wrong? (UWP) (englisch)
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It is against this background, that this course will focus on postwar theories of democracy and democratization. We shall read and discuss the works of such thinkers and theorists as Kant, Nietzsche, Weber, Schumpeter, Dahl, Lipset, Almond, Verba, Huntington, Arendt, Rawls, Rorty, Mouffe and Habermas in an attempt to find answers to the questions: what went wrong in our post-war conceptualizations of democracy and democratization? Was/is democracy indeed an "actually existing" reality in some parts of the world — In the West? In the East? In the North? Or was/still is democratization a goal, that no country on the face of the earth have yet a right to claim to have reached? Should we revise and radicalize our understanding of democracy and democratization, to make the world "safe for democracy" once again? If yes why and how? If not, why not?

53 053 Democracy within Parties? Candidate Selection in Political Parties (englisch)

Candidate selection is the choice before the choice and determines the composition of parties in legislative bodies and, thus, of the government and the opposition. Despite its central importance to the functioning of parties, parliaments and governments, comparative research has been neglecting candidate selection until recently. In this seminar we will learn about recent advances in and cover the concepts and theoretical frameworks of candidate selection that help us understand and analyze it. We will cover such dimensions as eligibility criteria, the selectorate body and the degree of centralization in selection. This first part of the course will contain one session dedicated to primary elections. In the second part, we will discuss the political consequences of candidate selection methods, covering such essential democratic qualities as representation and competitiveness. One session is reserved to investigate the role of gender quotas in selection. These later sessions may be complemented by student presentations on candidate selection in selected countries or parties.

Literatur:

53 053 Democracy within Parties? Candidate Selection in Political Parties (ÜWP) (englisch)

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Literatur:

53 058 Urban Institutions, Urban Inequalities (englisch)

In this Vertiefungsseminar, which will be conducted in English, has methods-oriented focus on contested urban spaces. With a Chicago-school style mapping and exploring of various user groups of public space and possible conflicts related to these uses, we address the everyday aspects of inclusion, exclusion and urban inequalities – in particular in the interaction of such user groups and urban institutions. It is strongly recommended that students will have to take urban theory as pro-seminar or should have taken this before in order to successfully participate in this seminar. We also like to point out that we assume that students have a strong preference for writing their BA-thesis in relation to the seminar.

53 064 Sozialer Zusammenhalt – Social Cohesion (englisch)

Termine: 13.12. (Einführung), 10.01, 17.01, 24.01, 31.01, 07.02 und 14.02, jeweils 9:00 – 12:30 Uhr
Ort: Wissenschaftszentrum Berlin für Sozialforschung (WZB), Reichpietschufer 50, 10785 Berlin
Zulassung: gemeinsames Seminar für Studierende der Humboldt-Universität und der Freien Universität Berlin (maximal 15 Studierende pro Universität)
Sprechstunde: nach Vereinbarung
Seminarinhalt: Das Seminar besteht aus zwei Teilen: Einem Lektürekurs, in welchem die theoretischen Grundlagen und empirischen Ergebnisse zum Thema Solidarität und gesellschaftlicher Zusammenhalt gemeinsam erarbeitet und besprochen werden, und eigenen kleinen Feldstudien, die Schlaglichter auf die Befindlichkeit unserer Gesellschaft werfen. Das Seminar findet auf Englisch statt.

Literatur:
Literatur: Für das Seminar wird ein Reader mit ausgewählten klassischen und aktuellen Texten zusammen gestellt und zum Semesterbeginn in einer Cloud verfügbar sein.

53 064 Sozialer Zusammenhalt – Social Cohesion (ÜWP) (englisch)

| 2 SWS | 5 LP |
| SE | Do |
| 09:00-12:30 | wöch. (1) |
| 1) | J. Allmendinger |

Termine: 13.12. (Einführung), 10.01, 17.01, 24.01, 31.01, 07.02 und 14.02, jeweils 9:00 – 12:30 Uhr
Ort: Wissenschaftszentrum Berlin für Sozialforschung (WZB), Reichpietschufer 50, 10785 Berlin
Zulassung: gemeinsames Seminar für Studierende der Humboldt-Universität und der Freien Universität Berlin (maximal 15 Studierende pro Universität)
Sprechstunde: nach Vereinbarung

Seminarinhalt: Das Seminar besteht aus zwei Teilen: Einem Lektürekurs, in welchem die theoretischen Grundlagen und empirischen Ergebnisse zum Thema Solidarität und gesellschaftlicher Zusammenhalt gemeinsam erarbeitet und besprochen werden, und eigenen kleinen Feldstudien, die Schlaglichter auf die Befindlichkeit unserer Gesellschaft werfen. Das Seminar findet auf Englisch statt.

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53 067 European Integration, Migration and Mobility (englisch)

| 2 SWS | 5 LP |
| SE | Mi |
| 16-18 | wöch. |
| UNI 3, 003 | L. Aramburu |

The seminar will introduce the students to the sociological study of the European integration process regarding migration and mobility issues. In that sense, the seminar will address one of the four key principles underlying the European integration process, i.e. the free movement of people, and analyze its causes and consequences. Special attention will be paid to the evolving conditions that cause and shape the intra-European migration and mobility. The seminar will also focus on how the European societies are affected by the growing cross-border movement of people.

Accordingly, the seminar will include topics closely related to the intra-European migration and mobility, such as the history of migration and mobility in the EU, vertical and horizontal Europeanization processes, social transnationalism and cosmopolitanization of European societies, developing of EU citizenship, European identity formation and EU support, transnational social practices and networks, translational groups formation, and reproduction of social inequalities.

Although the seminar will be held in English, it is possible to use additional bibliography in German. Reading the course literature and an active participation in the discussions during the seminar are expected. The seminar will conclude with a home exam.


53 067 European Integration, Migration and Mobility (ÜWP) (englisch)

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| SE | Mi |
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53 111 Advanced Quantitative Methods: Cross-Sectional Data Analysis (englisch)
2 SWS 10 LP LS Di 10-12 wöch. 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).

53 136 Parties and Elections (englisch)
2 SWS SE Di 14-16 wöch. UNI 3, 201 C. Matthes

This course is especially designed for students of the German Turkish Masters Program but is open to few additional students from other programs. In 2019 a series of elections in Turkey and several other European countries will take place, including elections to the European Parliament. We will look at current theoretical and methodical approaches in political science in order to evaluate and discuss the appropriateness of these different perspectives. Special emphasis will be given to social science methods.

Organisatorisches:
Offen für 5 Studierende des MA Sowi

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Organisatorisches:
Offen für 5 Studierende des MA Sowi

53 142 The crisis of the Islamic world: democracy, human rights, political violence, and economic growth (englisch)
2 SWS 5 LP SE Mi 16-18 wöch. UNI 3, 002 R. Koopmans

Since the 1970s, the gap between Islamic countries and the rest of the world has continuously widened. Whereas elsewhere the share of democratic regimes has strongly increased, in the Islamic world it has decreased and attempts at democratization – most recently during the Arab Spring – have largely failed. Regarding human rights – e.g. gender equality, gay rights and the rights of religious minorities – Islamic countries continue to have a worse track record than other parts of the world. Civil wars and terrorism have increased not only in number and intensity worldwide, but increasingly involve radical Islamist groups and are fought out within and on the edges of the Muslim world. Economically, most countries of the Islamic world have fallen not only further behind the industrialized West but also behind non-Islamic ascending economies in East Asia and Latin America. We discuss the evidence for this deepening crisis of the Islamic world and explore potential causes, including Western imperialism, the relation between state and religion in Muslim countries, and the rise of religious fundamentalism.

Literatur:

53 142 The crisis of the Islamic world: democracy, human rights, political violence, and economic growth (ÜWP) (englisch)
2 SWS 5 LP SE Mi 16-18 wöch. UNI 3, 002 R. Koopmans

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only further behind the industrialized West but also behind non-Islamic ascending economies in East Asia and Latin America. We discuss the evidence for this deepening crisis of the Islamic world and explore potential causes, including Western imperialism, the relation between state and religion in Muslim countries, and the rise of religious fundamentalism.

Literatur:

53 157 Gender, Nation, Racism (englisch)

In this course we will investigate key readings in gender, nation and racism by focusing on issues in feminist theory such as the body and biopolitics, the construction of gender in national narratives and the relationship between gender and "race" among others. We will explore how these issues intersect with racism, colonialism and sexual orientation.

Literatur:

53 175 Academic Writing (englisch)

53 176 Professional Development (englisch)

The seminar is for PhD students of the BGSS/SESS and advanced master students (RTP), only. It deals with basic conceptual questions and the logics of social science methods. The course is an introduction into comparative methods and deals with logical issues of comparison, the role of theory and social science concepts. Concepts are the intermediaries between the empirical world (data) and analysis. Concepts make theories operational for research. The structure of concepts, concept clarity, and concept-measurement consistency are crucial for any analysis. Methodological issues will be discussed in a logical, partly formalized way.

Secondly, the course introduces into classical and new approaches to comparative logic and analysis. It deals with Mill's classical approaches of method of agreement and difference, Przeworski's most similar and most different system designs, and their critics. Topics include:
Theory and Empirics: Social Science Concepts and the role of theory
Comparative Logic and comparison
Causality: Probabilistic vs. deterministic
Qualitative vs. quantitative research

The seminar is for PhD students of BGSS and SESS as well as advanced master students (RTP), only.

53 177 Modern Turkey (englisch)

The seminar is for PhD students of the BGSS/SESS and advanced master students (RTP), only. It deals with basic conceptual questions and the logics of social science methods. The course is an introduction into comparative methods and deals with logical issues of comparison, the role of theory and social science concepts. Concepts are the intermediaries between the empirical world (data) and analysis. Concepts make theories operational for research. The structure of concepts, concept clarity, and concept-measurement consistency are crucial for any analysis. Methodological issues will be discussed in a logical, partly formalized way.

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Theory and Empirics: Social Science Concepts and the role of theory
Comparative Logic and comparison
Causality: Probabilistic vs. deterministic
Qualitative vs. quantitative research

The seminar is for PhD students of BGSS and SESS as well as advanced master students (RTP), only.
53 179 Research Design (englisch)
2 SWS 6 LP  
SE   Do 10-12 wöch. UNI 3, 201  C. Matthes

53 180 How to design your MA thesis (englisch)
2 SWS 3 LP  
CO   Fr 10-12 14tgl. (1) UNI 3, 001  C. Matthes
1) findet vom 19.10.2018 bis 15.02.2019 statt

53 181 Contemporary Germany (englisch)
2 SWS 3 LP  
SE   Do 12-14 wöch. UNI 3, K12a  C. Matthes

53 182 Making of Modernity (englisch)
2 SWS 7 LP  
SE   Fr 12-14 wöch. UNI 3, 001  C. Matthes

53 183 Governing Wider Europe (englisch)
2 SWS 10 LP  
SE   Di 10-12 wöch. (1) UNI 3, 201  G. Tuncer
1) findet vom 16.10.2018 bis 12.02.2019 statt

It is a challenge to define Europe as a geographic, economic or political term. But still, the European Union (EU) is the most exciting contemporary political system being shaped, transformed and strengthened affecting the lives of vast populations. The enlargement of the EU was a major dimension of European integration and has functioned as one of EU's major policy tools. Currently, the dramatic crises in Syria and Ukraine, managing the post-financial crisis and migration create challenges for unity and diversity in the wider Europe. Therefore, it is crucial to understand how the EU is governed, by whom, in whose interests, and to what ends. This course explores the origins and motives behind the creation of the European Union and the wider European political project. It offers a reflection on the institutions and social forces in order to understand the trajectory of European Integration and the history of successive EU enlargements. It also analyses the political dreams and rationalities embedded in various attempts to govern wider Europe. Special attention will be given to the analysis of the EU foreign and security policy towards the Mediterranean while placing the European Union within a changing international context.

Literatur:

Organisatorisches:
offen für 5 Studierende im MA Sowi

53 196 Social Demography Writing Workshop - Doktorandenkolloquium (englisch)
2 SWS 3 LP  
CO   Mo 12-16 14tgl. (1) UNI 3, 001  P. Lersch
1) findet ab 22.10.2018 statt

The writing workshop takes place in the WZB, Reichpietschufer. Of course, students of HU can participate and are welcome.
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.

53 212 Literature Review (englisch)
2 SWS  
SE   Do 12-14 wöch. UNI 3, K12b  A. Fruhstorfer

The Literature Review seminar enables researchers who are in the process of conceptualizing their (doctoral) project to write a state of the art literature review by positioning their work within current research and defining a clear cut research gap. By doing this, the research question(s) as well as the whole research design are sharpened and developed further. At the end of the semester, every participant should have written her/his literature review which can then serve as a first part/subchapter of the planned thesis. While the course is focusing on BGSS first year students (and for them it is mandatory), it is open for advanced MA students after personal consultation with the instructor. It is organized in form of 4-5 weekly meetings at the beginning of the semester, followed by some blocked sessions later on, depending on the number and the needs of the students.

Organisatorisches:
BGSS and MARTP only!
Who or what is an outsider? Answering this questions greatly depends on one’s own position and perceptions. This was no different in the Middle Ages: through words and images people were made into outsiders. Artists often used a specific visual language to denote outsiders, among them Jews, Muslims, thieves, murderers, fools, women, peasants, and saints. Through dress, jewelry, facial expressions, hair, gestures, and attributes artists were able to cast the other as an outsider. During this seminar we analyze how outsiders were represented, examining how (un)familiar medieval people were with outsiders. Our point of departure is Edward Said’s Orientalism together with medievalists’ responses to Said’s ideas.

Literature:

533660 Art of Memory (englisch)
1) findet vom 23.10.2018 bis 12.02.2019 statt

"I always tell my crew: ‘To create is to remember. Memory is the basis of everything.’"  
- Akira Kurosawa [1985]

When Apollonius of Tyana, the leading neo-Pythagorean of the 3rd century, was 95, he was asked why he still hadn’t written anything down (and he would die unpublished). “All things fade with time, but memory makes them timeless and undying,” was his reply. It is the only fragment we have of his voice. One of his students’ students wrote it down. Clearly, Greeks in antiquity placed fundamental importance on the function of memory in their culture: In Greek mythology, Memory is the mother of the Muses, i.e., memory creates art. “Truth” in Classical Greek is ἀλήθεια, simply a compound of α’- “not” and ἥθεια - “forgetting, oblivion.” Truth in Greek literally meant “Don’t forget!” The truth is something not to be forgotten. Not surprisingly, then, ancient educational techniques were devised for artfully memorizing things to be remembered. (Conversely, ‘amnesty,’ means “Don’t remember!” – a politically formal amnesia.)

Called mnémotechné in Greek (technē = art) and ars memoriae (“art of memory”) among the Romans, elaborate didactic systems were developed as aides-mémoire for mentally organizing and retaining information by interactively associating words and images. Such mnemonic devices instructed the student of ars memoriae to conjure imaginary architectonic structures in the mind, in order to conceptually ‘file’ and recall knowledge. Using artistic expression as a means to archive knowledge for future reference, these techniques had a far-reaching historical impact on the graphic design of information-display.

Artistic layout of mnemonic systems was also fundamental in forming memorable impressions that became valued as cultural ‘truths.’ Far earlier than the Greco-Roman period, mnemonic arts were applied by astronomers and navigators: If one needs to remember the location of stars, connect the stellar dots and paint mental pictures in the sky of mythical figures (e.g., Andromeda, Pegasus, the Pleiades), readily recognized in collective memory and embedded in cultural identity. Ars memorativa was a key pedagogical technique for both St. Thomas Aquinas’ medieval school of Scholasticism and Lodovico Dolce—the editor of Dante in the Italian Renaissance. Furthermore, the Renaissance renewal of interest in Greco-Arabic Neoplatonism and mystical symbols in the Hebrew spawned more metaphysical reflections about the visual symbolism embedded in memory-systems by radical ‘heretics’ such as Giordano Bruno.

The Art of Memory basically taught the practitioner to mentally curate an imagined space, thus transforming it into meaningful, interactive order. Its precepts form the core of curatorial practice and the rise of the modern museum. Despite that fact, there has been to date no comprehensive exhibition tracing the history of the subject which literally gave birth to the field of museology.

This seminar is an initial foray into planning an exhibition that aims to address that gap. There has been to date no comprehensive exhibition tracing the history of the subject which literally gave birth to the field of museology.
Unraveling the Medieval Mantle. Iconography, Medium, Materiality (englisch)

2 SWS
Do 10-14
14tgl. (1) J. Jasperse

Facing East: Illuminated Visions in Islam and the Sublime View from the West (englisch)

2 SWS
Do 14-16 wöch. (1) GEO 47, 3.30 D. Brafman

1) findet vom 18.10.2018 bis 14.02.2019 statt
2) SWS

"Whatever is visible is color." - Aristotle, De anima, II, 7

"Light is connected to the body by means of the 'animal soul' (rūh hayawaniyyah). All of the soul's faculties are aspects of the light. It shines upon all elements of the body and illuminates the powers of imagination and memory. Love of the light also incites desire, so has the potential to ignite animal rage in the human soul."

- "Shahāb ad-Dīn" as-Suhrawardī (Iran, 1154-91), founder of the ishrāqi movement. 
Ishrāqi—The Illuminati, or "Illumined"—derived their name from the verb sharaqa—to rise, shine, radiate. (Sharq in Arabic means "East.") Sunrise is the metaphor that backlit the Iṣhraqī movement with a nimbus of revelation, an emanation from nur al-anwar—the Light of Lights (i.e., God)—inspiring ideas envisioned in a newborn light. As-Suhrawardi, the movement's founder, was called "Shahāb ad-Dīn"—shooting star of the faith. He ultimately suffered such a meteoric fate. In 586 AH/1191 CE, he was executed for heresy at the age of 37.

Using the metaphor of the rising sun, As-Suhrawardi invoked the concept of "Eastern Wisdom" (al-ishrāq)—the Sufi blend of science, philosophy, and spirituality, which inspired and illuminated the creative spirit of the human imagination. (n.b., inspīrare – "breathe into" implied the religiosity of spirits). How does one, however, manifest divinely received visions through the physical media of creative expression? Can an artist or poet adequately display or express the emotional thrill of revelation, the rupture of being illuminated by divine inspiration? How does one visualize the invisible? In sciences like alchemy, images of supernatural beings became scientific symbols for hyper-natural forces of chemistry and physics, the invisible causes of empirically observable reactions. Genres of fantasy literature had human characters interact with Arabic jānn (plural of jinn = genies), Perso-Sanskrit diva, and Greek daimones, as allegorical devices for contemplating the metaphysical nature of the soul. Illustrated travel-literature presented fictions of existence as eyewitness accounts of the miracles and oddities of creation—literary vehicles which transformed the unexplored and unknown into an inexorably globalized world through written and visual narrative (what is a visual narrative, anyway?).

The title of this seminar intentionally invokes misdirection. By the ninth century, Islamic astronomers and mathematicians had calculated the qibla (orientation) toward Mecca from all points of the globe. This virtuosos of cosmographic achievement was quickly adopted by graphic artists into a diagrammatic vision of unity where Muslims worldwide each day face the North Pole in prayer.

Our curatorial starting point will embrace the vision of those medieval designers of the qibla-compass—approach and examine from various directions the global circulation of metaphors for an unseen divine realm of souls created by artists, writers, and spiritualists of a vast and shifting Islamic world.

Our readings on how to express the inexpressible, or give tactile form to the intangible, and make the invisible visible, will include a poetic debate between birds about the nature of the soul written by a Baghdad druggist, arguments between humans and genies about their peaceful co-existence penned by anonymous encyclopedists from Zanján, Iran (the Ikhwān al-Ṣafā, "The Brethren of Purity"), fantasy and travel-literature, along with viewings of illumination in book arts and a full spectrum of media produced by artists of the Islamic world. All of these examples will complement our review of the concept of ‘the sublime’ from antiquity to the modern European world (e.g., Longinus, Kant, Hegel, Haeckel’s Kunstformen der Natur, and his Flüssige Kristallseelen, along with Bauhaus theories of elemental color and form). Underpinning our discussions throughout the seminar will be the question of what, if any, of the above could be meaningfully transformed into a curatorial installation. (The Arnheim Professor’s really real question to himself is whether the right objects exist for an exhibition called Genies, Demons, and Divas.)

Organisatorisches:
The Rudolf Arnheim Visiting Professor for Winter semester 2018-19 will be David Brafman, the Rare Books Curator at the Getty Research Institute in Los Angeles.
How does gender sound in music? In what ways do socially formed ideals of gender roles and behavior affect music performance and discourse? And what is the role of musical sound in shaping and negotiating gender identities? This seminar explores these questions by surveying key theoretical trends in the study of gender in musicology and introducing representative writings that address music’s relation to gender and sexuality, as well as their intersections with other facets of identity, such as race, ethnicity, nationality, age, class and religion. Reflecting the interdisciplinary nature of music research on gender, the seminar incorporates a variety of scholarly perspectives drawn from anthropology, performance studies, gender and feminist studies, and queer theory. These perspectives are contextualized within analyses of a wide range of musics and sounds from various historical periods and geographical areas, including traditional, Western art and popular music. Consideration is given to the significance of the human voice and musical instruments as markers of gender identity, the embodied and engendered experience of dance, and the gendered nature of musical production and technology. Discussion of the ways in which music can be symbolic of a society’s gender structure and ideology aims to demonstrate that musical expressions of gender are complex and dynamic, as they relate to a constellation of social, economic and political processes.

Literatur:

Prüfung:
Hausarbeit
In this seminar, we will discuss the epistemology, methodology, and challenges of ethnographic research. We will tackle, among others, the notion of the "field," the various methods one can employ in ethnographic research, the emotions of the fieldworker, multi-sited ethnography, digital ethnography, decolonizing methodologies, and some of the personal and practical challenges of doing ethnographic research. We will also delve into another integral aspect of ethnographic research that do not garner as much pedagogic attention: writing field notes and field diary. Inherent in these discussions are the politics of knowledge production and the ethics of research, which we will continuously reflect on throughout the semester. The seminar will be a combination of lectures, discussions, readings, and research exercises. At the end of the seminar, the students will have a clearer idea of what ethnographic fieldwork entails and how they can deal with the practical aspects of this approach as it applies to their specific research contexts, how important critical reflexivity and ethical research are, and how they can think through the epistemology, methodology, and challenges of ethnographic research in relation to their own potential research projects.
Introduction to South and Southeast Asian Studies - ÜWP (englisch)

2 SWS 2 LP VL Do 16-18 wöch. (1) V. Houben, M. Mann

1) findet vom 25.10.2018 bis 14.02.2019 statt

This lecture series, co-taught by two senior experts on South and Southeast Asia respectively, is the point of departure for the MA programme as a whole. It addresses the theory of a larger region, its specific characteristics, boundaries, internal dynamics and interrelations with other world regions set within a long-term historical perspective. It will be shown that South and Southeast Asia are no separate areas but have a hitherto largely ignored common history of transfer and exchange. The modern compartmentalisation of the broader region in the form of colonies and nation-states does not preclude intra-regional systematic comparison, from which new knowledge can be gained.

Literatur:

Prüfung:
Keine Prüfung/No examination.

Academics on the Move: Notions of Exile, Re-Migration and Translocal Solidarity (englisch)

2 SWS 6+4 LP FS Block+Sa N. Schneider

Bei dieser LV handelt sich um ein interdisziplinäres Forschungsseminar, das in Kooperation mit der FU Berlin (Prof. Carola Richter, Kommunikationswissenschaften) und dem Touro College (Prof. Özen Odag, Psychologie) durchgeführt wird. Es können maximal 15 M.A.-Studierende aus den beteiligten Masterstudiengängen teilnehmen, weswegen eine schriftliche Bewerbung für die Teilnahme erforderlich ist (Details werden ab Mitte April bekanntgegeben).


Modulabschlussprüfungen können nur für das Wintersemester 2018/19 angerechnet werden (Modul 3, M.A. Moderne Süd- und Südostasiastudien).


Bitte beachten Sie die weiterführenden Informationen und Hinweise zur Bewerbung für dieses Forschungsseminar ab Mitte April.

Organisatorisches:
Für diesen Kurs sind keine Einschreibungen mehr möglich, da er bereits im Juni begonnen hat.

Social Theatre for Awareness and Empowerment: Focus on Gender and Migrancy (englisch)

2 SWS 5+1+4 LP PSE Do 10-12 wöch. (1) I118, 410 P. Mforbe Chiangong

1) findet vom 25.10.2018 bis 14.02.2019 statt

The first part of this course will focus on a historical overview of social theatre in Africa. In the process of discussing social theatre on the continent, references will be made to such theatre as it is practised in different parts of the world. While theories of applied theatre, the umbrella term, will make up part of the course, interesting case studies across Africa and elsewhere will be discussed. Attention will be paid to the indigenous and community nature of this theatre and how it has been employed to discuss major concerns such as the rights of women, human rights, migration, the environment, etc. The second part of the seminar will be a workshop which will introduce students to the application of social theatre. To achieve this, a workshop on how gender relates to race, class, ethnicity and migration will be initiated with the course participants. The concept of problem-posing education and critical consciousness will be used to discuss gender as it is performed in non-western and Western communities. The practical session will include non-university participants who are in one way or the other related to migrancy. It will be important to attend the first session of the seminar, because the time and venue for rest of the course schedule may be flexible.

Global Studies Colloquium (englisch)

2 SWS 3 LP CO Mi 12-14 wöch. (1) I118, 315 T. Söyler

1) findet vom 24.10.2018 bis 13.02.2019 statt

Colloquium (Presentation and discussion held by students reporting on progress in the research and drafting of their final Master thesis)

Language planning in Southeast Asia: Ideologies and Identities (englisch)

2 SWS 6+4 LP FS Mo 14-16 wöch. J010, 303 H. Klöter
In general terms, an analysis of language planning is the attempt to find answers to the question "Who plans what for whom and how?" (Cooper, Robert L., 1989. Language planning and social change. Cambridge: Cambridge University Press, p. 31). In addition, if we want to understand the ideological foundations of language planning, we also need to ask "why?". In the first sessions of this seminar course, we will elaborate on these questions by discussing different theoretical frameworks of language planning and language policy (Haugen, Cooper, Spolsky, etc.). The remaining sessions will be devoted to case studies according to participants' own preferences. On the basis of published literature and own investigations, participants will apply the above-mentioned questions to one multilingual polity in Southeast Asia.

Note the the course will be taught in English if requested by at least one participant; otherwise it will be in German.

53 761 Immigration and Cinema: Exile, Aesthetics and Institutions (englisch)

Die enqurry fields of this course are
1. Role of dislocation in shaping cinematic expression
2. The role of institutions and platforms such as film festivals, funding organisations and archives in shaping and curating films by and about immigrants.
3. Identification of experiences such as (but not limited to) nostalgia, alienation and marginality as constitutive of the intercultural, immigrant subjectivity on film.

Multiple labels and categories, such as exilic cinema, diasporic cinema, accented cinema, intercultural cinema and following my own research, evacuee cinema, express the various modalities of migration with respect to cinema. Each of these encapsulate a specific relationship to cinema production and territorial location, which in turn shapes the questions we ask. What memories and truths emerge in intercultural cinema (Laura Marks), which might be elusive in diasporic communities? What do different genres such as reveal about an exilic subjectivity? What is exactly an interstitial mode of production? How does film policy and institutions of the host country influence narrative choices of displaced filmmakers? Who are the refugee filmmakers of Germany? These are just a few of research questions that Q-team "Immigration and Cinema" will work with.

53 860 Queering Death (englisch)

Death and entropy are perhaps the only certainties in an ever-changing, tumultuous world. Amid growing economic and ecological catastrophe across the globe, our confrontation with death – our own, and that of other people and things – is becoming more urgent than ever before. This QTutorial will welcome students from a variety of disciplines (across the social sciences, life sciences and humanities) to undertake independent research projects, which will be unified under the larger theme of "Queer Death Studies."

Queer Death Studies concerns itself with how death is weaponized within systems of racist, sexist, ableist and classist oppression, while seeking to destabilize – or to "queer" – the normative productions of knowledge around death and mourning. Students who research (neo)colonialism and genocide; legal or religious judgment (for instance, the death penalty); philosophical questions about death or dying; religious or nonreligious mourning rituals; biomedical and technological encounters with or scientific definitions of death; ecological perspectives on the death of animals or nature; queer theory and phenomena of mass death such as the AIDS crisis; what human or non-human material we consider to be "alive" or "dead;" or literary engagements with death will be encouraged to critically intervene in classical binaries of life and death and human and nonhuman subjects, and to confront death from an anti-discriminatory, "queer" perspective.

Participating students will design and carry out research projects over the course of the semester. The main question that we will seek to explore in the Q-Tutorial is: how might the themes of unknowability, indefinability, and indeterminacy – words that also inhere in the discourse surrounding death – that are paramount in queer theory influence our construction of Death Studies and our scholarly confrontation with death? What role does interdisciplinary thinking play in queer theory, in Death Studies and at the intersections of these two fields of study? Both BA and MA students are welcome in the Q-Tutorial; the only prerequisite for participation is an interest in questions of queer interdisciplinarity, the death of human or non-human individuals or populations, and an openness to modes of inquiry outside their main field of study. Students should be comfortable reading and discussing theoretical texts.

Literatur:
Wintersemester 2018/19

Grundbestimmungen des talmudischen Selbst. Im Seminar werden zentrale Stellen und Themen im Traktat gelesen und diskutiert.

rabbinischen Welt – und seinen Anderen, seinen Fremden. Die Züge und Vollzug dieses Verhältnisses zum Anderen sind selbst

Traktat Avoda Sara, wortwörtlich "Fremde Arbeit" bzw. "Fremder Dienst", handelt von der Beziehung zwischen der talmudischen,


Intersectional Feminist Methodologies and the Playful Art of Writing

Lykke, Nina, Anne Brewster, Kathy Davis, Redi Koobak, Sissel Lie, and Andrea Petö, eds. 2014.

Literatur:


60 151 Mit Fremden leben. Avodah Sarah (HS – H 572, MEd F, MRC-B1,V1c-mH) (englisch)


53 932 Resisting the Indelible Marks of Colonialism in Literature (englisch)

The aim of this course is to examine attempts made by African writers and intellectuals to overcome the malaise of colonial legacy. This course will revisit the idea of colonialism and will examine postcolonialism as a literary theory. The aspects of marginalization, corruption, and ethnicitization will also be addressed through the prisms of nationalism and nation building in order to understand the visions and objectives of the authors. Within the postcolonial theoretical framework of Partha Chatterjee and the ideas of other theorists such as Bill Ashcroft, Gareth Griffiths and Helen Tiffsins, Gayatri Spivak, Edward Said etc. this course will analyze literary texts from Africa with the motive of understanding how these texts are mediums of representations of how citizens in the nation belong to the position of either the privileged or oppressed based on their status or class in society. The course will look at hierarchical formations within the world of literature and how much power and agency is denied the oppressed in specific communities and the implication these have on postcolonial discourses.

53 940 "Bad Women" on film: (male) Othering and (feminist) deconstruction (englisch)

The course will dive into the social construction of femininity, widely accepted and normalized on film and by deconstructing it within methodological tool of CDA (Critical Discursive Analysis) uncover the layers of patriarchal ideology (ie. maleness, heteronormativity, whiteness, youth ...). By using film which is a carrier of different ideological agendas, but still a popular medium, approaching to students and engaging them into the deconstruction process can be easier. By teaching them to deconstruct the text, students will learn to recognize Othering which eventually leads to stereotyping, discrimination and exclusivity.

For every session, there will be a theoretical grounding about different types of "bad women" which will be followed by the viewing of film excerpts, deconstruction of the representation and group debate.

53 981 Writing Intersectionally - Intersektional Schreiben (englisch)

The notion of all knowledge as situated connects the broad spectrum of feminist academic practices. This insight has influenced feminist writers for decades, leading to a plethora of different writing styles and methodologies. In this tutorium we will engage with some of the many ways situated and embodied knowledge can influence and find expression in our own (academic) writing. By concentrating especially on the question of how to apply intersectional modes of analysis in our research, we will look into how writing and thinking are connected and how we can express the complexity of lived experiences through text.

Throughout the semester we will engage with questions such as:
How is what we know connected to how we write?
What can creative writing practices bring to our research?
Can we translate embodied knowledges into text?
Do our feelings and emotions belong in our research writing, and if yes, how?
What role could poetry, fiction and autobiography play in our (academic) writing?
Can our (academic) writing be a feminist tool?
How do the metaphors we employ in our writing influence the knowledge we gain and communicate?
How can we make our own writing more accessible, interesting and informative?
Because of the research-learning format of the tutorium, we will not only read and discuss texts on these topics, we will also try out different methods of writing, continually connecting research practice with epistemological discussion.

The primary language in the tutorium will be English, but participants are welcome to engage in the language they feel most comfortably in.

The tutorium is open for all students in all stages of their studies who are interested in feminist writing practices. As the tutorium will be especially focused on the participants own writing practices, everyone will be able to engage with the topics that interest them, as well as the space will be particularly fruitful for those already engaged in writing BA or MA thesis or other bigger writing projects.

Literatur:


60 151 Mit Fremden leben. Avodah Sarah (HS – H 572, MEd F, MRC-B1,V1c-mH) (englisch)

60 407 Thinking about God in "A World Come of Age", (H 643/645; BA[VT]ST; MEd A/E; MRC K1/B3a) (englisch)
2 SWS
SE Do 14-16 wöch. BU26, 113 C. Shaw, N. Slenczka

This course takes its title from a series of letters and papers that Dietrich Bonhoeffer composed while imprisoned in Berlin from 1943-1945. The theological questions posed by Bonhoeffer in these personal letters will set the tone for this course, as well as its overall aims. Specifically, those aims are to identify and to critically assess a variety of challenges that have been posed against religious thought and belief by the rapid development of secular culture and its rising influence in the modern, Western world. In doing so, this course will explore a wide range of political, social, and personal/existential ideas and provocations that theologians, philosophers, and religious thinkers have been made to confront in this "world come of age".

Literature:

60 513 Q-Kolleg "Religion and sustainable development. Interdisciplinary approaches to the study of an emerging research field." Joint Research Seminar with University of Pretoria (GS/HS–H 470, 490, 650, MRC–V3b, V3d, ÜWB 76) (englisch)
2 SWS
SE - Einzel (1) wöch. BU26, 113

Recently a new interdisciplinary research field on religion and sustainable development has emerged. Religion and sustainable development are related in a complex web of manifold entanglements. The seminar aims to study the contribution of religious communities to processes of sustainable development in two different contexts, Germany and South Africa. The seminar is a "Q-Kolleg", an interdisciplinary research seminar for advanced students. It is offered in collaboration with the Department of Practical Theology at University of Pretoria (UP), South Africa. Participants will conduct their own research projects. For this, they can either form a tandem with a UP student to work on a selected research question related to the research project "Potentials of Cooperation with African Initiated Churches for Sustainable Development" or work on a research question of their own choice and form a research partnership with a UP student, in which they mutually comment and discuss one another's research. The core of the course is a one-week seminar at UP from 27 to 31 January 2019, where the research project outlines or research results will be presented and discussed. Up to 7 students can receive travel subsidies through HU's Q-Kolleg programme.

Prüfung:
Nach den Erfordernissen der jeweiligen Prüfungsordnung möglich.

60 610 The Idea of Innovation (MRC- B3,V3a,V3b,V3d, MEd E) (englisch)
2 SWS
UE Do 19-21 wöch. BU26, 113 O. Dik

In 16th century Europe, a person accused of innovation could literally lose his head while today entrepreneurs are hailed as heroes. How did the idea of innovation evolve and take center stage for the modern social imagination? Moreover, how did it spread into all spheres of society; such as economics and management, politics and policymaking, religion, technology and media? In the following course we will seek to answer these central questions from historical, philosophical/theological and sociological perspectives. Finally, we will critically evaluate the current implications of this powerful idea upon politics, economics and religion.

Literatur:
Provisional bibliography:

Organisatorisches:
Requirements: I expect regular attendance, thorough preparation of texts for each session and active participation.
StO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Multivariate Statistical Analysis"
StO/PO MA 2016: 6 LP, Modul: "Multivariate Statistical Analysis"

Prüfung:
Written exam (90 min)

**701007  Statistics of Financial Markets I (englisch)**
4 SWS
VL  Mo  16-20 wöch.  (1)  SPA 1, 23  
W. Härdle,  
A. Melzer,  
N. Wesselhöfft

1) findet ab 22.10.2018 statt

Siehe http://lvb.wiwi.hu-berlin.de/Teaching_Moodle

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Statistics and Finance"
StO/PO MA 2016: 6 LP, Modul: "Statistics of Financial Markets"

Prüfung:
Oral exam

**701016  Statistical Programming Languages (englisch)**
2 SWS
SE  Fr  16-20 Block  (1)  SPA 1, 25  A. Petukhina
    Sa  10-14 Einzel (3)  SPA 1, 25  A. Petukhina
    Sa  10-16 Einzel (5)  SPA 1, 25  A. Petukhina

1) findet vom 08.10.2018 bis 10.10.2018 statt
2) findet am 12.10.2018 statt
3) findet am 13.10.2018 statt
4) findet am 19.01.2019 statt
5) findet am 26.01.2019 statt

A component of the seminar is an ungraded presentation.
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. The maximum number participants is 30 students. Participants will be selected randomly at the first lecture according the rules of HU ZSP.

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 (englisch)**
2 SWS
SE  Di  10-12 wöch.  SPA 1, 21a  P. Burdejova,  
E. Klochkov

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

**7010313  Digital Economy and Decision Analytics (englisch)**
3 SWS
SE  Mo  09-12 wöch.  (1)  SPA 1, 401  C. Chen,  
W. Härdle,  
E. Klochkov

1) findet ab 22.10.2018 statt
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, neuroeconomics and network analysis.

Max. participants: 20

Application: In the first session.

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:
Seminar paper (45.000 ZoL)

7010315 Mathematical Statistics/Economic Risk (englisch)
4 SWS
SE Mo 14-16 wöch. (1) SPA 1, 23 P. Burdejova
Mi 10-12 wöch. (2) P. Burdejova, V. Spokoiny

1) findet ab 22.10.2018 statt ; Economic Risk
2) findet ab 17.10.2018 statt ; Mathematical Statistics, Location: WIAS, Mohrenstr. 39

Siehe http://lvb.wiwi.hu-berlin.de/Teaching_Moodle
Max. participants: no limitation
Registration in the first meeting.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Statistical Seminars"
StO/PO MA 2016: 6 LP, Modul: "Statistical Seminars"
StO/PO MEMS 2016: 6 LP, Modul: "Statistical Seminars", Major: Quantitative Methods

Prüfung:
Oral exam

7010318 Seminar on Machine Learning (englisch)
2 SWS
SE Fr 12-14 Einzel (1) SPA 1, 21a N. Klein
Fr 12-18 wöch. (2) SPA 1, 21a N. Klein

1) findet am 19.10.2018 statt ; Preliminary discussion and topic assignment
2) findet vom 02.11.2018 bis 30.11.2018 statt

Target audience: Master and PhD students. Participants should be familiar with basic concepts of probability, multivariate calculus, linear algebra and computer programming.

Description: The aim of machine learning is to develop methods that are able to automatically detect pattern in data and to use these to predict future outcomes of interest. Hence, machine learning and statistics are closely related fields, yet differing in terminology and emphasis. This seminar aims to give an introduction to the field with basic concepts and algorithms as well as examples drawn from different application domains. Topics include, amongst others, classification, boosting, graphical models, approximate inference, neural networks and deep learning.

Data examples and code as part of the homework/report are welcome. Also, PhD students with related fields of research are welcome.

19.10.2018: Preliminary discussion and topic assignment
A component of the seminar is an ungraded presentation and discussion.
Organizational matters: Max. 20 participants.
Please register with Dr. Klein (n.klein@mbs.edu) until Oktober 1st, 2018.

Literatur:
Machine Learning: a Probabilistic Perspective, Kevin Murphy, 2012
The elements of statistical learning, Trevor Hastie, Robert Tibshirani and Jerome Friedman, Springer 2011
Information theory, inference and learning algorithms, David Mackay, CUP 2003

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
### 701032 Econometric Methods (englisch)

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<tr>
<td>2 SWS</td>
<td>UE</td>
<td>Do 14-16 wöch. (1)</td>
<td>SPA 1, 202</td>
<td>N.N.</td>
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<td>UE</td>
<td>Fr 12-14 wöch. (2)</td>
<td>SPA 1, 22</td>
<td>M. Valente</td>
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1) findet ab 18.10.2018 statt  
2) findet ab 19.10.2018 statt

Estimation and testing in the general linear model, generalized least squares estimation, asymptotic theory, maximum likelihood estimation and likelihood based testing, nonlinear regression models, instrumental variable estimation, (generalized) method of moments.

### Literature:

### Prüfung:
Written exam (150 min)

### 701038 Econometric Projects (englisch)

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<tr>
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<td>Di 18-20 Einzel (1)</td>
<td>SPA 1, 25</td>
<td>B. Fitzenberger</td>
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<td>SPA 1, 112</td>
<td>B. Fitzenberger</td>
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<td>SPA 1, 112</td>
<td>B. Fitzenberger</td>
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<td>Do 14-20 Einzel (4)</td>
<td>SPA 1, 112</td>
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<td>Fr 08-18 Einzel (6)</td>
<td>SPA 1, 112</td>
<td>B. Fitzenberger</td>
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1) findet am 23.10.2018 statt  
2) findet am 17.10.2018 statt  
3) findet am 29.11.2018 statt  
4) findet am 24.01.2019 statt  
5) findet am 31.01.2019 statt  
6) findet am 25.01.2019 statt

Students conduct their own empirical studies, present their results and write a seminar paper to successfully complete this project seminar. A component of the seminar is an ungraded presentation.

Max. number of participants: 20  
Interested students are asked to attend the first session.  
Students who have already attended a seminar with the same number are not allowed to attend it again this semester, independent of the specified content.

Justification for the block course: All students should have the same time to prepare the empirical analysis. Please check the homepage of the chair of econometrics for the list of seminar topics before the organizational meeting on 17 October 2018.

### 701044 Applied Econometrics (englisch)

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<td>3 SWS</td>
<td>VL</td>
<td>Mo 14-16 wöch. (1)</td>
<td>SPA 1, 220</td>
<td>B. Droge</td>
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<td>Do 10-12 14tgl./1 (2)</td>
<td>SPA 1, 203</td>
<td>B. Droge</td>
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</table>

1) findet vom 22.10.2018 bis 11.02.2019 statt  
2) findet vom 18.10.2018 bis 07.02.2019 statt
The course introduces econometric methods for analyzing cross-sectional data, panel data and time series data and discusses their applicability in practice. The following topics are covered: extensions and applications of the linear model; instrumental variable estimation; binary response models; truncated and censored regression, static panel data models; specification, estimation, validation and forecasting of autoregressive models. The application of these methods is explained and illustrated by means of empirical examples.


Literatur:

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Angewandte Ökonometrie"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Angewandte Ökonometrie"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Applied Econometrics"
StO/PO MA 2016: 6 LP, Modul: "Applied Econometrics"

Prüfung:
Klausur (90 min)

The lecture will cover the most important aspects of the European economic development from the turn of the 19th century to the outbreak of the First World War. Topics include the Industrial Revolution, population growth and migration, international trade, the Gold Standard, as well as the economics of nationalism, colonialism and war. In the tutorial, we will discuss key texts and important concepts.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Economic History"
StO/PO MA 2016: 6 LP, Modul: "European Economic History I"
StO/PO MEMS 2016: 6 LP, Modul: "European Economic History I", Major: Macroeconomics

Prüfung:
Written exam (90 min)

The seminar “History of Economic Thought in the 20th century” has the focus on the work of economists and mathematicians, who were awarded with the Nobel Prize in Economics, i. e. the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel. We will study some economic theories from a historical perspective by investigating significant publications of some of the 76 Laureates between 1969 and 2015. Furthermore, the development of mathematical and statistical methods which became important tools will be discussed. Active participation is desired; the seminar is for students who are interested in history of economics and mathematical economics.

First, we will sketch the background of the history of economics in general until the present. Second, we will investigate the history of the Nobel Foundation, its Prizes, and the establishment of the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel. Between 1969 and 2015 the Prize has been awarded 47 times to 76 Laureates from different countries and various special fields. Third, we want to study some work of these scholars which contributed to economic thought, by developing either economic theories or special methods for a better understanding of micro- and macroeconomics or using mathematical methods and tools. The exceptional role of mathematics, the close connections between economic theories and mathematical methods and the limits of mathematics will be studied and discussed too. The aim of the seminar is to study classical papers on economics and to analyse them from a historical perspective.
A component of the seminar is an ungraded presentation.
Max. participants: 25
Application deadline: 01.09.2018 - 22.09.2018 via Email to vogt@mpiwg-berlin.mpg.de

Literatur:
Literature will be given at the beginning of the seminar.

Organisatorisches:
StO BA BWL und VWL 2010: 6 LP, Modul: "Themen der europäischen Wirtschaftsgeschichte"
StO BA BWL und VWL 2016: 6 LP, Modul: "From Paul A. Samuelson to Elinor Ostrom - History of Economic Thought in the 20th Century"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Economic History"
StO/PO MA 2016: 6 LP, Modul: "From Paul A. Samuelson to Elinor Ostrom - History of Economic Thought in the 20th Century"
StO/PO MEMS 2016: 6 LP, Modul: "From Paul A. Samuelson to Elinor Ostrom - History of Economic Thought in the 20th Century", Major: Macroeconomics

Prüfung:
Term paper

701133 Master Thesis Seminar Financial Economics (englisch)
4 SWS
SE 10-14 wöch. (1) DOR 1, 005 A. Stomper

Part of the seminar are two ungraded presentations.
Max. number of participants: 20
Registration: in the first and second lesson

Organisatorisches:

Prüfung:
Term paper

701135 Advanced Financial Economics: Corporate Finance (PhD-Level) (englisch)
2 SWS
SE 14-16 wöch. DOR 1, 005 M. Bruche

Upon completion of the course, students will be familiar with arguments and approaches in modern corporate finance theory, will be able to apply these in their own research, and will be able to critically evaluate current research in this area.
A component of the Seminar is an ungraded presentation and 2 - 3 assignments.
Registration will take place in the first meeting. No participation limit.

Literatur:
There is no single textbook. We will use selected parts of Jean Tirole, "The Theory of Corporate Finance," as well as current and classic papers.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Financial Economics"
StO/PO MA 2016: 6 LP, Modul: "Advanced Financial Economics - Corporate Finance"

Prüfung:
Term paper

701138 Behavioral Finance and Asset Pricing (englisch)
4 SWS
VL/UE 08:30-12:00 wöch. SPA 1, 21b M. Kasch

This course introduces the students to the behavioral finance view on asset pricing. The first part of the course takes a historical perspective on development of securities markets. The second part focuses on the efficient market hypothesis which is the basis for the traditional "rational" view on asset pricing. The third and fourth parts focus on theoretical and empirical challenges facing the efficient markets hypothesis and consider the alternative "behavioral" interpretations of the pricing of securities. The specific topics include noise trading, investor sentiment, limits to arbitrage, overreaction and underreaction to news, excess volatility, return predictability, market booms and busts, institutional trends in market development. A component of the course is an ungraded 15-20 minutes presentation by the students.

A component of the course is an ungraded 15-20 minutes presentation by the students.
Prerequisite: Grundlagen der Finanzwirtschaft I & II (Investition und Finanzierung + Investmentanalyse und Portfoliomanagement)

Literatur:

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Financial Economics"
This course is based on a series of lectures regarding the functions of financial markets in society. We will start with some lectures regarding the history of financial markets. Then, we will turn to a non-technical introduction to modern finance theory. Based on a solid understanding of the theory, students will be able to interpret information revealed by financial markets and to recognize common abuses of such information in policy-making. The last part of the course concerns the interaction between finance and politics, i.e. how legislation and regulation directly influence the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes.

Students will participate in economic experiments that are supposed to illustrate the fragility of financial markets. Besides participating in the experiments, students will also learn to prepare experiments, to guide participants who are not economists, and to lead discussions regarding financial markets.

A component of the exercise is an ungraded presentation (20 min) and discussion.

Literatur:

Prüfung:
Written exam (60 min)
The course first builds a fundamental understanding of how Bitcoin and blockchain-based protocols function. Then, the cross-section of crypto-currencies are studied from a financial-economics perspective: prices, risks and returns, portfolio allocation, and market micro-structure including liquidity and resiliency. Next, we investigate the macro perspective: are cryptos money? What is their relation to monetary policy, and what is known about central-bank digital currency (CBDC)? Finally, we discuss recent developments in the context of smart contracts and decentralised autonomous organisations (DAOs).

Max. participants: 20, registration in the first lesson.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Financial 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

701143 Seminar Empirical Research in Finance (englisch)
2 SWS
SE Fr 08-10 wöch. (1) SPA 1, 21a B. Mariano
1) Am 08.02.2019 findet das SE in der Dorotheenstr. 1, Raum 005 statt.

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. 20 participants, Registration in the 1st and 2nd lesson.

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:
Term paper

701144 Financial Derivatives (englisch)
2 SWS
VL Mi 08-10 wöch. SPA 1, 125 M. Bruche

701144 Financial Derivatives (englisch)
2 SWS
UE Mi 10-12 wöch. SPA 1, 125 M. Bruche
UE Di 12-14 wöch. (1) SPA 1, 125 J. Radwanski
1) findet ab 23.10.2018 statt

Financial derivatives are a key part of modern finance. This course provides a discussion of how they are structured, priced, and used to transfer risks in financial markets.

Upon completion of the module, students will be familiar with how standard financial derivatives such as futures, forwards, and options are structured and how they are used in risk management. They will be able to apply standard pricing methods such as the binomial model and the Black-Scholes model, but will also develop a critical understanding of the derivatives business and its role in financial markets and society.

Topics: Payoffs and structure of futures, forwards options. Use of futures, forwards, and options in hedging. Binomial model, the Black-Scholes Model. The role of the derivatives business. Exercises in topics of Derivatives

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Financial Economics"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Financial Derivatives"
StO/PO MA 2005 - 2010: 6 LP, Modul: "Financial Economics"
StO/PO MA 2016: 6 LP, Modul: "Financial Derivatives"
StO/PO MEMS 2016: 6 LP, Modul: "Financial Derivatives", Major: Accounting and Finance

Prüfung:
Written exam (90 min)

**70 600  Finance Theory (englisch)**
2 SWS
VL  Do  16-18  wöch.  SPA 1, 220  A. Stomper

**70 600  Finance Theory (englisch)**
2 SWS
UE  Mi  14-16  wöch. (1)  SPA 1, 22  B. Mariano
UE  Do  08-10  wöch. (2)  SPA 1, 125  B. Mariano
1) findet ab 24.10.2018 statt
2) findet ab 25.10.2018 statt

Capital budgeting, portfolio selection, asset pricing models, derivatives, efficient-market hypothesis, valuation, corporate financial management.

Please note: Students that have successfully completed the courses 70614 "Corporate Finance" and/or "701134 Introduction to Financial Economics", cannot take part in the course 70600 "Finance Theory".

Literatur:
J. Berk, P. DeMarzo: Corporate Finance

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "General Management" oder "Finance Theory"
StO/PO MA 2016: 6 LP, Modul: "Finance Theory"

Prüfung:
Written exam (90 min)

**70600Ü  Finance Theory (englisch)**
2 SWS
UE  Mi  14-16  wöch. (1)  SPA 1, 22  B. Mariano
UE  Do  08-10  wöch. (2)  SPA 1, 125  B. Mariano
1) findet ab 24.10.2018 statt
2) findet ab 25.10.2018 statt

Capital budgeting, portfolio selection, asset pricing models, derivatives, efficient-market hypothesis, valuation, corporate financial management.

Literatur:
J. Berk, P. DeMarzo: Corporate Finance

Prüfung:
Klausur (90 min) oder Teilnahmeschein, siehe Regelungen auf https://www.wiwi.hu-berlin.de/de/studium/sb/studium/ueberfachlicher-wahlpflichtbereich

**70600Ü  Finance Theory (englisch)**
2 SWS
VL  Do  16-18  wöch.  SPA 1, 220  A. Stomper

**70 601  Organization and Management (englisch)**
2 SWS
UE  Mi  14-16  wöch. (1)  SPA 1, 23  L. Heursen,  C. v. Negenborn
UE  Fr  14-16  wöch. (2)  SPA 1, 220  L. Heursen,  C. v. Negenborn
UE  Mo  12-14  wöch. (3)  SPA 1, 220  L. Heursen,  C. v. Negenborn
1) findet ab 24.10.2018 statt
2) findet ab 26.10.2018 statt
3) findet ab 29.10.2018 statt

Students get familiar with fundamental incentive and coordination problems in organizations. They learn how to identify and discuss these problems based on concepts from new institutional economics.

Topics: boundaries and structure of the firm, incentive contracts, ownership and property rights

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "General Management" oder "Field of Specialization Management" oder "Management"
StO/PO MA 2016: 6 LP, Modul: "Organization and Management"

Prüfung:
Written exam (90 min)
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<tr>
<th>Code</th>
<th>Course Title</th>
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<th>Type</th>
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<th>Location</th>
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<tr>
<td>70 601</td>
<td>Organization and Management (englisch)</td>
<td>2</td>
<td>VL</td>
<td>Di</td>
<td>14-16</td>
<td>SPA 1, 202</td>
<td>A. Schöttner</td>
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<tr>
<td>70601Ü</td>
<td>Organization and Management (englisch)</td>
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<td>UE</td>
<td>Mi</td>
<td>14-16</td>
<td>SPA 1, 23</td>
<td>L. Heursen, C. v. Negenborn</td>
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<td>L. Heursen, C. v. Negenborn</td>
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<td>12-14</td>
<td>SPA 1, 220</td>
<td>L. Heursen, C. v. Negenborn</td>
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Students get familiar with fundamental incentive and coordination problems in organizations. They learn how to identify and discuss these problems based on concepts from new institutional economics.

**Topics:** boundaries and structure of the firm, incentive contracts, ownership and property rights

**Prüfung:**
Klausur (90 min) oder Teilnahmeschein, siehe Regelungen auf https://www.wiwi.hu-berlin.de/de/studium/sb/studium/ueberfachlicher-wahlpflichtbereich

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<th>Credits</th>
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<th>Instructor(s)</th>
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<tr>
<td>70 617</td>
<td>Financial Accounting and Analysis (englisch)</td>
<td>2</td>
<td>UE</td>
<td>Do</td>
<td>10-12</td>
<td>SPA 1, 202</td>
<td>J. Brendel</td>
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</tbody>
</table>

The goal of the course is to present students the basics of financial accounting and financial statement analysis. The course comprises three main parts. The first part deals with the fundamentals and institutions of financial accounting. The second part focuses on specific accounting rules under International Financial Reporting Standards (IFRS). The third part covers topics related to financial statement analysis.

Students that have already passed the exam 70616 "Financial Statement Analysis" can not register for the exam 70617 "Financial Accounting and Analysis".

Students that have passed the exam 70606 "Introduction to Financial Accounting" can register for the exam 70617 "Financial Accounting and Analysis".

**Literatur:**

**Organisatorisches:**
StO/PO MA 2005 - 2010: 6 LP, Modul: "General Management" oder "Field of Specialization Accounting" oder "Accounting Courses"
StO/PO MA 2016: 6 LP, Modul: "Financial Accounting and Analysis"

**Prüfung:**
Written exam (120 min)

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<th>Code</th>
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<th>Location</th>
<th>Instructor(s)</th>
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<tr>
<td>70 617</td>
<td>Financial Accounting and Analysis (englisch)</td>
<td>2</td>
<td>VL</td>
<td>Mi</td>
<td>08:30-10:00</td>
<td>SPA 1, 202</td>
<td>U. Brüggemann</td>
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<tr>
<td>70617Ü</td>
<td>Financial Accounting and Analysis (englisch)</td>
<td>2</td>
<td>VL</td>
<td>Mi</td>
<td>08:30-10:00</td>
<td>SPA 1, 202</td>
<td>U. Brüggemann</td>
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The goal of the course is to present students the basics of financial accounting and financial statement analysis. The course comprises three main parts. The first part deals with the fundamentals and institutions of financial accounting. The second part focuses on specific accounting rules under International Financial Reporting Standards (IFRS). The third part covers topics related to financial statement analysis.

**Literatur:**

Prüfung:
Klausur (90 min) oder Teilnahmeschein, siehe Regelungen auf https://www.wiwi.hu-berlin.de/de/studium/sb/studium/ueberfachlicher-wahlpflichtbereich

70 632 Entrepreneurial and Behavioral Decision Making (englisch)
2 SWS
VL Di 10-12 wöch. SPA 1, 125 C. Schade

70 632 Entrepreneurial and Behavioral Decision Making (englisch)
2 SWS
UE Mi 12-14 wöch. (1) SPA 1, 26 M. Sachse, S. Telker
UE Mi 14-16 wöch. (2) SPA 1, 26 M. Sachse, S. Telker
UE Do 14-16 wöch. (3) SPA 1, 26 M. Sachse, S. Telker
UE Do 12-14 wöch. (4) SPA 1, 26 M. Sachse, S. Telker
UE Mi 14-16 wöch. (5) SPA 1, 203 M. Sachse, S. Telker
UE Do 12-14 wöch. (6) SPA 1, 203 M. Sachse, S. Telker

1) findet vom 17.10.2018 bis 24.10.2018 statt
2) findet vom 17.10.2018 bis 24.10.2018 statt
3) findet vom 18.10.2018 bis 25.10.2018 statt
4) findet vom 18.10.2018 bis 25.10.2018 statt
5) findet ab 31.10.2018 statt
6) findet ab 01.11.2018 statt

The students know normative and descriptive approaches of decision and game theory and their applications in order to better understand how entrepreneurial and other decisions are made.

Being confronted with classroom experiments, students also learn about their own decision tendencies.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Entrepreneurship and Innovation" oder "Entrepreneurship and Innovation"
StO/PO MA 2016: 6 LP, Modul: "Entrepreneurial and Behavioral Decision Making"
StO/PO MA 2016: 6 LP, Modul: "Entrepreneurial and Behavioral Decision Making", Major: Quantitative Management Science

Prüfung:
Written exam (90 min)

70 638 Seminar Innovative Entrepreneurship (englisch)
2 SWS
SE Mo 14-16 wöch. SPA 1, 21b C. Schade

This course equips students with a deeper knowledge of selected aspects of the field of economics of entrepreneurship (i.e. this might cover the personality of the entrepreneur, gender aspects of entrepreneurship, macro- or microeconomic aspects of entrepreneurship). Students understand the fundamental requirements of working scientifically. Thereby, they have acquired the following basic skills: to conduct a scientific literature search, to write a scientific seminar paper, to critically evaluate and discuss their research with the audience. A component of the seminar is an ungraded presentation and discussion.

Max. number of participants: 20

Please register via the registration form on the website of the Chair of Entrepreneurial and Behavioral Decision Making by 15 September 2018.

Organisatorisches:
StO/PO BA BWL und VWL 2010: 6 LP, Modul: "Entrepreneurship"
StO/PO BA BWL und VWL 2016: 6 LP, Modul: "Innovative Entrepreneurship"

Prüfung:
Term paper

70 646 Seminar on Entrepreneurship and Innovation Theory (englisch)
2 SWS
SE Di 14-16 Einzel (1) SPA 1, 112 C. Schade
- Block+SaSo (2) C. Schade

1) findet am 23.10.2018 statt
2) findet vom 31.01.2019 bis 03.02.2019 statt

This course is traditionally held in the form of a 4-day seminar trip where the participants present their seminar papers on selected topics in front of the entire group. This ensures a more focused working atmosphere, leading to best possible results.
No. of participants: max. 20
Registration deadline: Registration document can be downloaded from website of the chair (ebdm.wiwi.hu-berlin.de) and must be handed in personally or via email to entre@wiwi.hu-berlin.de by September 30, 2018. If more than 20 applications are received, participants will be selected randomly by a lottery draw.
The seminar covers various fields from the institute's research. Students write seminar papers on selected topics. Often, the seminar paper involves the design and implementation of a small experiment and/or the analysis of statistical data. See also announcement on the institutes website. Seminar participation is a requirement if you want to write a master thesis at our institute. Part of the Seminar: Ungraded presentation and discussion.

Literatur:
Will be announced in preparatory session.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Master Seminar on Entrepreneurship and Innovation"
StO/PO MA 2016: 6 LP, Modul: "Master Seminar on Entrepreneurship and Innovation"

Prüfung:
Term paper

706819  Incentives in Organizations (englisch)
4 SWS 4 SWS
VL/UE VL/UE
Mi Mi 10-14 10-14 wöch. wöch. SPA 1, 21a SPA 1, 21a A. Schöttner

Students get familiar with advanced problems of coordination and incentive provision within and between firms. They learn how to identify and discuss these problems based on concepts from organizational economics and contract theory.
Topics: incentive and coordination problems within and between firms: adverse selection, team problems, relational contracts, relative performance evaluation
Part of the course is an ungraded presentation.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Management" oder "Management"
StO/PO MA 2016: 6 LP, Modul: "Incentives in Organizations"
StO/PO MEMS 2016: 6 LP, Modul: "Incentives in Organizations", Major: Quantitative Management Science

Prüfung:
Written exam (60 min)

70 701  Seminar Marketing (englisch)
4 SWS 4 SWS
SE SE
Mi Mi 08-12 08-12 wöch. wöch. SPA 1, 21b SPA 1, 21b D. Guhl, N. Yegoryan

This seminar discusses recent topics in marketing science and digitalization. Students learn how marketing science can help to solve problems in digital marketing.
Successful completion of the course "Advanced Marketing Modeling" or "Customer Analytics and Customer Insights" is mandatory.
The maximum number of participants is 20. To apply for this seminar, students must register (starting October 1 until October 12, 2018) for the course by sending an email to daniel.guhl@hu-berlin.de.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Marketing" oder "Marketing"
StO/PO MA 2016: 6 LP, Modul: "Seminar Marketing"
StO/PO MEMS 2016: 6 LP, Modul: "Seminar Marketing", Major: Quantitative Management Science

Prüfung:
Term paper

70 710  Customer Analytics and Customer Insights (englisch)
4 SWS 4 SWS
VL/UE VL/UE
Mi Mi 12-14 12-14 wöch. wöch. SPA 1, 22 SPA 1, 22 D. Klapper
Do Do 12-14 12-14 wöch. wöch. SPA 1, 22 SPA 1, 22 D. Klapper

Marketing is about offering customers products that provide more value than competitors' products. Firms must constantly focus on gaining and sustaining competitive advantages. Therefore, marketing has to ensure that firms develop and market superior products in the mind of consumers. Because consumer preferences for product offerings continuously change or evolve over time firms have to engage in an ongoing process of delivering superior products to their customers or new customer groups. In this class we will study core concepts and methods to gain better understanding of the firm's actual and potential customers. For that reason, we focus on methods to better understand customers and their preferences. We will learn how to estimate customer preferences for product characteristics of established and new products. A large part of the class work will therefore focus on econometric and statistical tools to support firms in their marketing decisions. We use the software R, and the empirical modeling with R follows closely the book by Chapman and McDonnell Feit from 2015.
Detailed information is given in the syllabus (see homepage of the Institute of Marketing).
Obligatory are 4 non-graded written special work performances.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Marketing" oder "Marketing"
StO/PO MA 2016: 6 LP, Modul: "Customer Analytics and Customer Insights"
In the seminar, we will discuss recent developments in algorithmic game theory. Algorithmic game theory is a young and dynamic field in the intersection of economics, operations research, and computer science that is concerned with the computation of good solution that can be implemented in a distributed setting where agents act selfishly. Examples include the analysis and improvement of traffic, the computation of equilibria, voting rules that cannot be manipulated, auction design, and ad auctions to allocate ad slots in a sponsored search setting.

A component of the Seminar is an ungraded term paper.

Admission: September 1 - October 15, 2018 via mail to max.klimm@hu-berlin.de, maximal admission of 20 students

Literatur:
The seminar will be based on individual chapters of the textbook "Algorithmic Game Theory" edited by N. Nisan, T. Roughgarden, E. Tardos and V. Vazirani (Cambridge University Press, 2007).

Organisatorisches:
StO/PO MA 2016: 6 LP, Modul: "Master Research Seminar Operations Research"

Prüfung:
Presentation (to defend the term paper)

The course analyses market competition when there is strategic interaction between actors: competitors, suppliers and customers. Markets are considered in a broad sense, ranging from production markets to procurement auctions. The course covers topics in Industrial Organization including topics relevant for the analysis of price and welfare and provides analytical tools used in applied work through actual examples and cases.

The course is designed for master students with an interest in strategic consultancy, positions in strategic management, or academic research. Introductory level calculus and microeconomics are recommended but not essential.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Analysis of Competition"
StO/PO MA 2016: 6 LP, Modul: "Analysis of Competition"
StO/PO MEMS 2016: 6 LP, Modul: "Analysis of Competition", Major: Quantitative Management Science

Prüfung:
Written exam (60 min)

Component of the seminar: group assignments (ungraded).
Registration for the seminar via email to Sandra Cacciarru (cacciars@hu-berlin.de) till 15.10.2018.
No max. number of participants.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Market Power in Gas Networks"
StO/PO MA 2016: 6 LP, Modul: "Market Power in Gas Networks"
StO/PO MEMS: 6 LP, Modul: "Market Power in Gas Networks", Major: Quantitative Management Science

Prüfung:
Presentation

Component of the seminar: group assignments (ungraded).
Registration for the seminar via email to Sandra Cacciarru (cacciars@hu-berlin.de) till 15.10.2018.
No max. number of participants.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Project Seminar: Topics in Energy Markets"
StO/PO MA 2016: 6 LP, Modul: "Project Seminar: Topics in Energy Markets"

Prüfung:
Presentation

70 777  Seminar Information Systems (englisch)
2 SWS  SE  Do  14-16  wöch.  SPA 1, 22  J. Haupt, S. Lessmann, A. Zharova

Part of the seminar: Ungraded presentation of the term paper and discussion.
Further details on our web page: https://www.wiwi.hu-berlin.de/de/professuren/quantitativ/wi/lehre/mwi
Participation limit: 24
Audience: master students in the 3rd semester (not suitable for students in the 1st semester)
Registration for the seminar takes place online via AGNES from July 1st to October 11th, 2018.
Selection procedure: Students who claim a case of hardship in accordance with §90 (1) ZSP HU (medical, social, disability-related, or family-related reasons) receive preferential treatment. Please send the documents that prove the case of hardship to Anna-Lena Bujarek (bujarek@wiwi.hu-berlin.de) prior to the end of the registration period. The selection for the remaining spots will be determined by draw.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization "Information Systems" oder "Advanced Information Systems I"
StO/PO MA 2016: 6 LP, Modul: "Seminar Information Systems"

Prüfung:
Term paper

707917  IT Security and Privacy (englisch)
4 SWS  VL/SE  Do  12-14  wöch.  SPA 1, 23  B. Fabian
Do  16-18  wöch.  SPA 1, 23  B. Fabian

This lecture presents an introduction to Security Engineering, Security Management, and Privacy Engineering. The integrated exercises will provide a deeper and practical understanding of the topics discussed in the lecture. The main topics are:

Security Engineering:
- Cryptographic Building Blocks, Cryptanalysis
- Network Security (e.g. Security Protocols, VPN, Firewalls, Intrusion Detection)
- Host-based Security (e.g. Malware, Trusted Computing)
- Case Studies in Security Engineering

Security Management:
- Security Management Standards (e.g., ISO, Cobit)
- Requirements and Risk Analysis

Privacy:
- Economics of Security and Privacy
- Legal Aspects of Privacy: Terror, Justice, and Freedom
- Privacy-Enhancing Technologies
- Privacy on the Web

This seminar offers students the possibility to work on interesting topics in the area of "Security and Privacy". Students are required to use at least one research method in their seminar paper and present their progress at mid-term and final presentations. Presentations are ungraded.
Max. participants: 20
Registration: Participants have to sign a specific form in the second week of the seminar.

Literatur:
Selected articles (course reader).

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Field of Specialization Information Systems" oder "IT Security and Privacy"
StO/PO MA 2016: 6 LP, Modul: "IT Security and Privacy"
StO/PO MEMS 2016: 6 LP, Modul: "IT Security and Privacy", Major: Quantitative Management Science

Prüfung:
Term paper

707922  Business Analytics and Data Science (englisch)
2 SWS  UE  Mi  12-14  wöch.  SPA 1, 25  A. Zharova
UE  Mi  16-18  wöch.  SPA 1, 25  J. Haupt

Further details on our web page: https://www.wiwi.hu-berlin.de/de/professuren/quantitativ/wi/lehre/mwi

Organisatorisches:
STO/PO MA 2005 - 2010: 6 LP, Modul: "General Management" oder "Field of Specialization "Information Systems" oder "Advanced Information Systems I"


STO/PO MA 2016: 6 LP, Modul: "Business Analytics and Data Science"

Prüfung:
Practical assignment: Solve real-world modeling problem and document solution in a term paper (approx. 20.000 ZoL)

707922 Business Analytics and Data Science (englisch)
2 SWS
VL Mi 10-12 wöch. SPA 1, 201 S. Lessmann

70 800 Master's Thesis Seminar Accounting (englisch)
2 SWS
SE Fr 10:30-12:00 wöch. (1) DOR 1, 005 U. Brüggemann
1) findet ab 19.10.2018 statt

The main objective of the seminar is to support each participant in developing a research project that is suitable for a Master’s thesis at the Institute of Accounting and Auditing. Note that only those students who successfully completed this seminar are eligible to write a Master’s 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).

Prerequisites: Seminar participants are expected to have a sound understanding of accounting, corporate finance and econometrics.

Application period: 1 July to 15 July 2018, noon

Organisatorisches:
STO/PO MA 2005 - 2010: 6 LP, Modul: "Field pf Specialization Accounting" oder "Master Thesis Seminar Accounting"
STO/PO MA 2016: 6 LP, Modul: "Master's Thesis Seminar Accounting"

Prüfung:
Research proposal

708006 Financial Accounting Research Group (englisch)
2 SWS
SE - Einzel U. Brüggemann

The objective of the "Financial Accounting Research Group" (FARG) is to introduce select students to current research in financial accounting. Participants of the FARG will learn the necessary skills to understand conceptual underpinnings and common empirical design choices in this area of research.

The FARG is organized around the Finance-Accounting Research Seminar that provides a forum for invited guest speakers to present current research papers. Participants of the FARG are welcome to attend the accounting talks of this seminar and expected to join internal discussion meetings of our institute in preparation of these talks. There are usually three accounting talks and three preparatory discussion meetings per semester. For details on the schedules of current and past semesters, please see here: https://www.wiwi.hu-berlin.de/de/professuren/bwl/cofi/seminars/finance-accounting-seminar

Master students can obtain 6 ECTS by (i) participating in the FARG for at least two semesters and (ii) writing three reviews (or two reviews and a discussion protocol) on papers that are presented by our guest speakers. Bachelor students cannot obtain ECTS through the FARG, but they are very welcome to join our talks and discussion meetings for inspiration. Students who participated in the FARG for at least two semesters will receive a certificate that confirms their participation.

Enrolment into the FARG is possible at the beginning of each semester. Details on the application procedure will be announced in early April (summer term) and early October (winter term) via the website of our institute. The language of the seminar is English. The number of participants is limited to 20 students. We will base our choice of suitable students on § 90 ZSP-HU.

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)

70 803 Introduction to Advanced Microeconomic Analysis (englisch)
2 SWS
VL Mi 12-14 Einzel (1) SPA 1, 220 S. Schweighofer-Kodritsch
Mo 08:30-10:00 wöch. (2) SPA 1, 220 S. Schweighofer-Kodritsch
1) findet am 17.10.2018 statt
2) findet ab 22.10.2018 statt
70 803  
**Introduction to Advanced Microeconomic Analysis (englisch)**

<table>
<thead>
<tr>
<th>2 SWS</th>
<th>Mi</th>
<th>12-14 wöch. (1)</th>
<th>SPA 1, 220</th>
<th>T. Li</th>
</tr>
</thead>
<tbody>
<tr>
<td>UE</td>
<td>Fr</td>
<td>16-18 wöch. (2)</td>
<td>SPA 1, 220</td>
<td>T. Li</td>
</tr>
</tbody>
</table>

1) findet ab 24.10.2018 statt
2) findet ab 26.10.2018 statt

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Advanced Microeconomics"
StO/PO MA 2016: 6 LP, Modul: "Introduction to Advanced Microeconomic Analysis"

Prüfung:
Written exam (90 min)

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70803Ü  
**Introduction to Advanced Microeconomic Analysis (englisch)**

<table>
<thead>
<tr>
<th>2 SWS</th>
<th>Mi</th>
<th>12-14 wöch. (1)</th>
<th>SPA 1, 220</th>
<th>T. Li</th>
</tr>
</thead>
<tbody>
<tr>
<td>UE</td>
<td>Fr</td>
<td>16-18 wöch. (2)</td>
<td>SPA 1, 220</td>
<td>T. Li</td>
</tr>
</tbody>
</table>

1) findet ab 24.10.2018 statt
2) findet ab 26.10.2018 statt

Prüfung:
Klausur (90 min) oder Teilnahmeschein, siehe Regelungen auf https://www.wiwi.hu-berlin.de/de/studium/sb/studium/ueberfachlicher-wahlpflichtbereich

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70 831  
**Economic Growth (englisch)**

<table>
<thead>
<tr>
<th>4 SWS</th>
<th>Do</th>
<th>08-12 wöch.</th>
<th>SPA 1, 23</th>
<th>F. Schwark</th>
</tr>
</thead>
</table>

This lecture gives an overview of basic and advanced theoretical models of economic growth. We focus on questions like: Can we assume that all countries will grow at the same rate in the long run? What are the drivers for long-run growth? What are the challenges to modelling growth dynamics? Topics include the following: Economic convergence of countries, the Solow-Swan model, the Ramsey model, one- and two-sector models of endogenous growth, a model with expanding varieties, the Schumpeterian model of growth, diffusion of technology, and growth accounting.

At the end of the lecture, students are able to understand and apply exogenous and endogenous economic growth models for further research analysis. The problem sets are additional mathematical examples to give students a better understanding of the lecture.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Economic Growth"
StO/PO MA 2016: 6 LP, Modul: "Economic Growth"
StO/PO MEMS 2016: 6 LP, Modul: "Economic Growth", Major: Macroeconomics

Prüfung:
Written exam (90 min)

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70 864  
**Advanced Microeconomic Theory (PhD-Level) (englisch)**

<table>
<thead>
<tr>
<th>2 SWS</th>
<th>Do</th>
<th>14-16 wöch.</th>
<th>SPA 1, 21a</th>
<th>D. Knyazev</th>
</tr>
</thead>
<tbody>
<tr>
<td>UE</td>
<td>Fr</td>
<td>16-18 wöch.</td>
<td>SPA 1, 21b</td>
<td>D. Knyazev</td>
</tr>
</tbody>
</table>

The students understand fundamental microeconomic concepts and tools on a very advanced level.

Topics, contents: Theory of consumption and production, optimal decision under uncertainty, general equilibrium, matching, introduction to game theory.

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Microeconomic Theory I (PhD-Level)"
StO/PO MA 2016: 6 LP, Modul: "Advanced Microeconomic Theory I (PhD-Level)"

Prüfung:
Written exam (180 min)
**Advanced Microeconomic Theory (PhD-Level) (englisch)**

- Code: 70 864
- Credit Points: 4 SWS
- Type: VL
- Days: Mo 12-16 wöch.
- Location: SPA 1, 203
- Instructor: S. Schweighofer-Kodritsch, G. Weizsäcker

1) findet ab 15.10.2018 statt

**Monetary Economics (englisch)**

- Code: 70 881
- Credit Points: 2 SWS
- Type: VL
- Days: Di 14-16 wöch.
- Location: SPA 1, 22
- Instructor: L. Weinke

**Monetary Economics (englisch)**

- Code: 70 881
- Credit Points: 2 SWS
- Type: UE
- Days: Do 16-18 wöch.
- Location: SPA 1, 22
- Instructor: M. Salgado Moreno

1) Why Are Economic Models Useful?
3) Welfare Based Evaluation of Monetary Policy.
4) Macroeconomic Stability and Monetary Policy.
5) Rules vs. Discretion.
6) Optimal Monetary Policy under Discretion.
7) Optimal Monetary Policy under Commitment.
8) Monetary and Fiscal Policy.
9) Financial Frictions.
10) Wrapping It Up.

Micro-founded dynamic general equilibrium models have become the standard tool for macroeconomic analysis. This course will provide an introduction into these models and how to work with them. Our baseline New Keynesian model features sticky prices combined with monopolistic competition. That framework has emerged as a powerful tool for monetary policy analysis. Its adoption as the backbone of medium-scale models currently developed by central banks and policy institutions is a clear reflection of its success. Unfortunately, this success has not (yet) inspired anybody to write a textbook which introduces that material to undergraduate students. That's a pity, but this course provides a nice opportunity to learn about the most recent developments in the field of monetary economics in a way that is appropriate for undergraduate students. Related to this, I should also mention that the references mentioned below go (slightly) beyond the level of this course.

Literatur:

**Research-Seminar Corporate Finance (englisch)**

- Code: 709005
- Credit Points: 2 SWS
- Type: FS
- Days: Mo 12-14 wöch.
- Location: DOR 1, 3.04
- Instructor: T. Adam

Discussion of research papers

**Graduate Student Seminar Econometrics and Applied Labor Markets (englisch)**

- Code: 709024
- Credit Points: 2 SWS
- Type: FS
- Days: -
- Location: SPA 1, 112
- Instructor: B. Fitzenberger, A. Spitz-Oener

1) Dates will be announced.

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 October 05th, 2018 via e-mail to the secretariat of the Institute of Applied Microeconomics: kristin.schwier@hu-berlin.de

**Studienabschlussseminar zu Themen der Angewandten Arbeitsmarktökonomik (englisch)**

- Code: 709018
- Credit Points: 2 SWS
- Type: SE
- Days: Do 12-14 wöch.
- Location: SPA 1, 112
- Instructor: A. Spitz-Oener

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 (englisch)  
2 SWS  
SE  
Mi  
18-20  
wöch.  
SPA 1, 23  
C. Breunig,  
B. Fitzenberger  

Discussion of Master and Bachelor theses.  
All students who wish to write a thesis this semester at the chair of econometrics are asked to attend the first meeting of the seminar (on October 17).

709035  Empirical Accounting Reading Group (englisch)  
2 SWS  
FS  
Fr  
14-16  
Einzel  
DOR 1, 2.04  
J. Gassen  

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 Joachim Gassen (gassen@wiwi.hu-berlin.de).

709043  Wirtschaftstheoretisches Seminar (englisch)  
2 SWS  
CO  
Mo  
17:15-18:30  
wöch. (1)  
(1) Veranstaltungsort: WZB, Reichpietschufer 50, Raum B004/005  
H. Bester,  
S. Schweighofer-Kodritsch  

Research seminar  
Audience: master students, doctoral students  
Location: WZB, B004/005  
Organisatorisches:  
No obtainment of credit points.

709044  Doktorand(inn)en- und Forschungsseminar Mikroökonomie (englisch)  
2 SWS  
FS  
Do  
16-18  
wöch.  
SPA 1, 21a  
H. Bester,  
S. Schweighofer-Kodritsch  

Discussion of specific aspects of the respective papers.  
Organisatorisches:  
No obtainment of credit points.

709045  Schumpeter-Seminar (englisch)  
2 SWS  
FS  
Di  
16-18  
wöch.  
SPA 1, 23  
M. Burda,  
L. Weinke  

Research seminar  
Audience: master students, doctoral students  
Organisatorisches:  
No obtainment of credit points.

709046  Brown Bag Seminar Macroeconomics (englisch)  
2 SWS  
FS  
Mi  
12-14  
wöch.  
SPA 1, 23  
M. Burda,  
L. Weinke  

Ongoing research of graduate students in the field of labor market and macro economy will be presented and discussed.  
Audience: master students, doctoral students  
Organisatorisches:  
No obtainment of credit points.

709047  Research Seminar: Electricity Markets (englisch)  
2 SWS  
FS  
08-18  
Block+Sa (1)  
SPA 1, 112  
F. Hubert  

1) findet vom 07.12.2018 bis 08.12.2018 statt
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.

Registration till 15.10.2018 to Sandra Cacciariu: cacciariu@hu-berlin.de

709052  Doktorand(inn)enseminar Theory Reading Group (englisch)  
2 SWS  
FS  
Mi  
10-12  
wöch.  
D. Engelmann,  
G. Weizsäcker  
1) Location: DIW

709053  Berlin Behavioral Economics Colloquium and Seminar (englisch)  
4 SWS  
CO  
Do  
15-18  
wöch.  
D. Engelmann,  
G. Weizsäcker  
1) Location: TU Berlin, Str. des 17. Juni 135, Raum ...

The Berlin Behavioral Economics Colloquium and Seminar are a joint effort between DIW, WZB, 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 2017/18 winter semester series will be held at Deutsches Institut für Wirtschaftsforschung (DIW), Mohrenstraße 58, 10117 Berlin, Schumpeter Saal, on Thursdays from 3:00-4:15 pm and 4:45-6:00 pm unless otherwise stated. https://wzb.eu/en/research/markets-and-choice/economics-of-change/events/seminars/bbe-colloquium-and-seminar

709055  Microeconomic Theory Literature Study Group (PhD level) (englisch)  
2 SWS  
FS  
Fr  
10-12  
wöch.  
SPA 1, 21b  
S. Schweighofer-Kodritsch

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 (englisch)  
2 SWS  
CO  
Mo  
16:00-17:15  
wöch.  
B. Fitzenberger,  
A. Spitz-Oener  
1) Locations: HU, Spandauer Str. 1, Room 22 or DIW, Mohrenstraße 58, Elinor-Ostrom-Hall, 1st Floor

See the following web page for topics, locations and further information: https://sites.google.com/site/berlinappliedmicroseminar/bams-17-18

Organisatorisches:
Audience: master students, doctoral students
No obtainment of credit points.

70 941  Introduction to Advanced Macroeconomic Analysis (englisch)  
2 SWS  
UE  
Mi  
08-10  
wöch.  
SPA 1, 22  
A. Tryphonides  
UE  
Mi  
16-18  
wöch.  
SPA 1, 202  
A. Tryphonides

Fundamental themes of macroeconomics. Overview of theories of economic growth; stylized facts of business cycles; descriptive and statistical methods used to study them. Introduction to methods of macroeconomic analysis, including comparative statics, stochastic difference equations, dynamic optimization, Lagrangian methods, dynamic programming, the maximum principle. Dynamic systems, stability, expectations. Microeconomic models of intertemporal choice; general equilibrium models of dynamic monetary economies with flexible and sticky prices.

Literatur:
Selected articles from journals and chapters from advanced textbooks in macroeconomics

Organisatorisches:
STO/PO MA 2005 - 2010: 6 LP, Modul: "Methodological Skills" oder "Introduction to Advanced Macroeconomic Analysis"  
STO/PO MA 2016: 6 LP, Modul: "Introduction to Advanced Macroeconomic Analysis"

Prüfung:
Written exam (90 min)

**70 941**  
Introduction to Advanced Macroeconomic Analysis (englisch)  
2 SWS  
VL  
Di 10-12 wöch.  
SPA 1, 201  
M. Burda

**70941Ü**  
Introduction to Advanced Macroeconomic Analysis (englisch)  
2 SWS  
UE  
Mi 08-10 wöch.  
SPA 1, 22  
A. Tryphonides  
UE  
Mi 16-18 wöch.  
SPA 1, 202  
A. Tryphonides

Fundamental themes of macroeconomics. Overview of theories of economic growth; stylized facts of business cycles; descriptive and statistical methods used to study them. Introduction to methods of macroeconomic analysis, including comparative statics, stochastic difference equations, dynamic optimization, Lagrangian methods, dynamic programming, the maximum principle. Dynamic systems, stability, expectations. Microeconomic models of intertemporal choice; general equilibrium models of dynamic monetary economies with flexible and sticky prices.

Literatur:  
Selected articles from journals and chapters from advanced textbooks in macroeconomics

Prüfung:  
Klausur (90 min) oder Teilnahmeschein, siehe Regelungen auf https://www.wiwi.hu-berlin.de/de/studium/sb/studium/ueberfachlicher-wahlpflichtbereich

**70 942**  
Advanced Macroeconomic Analysis I (PhD-Level) (englisch)  
4 SWS  
VL/UE  
Mi 08:30-12:00 wöch. (1)  
M. Burda,  
T. König,  
L. Weinke

1) Location of the lecture: DIW, Mohrenstr. 58, Karl-Popper-Room (2.3.020)

The objective of this course is to teach M.A. and Ph.D. students to use macroeconomic concepts and techniques for their own research and incorporates a higher degree of formal analysis than in the introductory master’s lecture (IAMA).


Part II (Prof. Weinke): Dynamic stochastic general equilibrium (DSGE) models for positive and normative macroeconomic analysis. To this end a number of theoretical and empirical concepts are presented: The computation of impulse response functions, structural vector autoregressions, as well as an introduction to structural estimation. On the normative side the concept of Ramsey optimal policy is presented.

Literatur:  
Reference list (Prof. Burda): Ljungqvist and Sargent, Recursive Macroeconomics, 2nd edition (Cambridge, USA: 2004); selected journal articles available on moodle.  
Any further documents needed for the lecture will be available on moodle.

Organisatorisches:  
STO/PO MA 2005 - 2010: 6 LP, Modul: "Advanced Macroeconomic Analysis I (PhD-level)"  
STO/PO MA 2016: 6 LP, Modul: "Advanced Macroeconomic Analysis I (PhD-level)"

Prüfung:  
Written exam (90 min)

**70 953**  
Empirical Labor Economics (englisch)  
4 SWS  
VL/UE  
Mo 12-16 wöch. (1)  
SPA 1, 22  
A. Spitz-Oener

1) findet ab 22.10.2018 statt

This course provides an overview on the economic analysis of labor markets. The emphasis is on applied microeconomics and empirical analysis. Topics to be covered include: labor supply and demand, human capital, education and training, changes in the wages structure and inequality, biased technological change and returns to skills, organizational change and skill demand, the closing gender gap. The introduction of topics will be on textbook level, but the focus will be on the discussion of empirical implementation strategies used in recent publications.

Acquaintance of intermediate microeconomics or labor economics and econometrics is highly recommended.

Literatur:  
P. Cahuc and A. Zylberberg, 2004, Labor Economics;
Social or other-regarding preferences refer to preferences of economic agents regarding other people's outcomes. These preferences can be both benevolent and malevolent, but crucially they differ from selfish preferences without any regard for others. The course provides an introduction to key evidence about the relevance of social preferences in economic interaction as well as the most important theoretical approaches that aim at explaining these results.

Most of the discussed evidence will be from controlled laboratory experiments. Critique regarding the relevance of (laboratory) experiments on social preferences will be discussed as well. Apart from methodological critique, experimental studies that critically reflect on prominent papers and research agendas will be presented in order to highlight the relevance of apparent subtleties in experimental design.

Specific requirements:
Some knowledge of game theory is helpful, but fairly basic experience is mostly sufficient. Knowledge of statistical analysis will make it easier to follow the data analysis in the experimental papers and thus enable a more critical view, but is not strictly necessary.

Literatur:
The course literature consists of a list of journal articles. Some key articles are below, further literature will be announced during the course


Early relevant surveys are provided in:

Organisatorisches:
STO/PO MA BWL und VWL 2016: 6 LP, Modul: "Social Preferences"

Prüfung:
Written exam (90 min)
(i) your first and second name and email-address
(ii) enrollment number
(iii) semester during master studies
(iv) courses and grades finished during your master studies
(v) your preferences for three topics (to be announced)
(vi) case of hardship? (health, social, disability or family reasons)
In case of more than 20 applications we have to make a selection according to the rules of Humboldt-University.
In case of questions regarding the content of this seminar (and later discussion of your table of contents etc.), refer to Melanie Koch, who is the seminar tutor (melanie.koch@diw.de).

Lecture timeline:
22.10.18 start of lecture
03.12.18 end of lecture
03.12.18 submission of special work performance (submit two short essays, 15,000 characters, i.e. about 3-4 pages each)

Seminar timeline:
29.10.18 binding seminar application (please, not earlier)
31.10.18 decision about attendance if more than 20 applications
01.11.18 final allocation of seminar topics for presentations; thereafter preparation of your term paper / seminar thesis; please, contact us to talk about your content / structure of thesis and in case of problems
20.12.18 submission of term paper of about 30,000 characters, i.e. about 12-15 pages)
15.01.19 submission of your summary about the term paper
17.-19.01.19 2 days seminar, presentations

Total requirements:
Attendance at lecture, submission of special work performance;
Attendance at seminar, submission of special work performance (term paper), presentation about the term paper (30 minutes)
Grading: depends on presentation; special work performances must be passed

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Emerging Markets"
StO/PO MA 2016: 6 LP, Modul: "Emerging Markets"
StO/PO MEMS 2016: 6 LP, Modul: "Emerging Markets", Major: Microeconomics

Prüfung:
Multimedia exam (presentation)

709919 Gender Economics (englisch)
4 SWS
VL/UE
Di 09-18 Einzel (1)
Do 09-00-18:30 Einzel (2)
Fr 09-18 Einzel (3)
Mo 09-18 Einzel (4)
Di 09-18 Einzel (5)
Mi 09-18 Einzel (6)
Do 09-18 Einzel (7)
1) findet am 16.10.2018 statt; DIW Berlin, Mohrenstraße 58: Joan Robinson Room 3.3.002A.
2) findet am 18.10.2018 statt; DIW Berlin, Mohrenstraße 58: 09 - 12 Anna J. Shwartz Room 5.2.010, 12 - 18.30 Ellinor Ostrom Saal on the first floor.

The course draws on empirical and theoretical insights from multiple fields within economics. The objective is to understand the role of gender in economic decision making, and the changing significance, timing, and meaning of work, career, and family. We will also consider the interplay between culture, norms and gender, and the impact on economic decision making and outcomes.

A component of the course are 3 ungraded short assignments.

Literatur:

Organisatorisches:
StO/PO MA 2005 - 2010: 6 LP, Modul: "Gender Economics"
StO/PO MA 2016: 6 LP, Modul: "Gender Economics"

Prüfung:
Presentation (30 min)

709920 New Models for the Digital Economy (englisch)
2 SWS
SE
Di 14-16 wöch. SPA 1, 21b

M. Burda, F. Schwark

Wintersemester 2018/19
Just Pressing Buttons? Understanding Computational Culture with the Washing Machine (englisch)

Computation finds its way into many corners of our homes and into many of our daily routines. Computational culture is a complicated arrangement of algorithms, circuits, heat management, mined and manufactured materials and human input among other things. This course seeks to address the complexity and impenetrability of computational culture by looking at an overlooked machine which contains computational elements - the washing machine. It addresses questions such as: What kind of power does the washing machine have? What social routines are encoded into the washing machine's operation? Does a washing machine begin and end with its components, or is it also defined by its link to the electrical grid, the water network, the distribution of water systems, each of which is accompanied by a theoretical text - drawn on disciplines such as cultural studies, media theory, philosophy, history, feminist theory and engineering - building links between technical structures and concepts and scientific and critical reflection on computational culture. The seminar product is a technical system which forms a commentary on an aspect of culture and society linked to the washing machine. For instance a recipe, a timeline, a mechanism, or an LED sequence.

840058

Just Pressing Buttons? Understanding Computational Culture with the Washing Machine (englisch)

Computation finds its way into many corners of our homes and into many of our daily routines. Computational culture is a complicated arrangement of algorithms, circuits, heat management, mined and manufactured materials and human input among other things. This course seeks to address the complexity and impenetrability of computational culture by looking at an overlooked machine which contains computational elements - the washing machine. It addresses questions such as: What kind of power does the washing machine have? What social routines are encoded into the washing machine's operation? Does a washing machine begin and end with its components, or is it also defined by its link to the electrical grid, the water network, the distribution of water systems, each of which is accompanied by a theoretical text - drawn on disciplines such as cultural studies, media theory, philosophy, history, feminist theory and engineering - building links between technical structures and concepts and scientific and critical reflection on computational culture. The seminar product is a technical system which forms a commentary on an aspect of culture and society linked to the washing machine. For instance a recipe, a timeline, a mechanism, or an LED sequence.

840058u

Just Pressing Buttons? Understanding Computational Culture with the Washing Machine (englisch)

Computation finds its way into many corners of our homes and into many of our daily routines. Computational culture is a complicated arrangement of algorithms, circuits, heat management, mined and manufactured materials and human input among other things. This course seeks to address the complexity and impenetrability of computational culture by looking at an overlooked machine which contains computational elements - the washing machine. It addresses questions such as: What kind of power does the washing machine have? What social routines are encoded into the washing machine's operation? Does a washing machine begin and end with its components, or is it also defined by its link to the electrical grid, the water network, the distribution of water systems, each of which is accompanied by a theoretical text - drawn on disciplines such as cultural studies, media theory, philosophy, history, feminist theory and engineering - building links between technical structures and concepts and scientific and critical reflection on computational culture. The seminar product is a technical system which forms a commentary on an aspect of culture and society linked to the washing machine. For instance a recipe, a timeline, a mechanism, or an LED sequence.
This course follows the discipline of Critical Technical Practice, which takes practical work with technical systems as a starting point for critical thinking. During the course students will work through a series of practical activities which introduce the technical systems inherent to the washing machine (electronics, water systems, mechanical suspension, electromagnetism, factory production, washing routines), each of which is accompanied by a theoretical text - drawn from disciplines such as cultural studies, media theory, philosophy, history, feminist theory and engineering - building links between technical structures and concepts and scientific and critical reflection on computational culture. The seminar product is a technical system which forms a commentary on an aspect of culture and society linked to the washing machine. For instance a recipe, a timeline, a mechanism, or an LED sequence.

91 002 English for Students of Life Sciences (englisch)
4 SWS
SPK Mo 16-20 wöch. (1) DOR 65, 328 G. Herrmann
1) findet ab 22.10.2018 statt

91 004 English for Students of Law: English Law 1 (englisch)
4 SWS 5 LP
SPK Mi 12-14 wöch. (1) DOR 65, 329 L. Helge
Do 16-18 wöch. (2) DOR 65, 328 L. Helge
1) findet ab 24.10.2018 statt
2) findet ab 25.10.2018 statt

91 006 English for Students of Economics and Business Studies 1 (englisch)
4 SWS
SPK Di 12-16 wöch. (1) DOR 65, 327 G. Herrmann
1) findet ab 23.10.2018 statt

91 007 English for Students of Economics and Business Studies 2 (englisch)
4 SWS
SPK Mi 10-14 wöch. (1) DOR 65, 355 G. Herrmann
1) findet ab 24.10.2018 statt

91 009 English for Students of the Arts, Humanities and Media (englisch)
4 SWS
SPK Do 10-14 wöch. (1) DOR 65, 245 F. Latino
1) findet ab 25.10.2018 statt

91 011 English for Academic Purposes: Grammar & Vocabulary for Writing (englisch)
4 SWS
SPK Do 12-16 wöch. (1) DOR 65, 357 G. Herrmann
1) findet ab 25.10.2018 statt

91 012 English for Academic Purposes: Reading and Speaking (englisch)
4 SWS
SPK Di 10-14 wöch. (1) DOR 24, 3.020 N.N.*
1) findet ab 23.10.2018 statt

91 013 English for Academic Purposes: Listening, Discussion and Writing (englisch)
4 SWS
SPK Mi 10-14 wöch. (1) DOR 65, 326 N.N.*
1) findet ab 24.10.2018 statt

91 014 English for Academic Purposes: Listening and Speaking (englisch)
4 SWS
SPK Mo 12-16 wöch. (1) DOR 65, 355 C. Forbes
1) findet ab 22.10.2018 statt

91 015 English for Academic Purposes: Reading and Writing (englisch)
4 SWS
SPK Mi 12-16 wöch. (1) DOR 65, 348 C. Forbes
1) findet ab 24.10.2018 statt
91 024  English for Master's and PhD Students: Strategies for Presenting and Writing (englisch)  
4 SWS  
SPK  Di 10-14 wöch. (1) DOR 65, 354  
M. Plews  
1) findet ab 23.10.2018 statt

91 025  Scientific Writing and Presenting: Giving Form to your Research (englisch)  
4 SWS  
SPK  Mo 15-19 wöch. (1) RUD26, 1308  
C. Hank  
1) findet ab 22.10.2018 statt

91 026  English for Master's and PhD Students: Writing for Research in the Social Sciences and the Humanities (englisch)  
2 SWS  
SPK  Mi 18-20 wöch. (1) DOR 65, 245  
D. Nichols  
1) findet ab 24.10.2018 statt

91 030  English for Students of Natural Sciences (englisch)  
4 SWS  
SPK  Mi 15-19 wöch. (1) RUD26, 1308  
C. Hank  
1) findet ab 24.10.2018 statt

91 032  English for Students of Medicine 1 (englisch)  
4 SWS  
SPK  Mi 18-22 wöch. (1) DOR 65, 326  
G. Wagner  
1) findet ab 22.10.2018 statt

91 033  English for Students of Medicine 1 (englisch)  
4 SWS  
SPK  Mi 18-22 wöch. (1) DOR 65, 326  
G. Wagner  
1) findet ab 24.10.2018 statt

91 035  English for Students of Law: English Civil Law (englisch)  
4 SWS  5 LP  
SPK  Fr 08-12 wöch. (1) DOR 65, 329  
L. Helge  
1) findet ab 26.10.2018 statt

91 036  English for Students of Law: English Criminal Law (englisch)  
4 SWS  5 LP  
SPK  Di 16-18 wöch. (1) DOR 65, 327  
L. Helge  
1) findet ab 23.10.2018 statt  
2) findet ab 24.10.2018 statt

91 037  English for Students of Economics and Business Studies (englisch)  
4 SWS  
SPK  Mo 12-16 wöch. (1) DOR 65, 331  
W. Garner  
1) findet ab 22.10.2018 statt

91 038  English for Students of Economics and Business Studies (englisch)  
4 SWS  
SPK  Mi 14-18 wöch. (1) DOR 65, 326  
N.N.*  
1) findet ab 24.10.2018 statt

91 039  English for Students of Economics and Politics (englisch)  
4 SWS  
SPK  Fr 08-12 wöch. (1) DOR 65, 327  
G. Cullen  
1) findet ab 26.10.2018 statt
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>SWS</th>
<th>Type</th>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
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<tr>
<td>91 040</td>
<td>English for Students of Economics and Politics (englisch)</td>
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<td>SPK</td>
<td>Di 14-16</td>
<td>DOR 65, 354</td>
<td>M. Plews</td>
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<td>DOR 65, 354</td>
<td>M. Plews</td>
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<tr>
<td>91 042</td>
<td>English for Students of Social and Political Sciences (englisch)</td>
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<td>Mo 10-14</td>
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<td>M. Baierl</td>
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<td>91 044</td>
<td>English for Students of the Humanities: Race, Gender and Migration (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Do 12-16</td>
<td>DOR 65, 237</td>
<td>C. Hank</td>
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<tr>
<td>91 045</td>
<td>English for Students of the Humanities: Film and Media (englisch)</td>
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<td>DOR 65, 354</td>
<td>M. Plews</td>
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<td>91 046</td>
<td>English for Students of History (and related disciplines): Writing and Presenting (englisch)</td>
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<td>SPK</td>
<td>Mi 16-18</td>
<td>DOR 65, 348</td>
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<td>91 048</td>
<td>Language and Culture in American Music (englisch)</td>
<td>2</td>
<td>SPK</td>
<td>Di 16-18</td>
<td>DOR 65, 245</td>
<td>D. Nichols</td>
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<td>91 055</td>
<td>English for Academic Purposes: Learning by doing - Academic discussions (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Do 10-14</td>
<td>DOR 65, 329</td>
<td>M. Plews</td>
</tr>
<tr>
<td>91 058</td>
<td>English for Academic Purposes: Reading and Writing (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Di 12-16</td>
<td>DOR 65, 238</td>
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<td>91 059</td>
<td>English for Academic Purposes: Academic Essay Writing (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Di 10-14</td>
<td>DOR 65, 348</td>
<td>L. Waters</td>
</tr>
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<td>91 062</td>
<td>Intercultural Competence in English (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Di 14-18</td>
<td>DOR 65, 348</td>
<td>L. Waters</td>
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<tr>
<td>91 063</td>
<td>Teaching in English (englisch)</td>
<td>4</td>
<td>SPK</td>
<td>Mi 16-18</td>
<td>DOR 65, 328</td>
<td>D. Bowskill</td>
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</tbody>
</table>
91 070  **English for Students of Economics et al. – International Finance (englisch)**
4 SWS  
SPK  
Mi 14-18 wöch. (1)  
DOR 65, 238  
D. Nichols  
1) findet ab 24.10.2018 statt

91 071  **English for Students of Law: US American Law (englisch)**
4 SWS 5 LP  
SPK  
Do 14-18 wöch. (1)  
DOR 65, 355  
M. Baierl  
1) findet ab 25.10.2018 statt

91 072  **English for Academic Purposes: Writing Essays and Critical Reviews (englisch)**
2 SWS  
SPK  
Do 14-16 wöch. (1)  
DOR 65, 238  
D. Nichols  
1) findet ab 25.10.2018 statt

91 073  **Intercultural Competence in English (englisch)**
4 SWS 5 LP  
SPK  
Di 12-16 wöch. (1)  
DOR 65, 245  
D. Nichols  
1) findet ab 23.10.2018 statt

91 079  **Academic Writing Lab: Individual Tutoring Service (englisch)**
2 SWS  
SK  
Do 16-18 wöch. (1)  
D. Nichols  
1) findet ab 25.10.2018 statt

91 090  **Thesis Writing in Gender Studies/ American Studies/ Cultural Studies (englisch)**
4 SWS  
WS  
N.N.

91 091  **FRS Englisch: Legal System and Legal Method (Modul 1) (englisch)**
4 SWS 5 LP  
SE  
Di 10-12 wöch. (1)  
DOR 65, 331  
C. Hacke  
Mi 12-14 wöch. (2)  
DOR 65, 328  
C. Hacke  
1) findet ab 23.10.2018 statt  
2) findet ab 24.10.2018 statt

91 093  **FRS Englisch: Law of Contract (Modul 2) (englisch)**
4 SWS 5 LP  
SE  
Di 14-16 wöch. (1)  
DOR 65, 358  
L. Helge  
Do 14-16 wöch. (2)  
DOR 65, 358  
L. Helge  
1) findet ab 23.10.2018 statt  
2) findet ab 25.10.2018 statt

91 095  **FRS Englisch: Constitutional and Administrative Law (Modul 7) (englisch)**
4 SWS 5 LP  
SE  
Di 16-18 wöch. (1)  
DOR 65, 358  
D. Bowskill  
Do 16-18 wöch. (2)  
DOR 65, 245  
D. Bowskill  
1) findet ab 23.10.2018 statt  
2) findet ab 25.10.2018 statt

**FS20006**  **Ecology of Fishes (englisch)**
3 SWS 6 LP  
VL 13-17 Block (1)  
T. Mehner  
1) findet vom 14.01.2019 bis 01.02.2019 statt

Organisatorisches:
IGB, Müggelseedamm 310, Großer Hörsaal,  
genaue Uhrzeit nach Absprache
Design features amongst the most important set of practices shaping our contemporary worlds: our work, private, and public settings are, in fact, designed through and through. Because of this, design has recently acquired great importance in anthropology. In fact, a newly developed field called Design Anthropology has become an interesting crossroads of different people trying to address design as (1) a topic of scholarly interest, (2) a source of methodological inspiration, and (3) an object of intervention. Since the 1980s, several scholars have in fact analysed different aspects of design ethnographically: for instance, its creative spaces and operations, the imagined and inscribed users of different design objects, together with their more or less creative or disputed uses and appropriations. Also, many ethnographers have tried to analyse artefacts and their mediating role in work, cognitive and everyday life practices; or have sought to understand the particular economic modes of exchange and the markets of design practice. Besides, the methods of design (from user studies to forms of collaborative and participatory design) are
scrutinised and sometimes imported into the discipline, searching to have an impact on the particular modes in which ethnography and anthropological research at large are carried out (as a means for social intervention, be it for the creation of public debate or collaborative forms of research). This course approaches these series of works around design seeking to ground them in the wider intellectual concerns (in different anthropological traditions), of the study of technique, artefacts and technology (Marcel Mauss, André Leroi-Gourhan, Jack Goody, Arjun Appadurai, Daniel Miller, Lucy Suchman, Tim Ingold, Bruno Latour, Wendy Gunn, George Marcus). In order to understand the core debates these series of interconnected works bring to the fore, on a weekly basis, students working in groups will have to read and present readings and re-interpret some of these debates. In doing this they will develop an insightful analytical gaze to understand manifold dimensions of our lives together with designed artefacts.

**Findet im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, UWP Studierende können zusätzlich teilnehmen.**

**Literatur:**


**Organisatorisches:**

Die Lehrveranstaltung findet im IfEE, Mohrenstraße 41, Raum 211 statt.

**Ü51709 Ethnographies of Berlin I: Reading, Doing, Writing (englisch)**

<table>
<thead>
<tr>
<th>2 SWS</th>
<th>4 LP</th>
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<tbody>
<tr>
<td>SE</td>
<td>Mi</td>
</tr>
<tr>
<td>10-12</td>
<td>wöch.</td>
</tr>
<tr>
<td>MO 40, 212</td>
<td>G. Bakke</td>
</tr>
</tbody>
</table>

This course has several interlinking goals. First, to read a full ethnography. This term (1) it will be John Borneman's classic _Belonging in the Two Berlins_. _Second_, to do an ethnographically grounded research project in contemporary Berlin. _Third_, to knit that research – in writing – into a strong data driven argument. Attention will thus be paid to anthropological research methods, ethnographic writing as a scholarly genre, and to the city as lively, deeply historical place. The language of instruction will be English.

**Findet im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, UWP Studierende können zusätzlich teilnehmen.**

**Organisatorisches:**

Die Lehrveranstaltung findet im IfEE, Mohrenstraße 41, Raum 212 statt.

**Ü51712 Aura, Fetish, Mana, etc.: Thinking Objects and Materialities Beyond Representation (englisch)**

<table>
<thead>
<tr>
<th>2 SWS</th>
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<tr>
<td>SE</td>
<td>Do</td>
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<tr>
<td>10-14</td>
<td>wöch. (1)</td>
</tr>
<tr>
<td>MO 40, 312</td>
<td>A. von Bieberstein</td>
</tr>
</tbody>
</table>

1) findet ab 18.10.2018 statt

The last years have witnessed a renewed concern for tracing changes in and rethinking the relation between humans and objects. Growing out of a critique of the humanist Enlightenment conception of the subject as one centrally defined by language and rationality, affect theory, for instance, has emphasised people’s inherent permeability and openness to be impressed. Related work in the ‘new materialisms’ has pointed to the inherent vitality of matter, while actor-network-theory is generally identified with claims that objects have agency. Across a range of debates, then, there are attempts to capture and make sense of qualities, forces and dynamics that exceed human-centred practices of endowing objects and materialities with symbolic meaning, i.e. to think about objects and materialities beyond representation.

Within anthropology, thinking about the forcefulness of the object world goes back a long way. In fact, concepts such as mana or fetish are central to the early history of the discipline. Together with a range of other terms, including aura and mimesis, totem and animism, taboo and the sacred, these terms have been central to debates that have straddled different fields and disciplines: from a. M. Polanyi, and comparative religion, to arts and aesthetics, psychoanalysis and political economy. The course will focus on the conceptual work these terms have been made to do in the past and in the present. By force, this will make us jump between reading the works of key figures such as Benjamin, Freud and Adorno, early anthropological texts as well as more recent re-interpretations or re-adaptations. The point will be to gain an overview of the different histories and approaches towards thinking the power of objects and materials. By doing so, we will also open up the question of how useful these terms are (a) in thinking about how we relate to the objects and materials around us, whether in museum collections, as consumer items or as the waste and ruins of capitalist landscapes; and (b) for understanding dynamics of attraction, attachment and seduction that are central to contemporary political dynamics.

**Findet im Rahmen des normalen Lehrprogrammes am Institut für Europäische Ethnologie statt, UWP Studierende können zusätzlich teilnehmen.**

**Literatur:**

Wintersemester 2018/19

the visions and objectives of the authors. Within the postcolonial theoretical framework of Partha Chatterjee and the ideas of corruption, and ethnicitization will also be addressed through the prisms of nationalism and nation building in order to understand This course will revisit the idea of colonialism and will examine postcolonialism as a literary theory. The aspects of marginalization, the malaise of colonial legacy.

The aim of this course is to examine attempts made by African writers and intellectuals to overcome the

The seminar will be conducted mainly in English, but contributions in German will be welcome.

This course aims at giving doctoral students and advanced Master's students (final year) an introduction to the fundamentals for engaging in interdisciplinary human-environment research. Taught by professors at the IRI THESys, the course introduces students to the range of scientific practices for building explanations and constructing knowledge in human-environment research.

The aim of this course is to examine attempts made by African writers and intellectuals to overcome the malaise of colonial legacy. This course will revisit the idea of colonialism and will examine postcolonialism as a literary theory. The aspects of marginalization, corruption, and ethnicitization will also be addressed through the prisms of nationalism and nation building in order to understand the visions and objectives of the authors. Within the postcolonial theoretical framework of Partha Chatterjee and the ideas of
other theorists such as Bill Ashcroft, Gareth Griffiths and Helen Tiffins, Gayatri Spivak, Edward Said etc. this course will analyze literary texts from Africa with the motive of understanding how these texts are mediums of representations of how citizens in the nation belong to the position of either the privileged or oppressed based on their status or class in society. The course will look at hierarchical formations within the world of literature and how much power and agency is denied the oppressed in specific communities and the implication these have on postcolonial discourses.

Ü53940  "Bad Women" on film: (male) Othering and (feminist) deconstruction (englisch)
2 SWS
SE Fr 10-12 wöch. DOR 24, 1.308 N. Pivec

The course will dive into the social construction of femininity, widely accepted and normalized on film and by deconstructing it within methodological tool of CDA (Critical Discursive Analysis) uncover the layers of patriarchal ideology (ie. maleness, heteronormativity, whiteness, youth ...). By using film which is a carrier of different ideological agendas, but still a popular medium, approaching to students and engaging them into the deconstruction process can be easier. By teaching them to deconstruct the text, students will learn to recognize Othering which eventually leads to stereotyping, discrimination and exclusivity.

For every session, there will be a theoretical grounding about different types of "bad women" which will be followed by the viewing of film excerpts, deconstruction of the representation and group debate.

ÜWP51048 Philosophy of Museums (englisch)
2 SWS
HS Di 16-18 wöch. (1) MO 40, 408 M. Beaney
1) findet ab 16.10.2018 statt

In this Hauptseminar we will explore various philosophical questions – epistemo - logical, ontological, metaphysical, ethical, and aesthetic – that arise concerning museums and their activities. What is a museum? What are museums actually collecting and exhibiting? How do museums contribute to knowledge? Is an object the same object once it is displayed in a museum? Is the provenance of an object essential to its identity? Does it matter if replicas or fakes are exhibited? Should objects taken from other countries be repatriated? How should museums deal with traumatic pasts and contested histories?

Suggested reading:

The seminar will be conducted mainly in English, but contributions in German will be welcome.

ÜWP51051 General Philosophy of Science (englisch)
2 SWS
HS Mi 14:30-16:00 wöch. (1) I 110, 449 D. Coelho Mollo
1) findet ab 17.10.2018 statt

In this seminar we will look at some of the central questions in the philosophy of science. We will examine debates about scientific realism and antirealism, the nature and explanatory role of the notions of representation, computation, and the (dis)unity of science. Questions that we will tackle include: What sets science apart from non-science? Should we be ontologically committed to the theoretical posits of our best sciences? How do scientific explanations work, and what tells the good from the bad ones? Are the special sciences reducible to more basic sciences? Is science unified or plural? We will read classical as well as recent work in philosophy of science to help shed light on these and related questions.

ÜWP51052 Philosophy of Cognitive Science (englisch)
2 SWS
HS Di 14:15-15:45 wöch. (1) I 110, 449 D. Coelho Mollo
1) findet ab 16.10.2018 statt

The aim of this course is to dig deep into the foundations of Cognitive Science, examining its conceptual underpinnings. The focus will be on the nature and explanatory role of the notions of representation, computation, and cognitive architecture. We will delve into issues such as: What is a representation? How do cognitive states represent, and what determines their representational content? What does it mean to say that the cognitive system computes? What are cognitive architectures and how to assess their explanatory adequacy? We will take a look at texts in philosophy, psychology, and neuroscience in trying to answer these questions.

Individual UK-related Research Projects (englisch)
1.5 SWS
SE - Block (1) C. Eisenberg
1) findet vom 07.01.2019 bis 15.02.2019 statt

British Studies: Theories and Methods (englisch)
2 SWS
SE - Block (1) G. Dannemann, C. Eisenberg, G. Stedman
1) findet vom 07.01.2019 bis 15.02.2019 statt
Advanced Project Workshop (englisch)
2 SWS
CO - Block (1)
1) findet vom 15.10.2018 bis 21.12.2018 statt

G. Stedman
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