

Vorlesungsverzeichnis

Master of Education - Englisch Sekundarstufe II
Prüfungsversion Wintersemester 2020/21

Sommersemester 2022

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Abkürzungsverzeichnis

Veranstaltungsarten

AG	Arbeitsgruppe
B	Blockveranstaltung
BL	Blockseminar
DF	diverse Formen
EX	Exkursion
FP	Forschungspraktikum
FS	Forschungsseminar
FU	Fortgeschrittenenübung
GK	Grundkurs
HS	Hauptseminar
KL	Kolloquium
KU	Kurs
LK	Lektürekurs
LP	Lehrforschungsprojekt
OS	Oberseminar
P	Projektseminar
PJ	Projekt
PR	Praktikum
PS	Proseminar
PU	Praktische Übung
RE	Repetitorium
RV	Ringvorlesung
S	Seminar
S1	Seminar/Praktikum
S2	Seminar/Projekt
S3	Schulpraktische Studien
S4	Schulpraktische Übungen
SK	Seminar/Kolloquium
SU	Seminar/Übung
TU	Tutorium
U	Übung
UN	Unterricht
V	Vorlesung
VE	Vorlesung/Exkursion
VP	Vorlesung/Praktikum
VS	Vorlesung/Seminar
VU	Vorlesung/Übung
WS	Workshop

Andere

N.N.	Noch keine Angaben
n.V.	Nach Vereinbarung
LP	Leistungspunkte
SWS	Semesterwochenstunden
	Belegung über PULS
	Prüfungsleistung
	Prüfungsnebenleistung
	Studienleistung
	sonstige Leistungserfassung

Veranstaltungsrhythmen

wöch.	wöchentlich
14t.	14-täglich
Einzel	Einzeltermin
Block	Block
BlockSa	Block (inkl. Sa)
BlockSaSo	Block (inkl. Sa, So)

Vorlesungsverzeichnis

Sekundarstufe I

ANG_MA_009 - Vertiefungsmodul Sprachausbildung

94240 B - Writing Linguistic Papers

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	B	Fr	09:00 - 16:00	wöch.	1.22.0.38	29.04.2022	Anna Magdalena Finzel
1	B	Fr	09:00 - 16:00	Einzel	1.22.0.38	08.07.2022	Anna Magdalena Finzel

Kommentar

In this course students will improve their skills in writing linguistic research papers. Focus is put on several aspects such as the design of research projects, argument structure, writing style and formal criteria. The course is designed as a block seminar with two all-day meetings at the beginning and one all-day meeting towards the end of term. Further assignments will be provided via Moodle throughout the term. The number of participants is limited to 20 students. Please note that LinK students should register for the parallel course of the same name.

Literatur

will be provided

Leistungsnachweis

short linguistic paper (2,000 words)

Leistungen in Bezug auf das Modul

PNL 262511 - Übersetzung (unbenotet)

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

94726 SU - Translation

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Do	12:00 - 14:00	wöch.	1.09.1.15	21.04.2022	Dr. Anke Bartels
2	SU	Fr	10:00 - 12:00	wöch.	1.19.0.31	22.04.2022	Gary Wayne Lovan
3	SU	Di	12:00 - 14:00	wöch.	1.09.1.15	19.04.2022	Gary Wayne Lovan

Kommentar

Improving your expression in and knowledge of English through intensive comparison and contrast with German: that is the main purpose of this course. Translation is a powerful tool for improving your proficiency because it uses your native language - your semantic bedrock that all your explorations in the second language build up from. Alan Duff: 'Translation develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).' You learn to think from words and structures to meanings - translation sensitizes you to the nuances of style and meaning better than anything other language learning activity. By contrasting the meanings of words and syntax, you can move away from literal (whatever that means!) translations to meaning (whatever that is!). When you think about it, any real interaction with an author or a person speaking involves acts of translation - the deeper the engagement, the more challenging and fruitful the translation.

The number of participants in this course is limited to 20 students.

Leistungsnachweis

5 Translations (4000 words)

Leistungen in Bezug auf das Modul

PNL 262511 - Übersetzung (unbenotet)

94728 SU - Academic Essay Writing							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
2	SU	Mo	08:00 - 10:00	wöch.	1.19.0.31	25.04.2022	Gary Wayne Lovan
3	SU	Fr	12:00 - 14:00	wöch.	1.19.0.31	22.04.2022	Gary Wayne Lovan
4	SU	Di	14:00 - 16:00	wöch.	1.09.1.15	19.04.2022	Gary Wayne Lovan
5	SU	Di	16:00 - 18:00	wöch.	1.09.2.16	19.04.2022	Gary Wayne Lovan
Kommentar							
The course is designed to strengthen your academic writing in English. To this end we will deal with the components of essay writing: the design of the introductory, main body, and concluding paragraphs as well as the conventions of MLA 8. Naturally we hope the course will also deepen your English. At advanced levels, language can only be deepened by using it to do challenging tasks - and few tasks are more challenging than writing good argument. The number of participants in this course is limited to 20 students.							
Leistungsnachweis							
1 Essay (2000 words)							
Leistungen in Bezug auf das Modul							
PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)							

ANG_MA_023 - Fachwissenschaftliches Vertiefungsmodul

93948 S - Writing Home and Away: Places, Belonging(s), Affects							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.09.1.15	25.04.2022	Dr. Amina ElHalawani
Kommentar							
Acknowledging the importance of "home" in discussions on migration and displacement, this seminar focuses on the concept of home in several works of migrant literature. The seminar aims to explore the complexity of the concept of home beyond pure location: as a feeling, a thought, an ideal, a process, a ritual. The seminar will thus focus on reading and analysing a variety of contemporary texts (poetry, novels, essays or autobiographies) by diverse writers to explore the ways in which they engage with the concept and the experience of home for mobile individuals.							
Leistungsnachweis							
3 CPs for response paper (ca. 1500 words)							
Leistungen in Bezug auf das Modul							
PNL 263821 - Literaturwissenschaft (unbenotet)							

94167 S - Critical Animal Studies							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	08:00 - 10:00	wöch.	1.19.1.16	21.04.2022	Prof. Dr. Anja Schwarz

Kommentar

Critical Animal Studies seek to understand how notions of animality underscore a range of concepts that are essential to modern Western thought such as 'nature', 'culture', 'society', 'civilisation', 'the human', 'the native' and 'the exotic'. They explore the relationship between human and non-human animals, drawing upon a wide range of disciplinary formations such as sociology, philosophy, history, literary studies and the study of popular culture and by doing so provide insight into the development and progression of our changing attitudes towards animals.

In analysing the representation of human-animal interactions in literature, film, the visual arts and other cultural forms, our seminar will discuss contemporary contributions to this new field of scholarly inquiry.

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

94204 S - Forensic Linguistics

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.0.31	20.04.2022	Denisa Latic

Leistungsnachweis

3 ECTS, group work and presentation

Leistungen in Bezug auf das Modul

PL 263823 - Sprachwissenschaft (benotet)

94684 S - Black Empires – Black Nationalism in the USA at the Beginning of the 20th Century

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Fr	10:00 - 12:00	wöch.	1.19.1.22	22.04.2022	Dr. phil. Verena Adamik

Kommentar

This course will explore some of the nationalist movements of Black people in the USA during (roughly) the first half of the twentieth century by looking both at Black nations in fiction as well as historic nationalist movements. It will therefore highlight a form of Black activism that often remains unmentioned or marginalized in the narrative of the Civil Rights movement.

This course will be held 'life' and *physically present* (*hopefully mentally present as well*) **on a biweekly basis**; every other week, the students will asynchronously work through provided materials and preparations for the discussions held in the meetings. This format allows for more intense discussions and to ease the 'frontal' teaching segments, but also requires of the students to work more independently in the off weeks.

Meetings will be held on the following dates:

April 29; May 13; May 27; June 10, June 24, July 8; July 22

Literatur

Sutton E. Griggs, Imperium in Imperio

Pauline Hopkins, Of One Blood

Geroge Schuyler, Black Empire

Students will be asked to read these three novels and in addition be supplied with secondary materials and historic reading.

Leistungsnachweis

Each participant will be asked to create short, informative content for the course due towards the end of the course; all content will be subject to a mandatory peer review.

If needed, students can submit a Modularbeit

Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

 94685 S - Global Modernities: Thinking Through Family							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.1.22	19.04.2022	Dr. Ira Raja

Kommentar

This course seeks to comprehend the contours of an Indian modernity through its literary representations over the last century, as viewed from within the shifting framework of the family. Widely recognized as one of the most common ways of conceptualizing the nation, the family metaphor has been sharply critiqued in postcolonial scholarship, where the putative homogeneity of the family is seen to elide the diversity and multiplicity of the nation and normalize its hierarchies. This in turn has prompted calls for models of national belonging that are less invested in affect. What tends to go unnoticed in attempts to rescue the heterogeneity of the nation, however, is the constructedness of families. Postcolonial critiques of 'the family metaphor' gloss over the long history of alternative family forms which simultaneously interrogate the presumed stability, normalcy and naturalness of the traditional family as also foreground its many contradictions.

Weekly readings will examine a series of literary texts from the last hundred years of Indian Writing in English and in English translation from other Indian languages, focusing on models of family that resist nationalist appropriation via foregrounding relational patterns and diversities that fall outside of the familiar circuits of heterosexual desire but that nonetheless retain the affective charge characteristic of belongingness to the nation. The discussion of literary texts will alternate weekly with readings drawn from a range of disciplines including history, anthropology, sociology, cultural studies, literary theory, politics, sexuality studies, visual cultures, and more, aimed at unpacking a complex history of Indian modernity, paying special attention to questions of subjectivity, citizenship, secularism, mass media, consumption, agency and care. Weeks 8 and 13 are reserved for solo or group presentations on short prescribed texts that invite analysis of the course's chief concerns.

Wk 1: Introductory and Organizational session

SUBJECTIVITY

Wk 2: Sreenivas, Mytheli. "Emotion, Identity, and the Female Subject: Tamil Women's Magazines in Colonial India, 1890-1940", *Journal of Women's History*, vol. 14, no. 4, Winter 2003, pp. 59–81.

Trivedi, Harish. 2012. "Love, Marriage, and Realism: The Novel in Pre- and post-colonial India", *Locating Postcolonial Narrative Genres*, edited by Walter Gabel and Saskia Schabio, Routledge, 2013, pp. 13–26.

Wk 3: Family Form: Reading Beyond the Plot in Krupabai Satthianadhan's *Saguna* [NOVELLA, 1893]

SEXUALITY

Wk 4: Naipaul, V.S. "An Old Equilibrium", *India: A Wounded Civilization*, Penguin, 1977, pp. 13–27.

time of Srivastava, Sanjay. "The Idea of Lata Mangeskar: Hindu Sexuality, the Girl-Child, Heterosexual Desire, in the the Five Year Plans." *Passionate Modernity: Sexuality, Class and Consumption in India*, Routledge, 2007, pp. 79–110.

Wk 5: The Perils of Consumption in R.K. Narayan's *Mr Sampath: The Printer of Malgudi* [NOVEL]

CONSUMPTION

Wk 6: Chatterjee, Partha. "Talking about Our Modernity in Two Languages." *A Possible India: Essays in Political Criticism*, Oxford University Press, 1997, pp. 263–285.

Wk 7: The Partial Agent: 'The Sweetmeat' by Bama Charan Mitra and Preetish Acharya's 'Order Cancel' [SHORT STORIES]

Wk 8: Group Presentations: Narendranath Mitra's 'A Drop of Milk' [SHORT STORY]

CITIZENSHIP

Wk 9: Cabrera, Luis. 'Gandhiji, I have no Homeland': Cosmopolitan Insights from B.R. Ambedkar, India's Anti-caste Campaigner and Constitutional Architect.', *Political Studies*, vol. 65, no.3, 2017, pp. 576–593.

Leistungsnachweis							
3 CP Response Paper							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						
	94692 S - Beyond Ethics: Critical Perspectives on Cosmopolitanism						
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	14:00 - 16:00	wöch.	1.09.1.15	20.04.2022	Dr. Ira Raja

Kommentar

A cosmopolitan perspective seeks to counter modern nationalism's tendency to link cultures and identities to specific places by focusing on the world as a whole rather than on an enclave within it. It may be seen to possess, in other words, the potential for offering an ethics for globalization. Yet, precisely because so many of the crucial relationships that shape the forces of globalization are indirect, these are not easily reducible to interpersonal norms. The problem with cosmopolitanism, as Craig Calhoun argues, lies in its suggestion that it is an attitude that can be assumed without altering the political or economic structures which lie outside of the individual. What kind of purchase, then, do cosmopolitan theories have on the contemporary world?

This course seeks to introduce students to some of the major strands in the debate on cosmopolitanism, how these tend to draw upon a series of other closely related forces that are shaping the world: Where does cosmopolitan thinking stand in relation to the spectre of resurgent nationalism we are seeing unfold around us today? Does cosmopolitanism always work in conjunction with globalization? Can it offer us an ethic of living in a multicultural society? What understandings of cosmopolitanism might help us negotiate a postcolonial future? Drawing on a selection of readings from a range of disciplines including philosophy, anthropology, politics, history, sociology, and literature, the course seeks to promote a layered understanding of a conceptual perspective whose capacity for understanding, critiquing and negotiating the world in which we live today is beginning to be questioned.

WEEKLY READING SCHEDULE

Wk 1:	Introductory and Organisational Session
Wk 2: June 1990,	Hannerz, Ulf. "Cosmopolitans and Locals in World Culture." <i>Theory, Culture & Society</i> , vol. 7, no. 2–3, pp. 237–251. Nussbaum, Martha. "Patriotism and Cosmopolitanism", <i>Boston Review</i> , vol.19, no. 5, 1994, pp. 3–6.
Wk 3:	Appiah, Kwame Anthony. <i>Cosmopolitanism: Ethics in a World of Strangers</i> , Penguin, 2006.
Wk 4:	Rushdie, Salman. <i>The Satanic Verses</i> , Viking Penguin, 1988.
Wk 5: Garcia	Bhabha, Homi. "Unsatisfied: Notes on Vernacular Cosmopolitanism." <i>Text and Nation</i> , edited by Laura Morena and Peter C. Pfeifer, Camden House, 1996, pp.191–207.
Wk 6:	Ghosh, Amitav. <i>Sea of Poppies</i> , Viking Press, 2008.
Wk 7:	Mignolo, Walter. "The Many Faces of Cosmo-polis: Border Thinking and Critical Cosmopolitanism." <i>Public Culture</i> , vol.12, no.3, September 2000, pp. 721–748.
Wk 8:	Danticat, Edwidge. <i>The Farming of Bones</i> , Penguin, 1998.
Wk 9: , vol. 8,	Delanty, Gerard. "Not All Is Lost in Translation: World Varieties of Cosmopolitanism." <i>Cultural Sociology</i> , no. 4, 2014, pp. 374–391.

Abkürzungen entnehmen Sie bitte Seite 4

Bielsa, Esperança. "Cosmopolitanism as Translation." *Cultural Sociology* , vol. 8, no.4, 2014, pp. 392–406.

Leistungsnachweis							
3 CP Response Paper							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						
	94693 S - Literature and Aging						
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.19.1.22	19.04.2022	Dr. Ira Raja

Kommentar

Contemporary Indian fiction is full of older people. In more progressive circles, this literary phenomenon is viewed with some anxiety, as one sign of an intensifying cultural conservatism, allied to the 'family values' rhetoric of Hindu Nationalism in which social relations, including those between ruler and ruled, are best modeled along the paternalistic, multigenerational structure of the traditional family, which is moreover deeply invested in casting one's elders, and the hoary past for which they are seen to stand, as subjects of unmitigated reverence. Indeed, the category of age has acquired such symbolic density over time (and not just in India), that it has become difficult to speak about what is old, elderly and ageing, without also at the same time drawing on the staple binaries of tradition and modernity, past and present, frailty and strength.

That said, to view age always as a metaphor for something else – a critical phenomenon aided in no small measure by the preoccupations of postcolonial theory -- entails excluding other legitimate ways of reading its representation in fiction – readings which privilege corporeality and affect over abstraction. While this course on post-Independence Indian literature on ageing begins by recognizing the usefulness of age in thinking through culture and politics in the subcontinent, it then moves beyond the cultural semiotic approach, to examine a range of responses, from despair to defiance to delight with which older people negotiate changes in family form, social alienation, psychological vulnerability, perceived obsolescence, moral restrictions, diminishing cultural capital, dependence and loss of memory, and not least imminent death.

Weekly classroom lectures and discussions will focus on close readings of a series of short stories, novels and film, in English and in English translation from various Indian languages, paying special emphasis on the role of body, memory, narrative, objects, care, and the changing dynamics of desire in the diaspora. Week 6 and Week 9 are reserved for solo or group presentations on a prescribed short story that invites critical engagement with significant themes.

Wk 1: Introductory and Organizational session

AGE AS METAPHOR

Wk 2: The Nation and its Old: Shivani's 'Grandmother' & Manjul Bhagat's 'Bebeji'

Wk 3: Mother India's Body: Krishna Baldev Vaid's 'Our Old Woman'

A MIDDLE-CLASS MODERNITY

Wk 4: Insatiable Age: Githa Hariharan's 'The Remains of the Feast' & Anita Desai's 'A Devoted Son'

Wk 5: The False Binary: Tradition vs Modernity in Bhisham Sahni's 'Dinner for the Boss' & Mahasveta Devi's 'The Son'

Wk 6: CLASS PRESENTATIONS: Gyan Ranjan's 'Father' [SHORT STORY]

EMBODIMENT AND MATERIAL CULTURE

Wk 7: A Timely Death: T. Janakiraman's 'The Puppet', Bijay Prasad Mahapatra's 'Unseasonal Pineapple', & Chaman Nahal's

'The Womb' [SHORT STORIES]

Wk 8: Ageing and the Attachment to Objects: S. R. Harnot's 'Ma Reads', Pratibha Ray's 'The Blanket', & Narendranath Mitra's

'The Four-poster Bed' [SHORT STORIES]

Wk 9: CLASS PRESENTATIONS: Ismat Chughtai's 'Tiny's Granny' [SHORT STORY]

Abkürzungen entnehmen Sie bitte Seite 4

THE GENDER OF CARE

Leistungsnachweis							
3 CPs response paper							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						
94696 S - Writing Environmental Racism							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	16:00 - 18:00	wöch.	1.09.1.15	19.04.2022	Dr. phil. Susanne Adetokunbo Mojisola Adebayo
Kommentar							
The seminar looks at the relationship between race and nature, specifically literature that deals with (or exemplifies) environmental racism.							
Literatur							
Examples include The Overstory, by Richard Powers, Aminatta Forna's novel, Happiness, the play Black Men Walking by writer/rapper Testament and the tutor's own works including Wind / Rush Generation(s) (and Family Tree, Theoretical perspectives will be drawn from books such as Ghassan Hage's Is Racism and Environmental Threat?, Paul Outka's Race and Nature, Christina Sharpe's In the Wake and Amitav's Ghosh's The Great Derangement.							
Leistungsnachweis							
1500 word essay							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						
94719 S - Bartleby & Co.							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.1.16	19.04.2022	Prof. Dr. Dirk Wiemann
Kommentar							
Herman Melville's Bartleby has become on of the most frequently discussed literary characters in the modern/ist canon. While some readers see him as an embodiment of subversion and radical passivity, others focus on his virtually utopian innocence or, in yet other perspectives, interpret him as a complicated liberator, or a representative of death.							
Proceeding from and constantly returning to Melville's story, our seminar will focus on a range of theoretical text devoted to the enigmatic scrivener -- from Marxist and deconstructive perspectives as well as queer and phenomenological positions. Authors will include Jacques Derrida, Gilles Deleuze, Alain Badiou, Antonio Negri and Michael Hardt, Giorgio Agamben, Jacques Rabcière and J Hillis Miller.							
Literatur							
Herman Melville, Bartleby the Scrivener.							
More material will be made available on Moodle.							
Leistungsnachweis							
3 CPs for regular attendance, expert group presentation and written summary of the same.							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

94725 S - Graphic Medicine							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.09.1.15	21.04.2022	Dr. Anke Bartels
Kommentar							
This seminar is designed to give you an introduction to the various interactions between graphic novels and discourses surrounding health. In a first step, we will look at the generic conventions of the graphic novel before we will analyse a variety of comics which highlight different aspects of graphic medicine and are an exciting component of the medical humanities.							
Leistungsnachweis							
Presentation and short paper (1000 words)							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

94761 S - Teaching and learning interactional competence							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	14:00 - 16:00	wöch.	1.19.1.21	20.04.2022	John Hellermann
Kommentar							
This course will focus on what 'interactional competence' in a language can mean. In doing so, we will rely on methods and findings from conversation analysis, usage-based linguistics and studies of learning in the wild to explore ways that language teachers can take advantage of naturally-occurring language to help their students to develop awareness of and skills for interacting with the language they are learning. We will do this by reading about and analyzing the spoken interaction of language learners.							
Literatur							
tba							
Leistungsnachweis							
Sowohl für Testat als auch Modulprüfung (möglich außer in V4lin) für 3 LP: 90 minute exam OR Presentation (30') OR Preparation of a teaching lesson (max.. 3500 words)							
Leistungen in Bezug auf das Modul							
PL	263823 - Sprachwissenschaft (benotet)						

94769 S - Cultures, Politics and Poetics of Time, 1945 to the Present							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.09.1.02	20.04.2022	Prof. Dr. Dirk Wiemann
Kommentar							
This seminar will investigate the shifting experiences of time and temporalities from the aftermath of WWII to the present, with a particular emphasis on							
* the period of postmodernism with its multiplicities of coexistent times;							
* the emergence of postcolonial, feminist and queer temporalities;							
* the increasing awareness of the precarious interrelatedness of human temporalities with the 'deep time' of the natural planet.							
These and other issues will be explored with the help of a number of literary and theoretical articulations ranging from novels and novellas by writers like Martin Amis, Don DeLillo and Mahasweta Devi to diagnoses of the present by such theorists as Fredric Jameson, Dipesh Chakrabarty or Sarah Ahmed.							

Literatur

Please buy and read:

Siri Hustvedt, *Memories of the Future*

Caryl Churchill, *Cloud Nine*

Mahasweta Devi, *Pterodactyl*, Puran Sahay and Pirtha.

More material will be made available on Moodle.

Leistungsnachweis

3 PCs for regular attendance and a response paper (1500 words) to be submitted after the end of the teaching period.

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

94776 S - Dystopia - Huxley, Orwell and beyond

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.19.0.31	21.04.2022	Dr. Andrea Kinsky-Ehritt

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

94782 S - Narratives of Addiction

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	Einzel	1.19.1.16	25.04.2022	Dr. Aileen Behrendt
1	S	Mo	12:00 - 14:00	wöch.	1.19.0.31	02.05.2022	Dr. Aileen Behrendt

Kommentar

Addiction haunts many texts of the 19th and 20th century. From Christina Rossetti to Jean Rhys, narratives of addiction can be understood in the context of broader cultural negotiations, which raise questions of sensuality, existentialism and (literary) genius. This course will look at how addiction is portrayed in novels, short stories and poetry, but also in TV, song and art and ask how addiction affects the narrative. For this, we will rely on literary and cultural theory. We will discuss characters, narrative techniques and social and cultural narratives that grapple with addiction.

Please obtain a copy of Jean Rhys's *Good Morning Midnight* and Roddy Doyle's *The Woman Who Walked into Doors*. Further reading will be announced at the beginning of term.

Leistungen in Bezug auf das Modul

PNL 263821 - Literaturwissenschaft (unbenotet)

PNL 263822 - Kulturwissenschaft (unbenotet)

94819 S - Oceania in the Humboldt Forum

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.08.1.45	19.04.2022	Prof. Dr. Lars Eckstein

Kommentar

This course deals with the Oceania exhibition in the newly opened Berlin Humboldt Forum. It will have to address some of the institutional history of Berlin's new mega museum, as well as the more general challenges of ethnographic 'collections' from a postcolonial perspective. First and foremost, however, this class seeks to find ways of telling the complex stories behind select 'objects' on display in Berlin (and thus to do something that the museum largely fails to do). After a phase of lectures and collective reading, students in this class will therefore pursue independent small group research projects on an 'object' of their choice, and present their research toward the end of the semester.

Literatur	
all readings will be provided online via moodle.	
Leistungsnachweis	
Essay (1000 words) based on independent project work (Testat)	
Leistungen in Bezug auf das Modul	
PNL	263821 - Literaturwissenschaft (unbenotet)
PNL	263822 - Kulturwissenschaft (unbenotet)

 94822 S - Race, Class and Gender in US Ethnic Literature							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	Einzel	Online.Veranstalt	25.04.2022	Prof. Dr. Yuri Stulov
1	S	Mo	10:00 - 16:00	Einzel	Online.Veranstalt	27.06.2022	Prof. Dr. Yuri Stulov
1	S	Do	10:00 - 14:00	Einzel	Online.Veranstalt	30.06.2022	Prof. Dr. Yuri Stulov
1	S	Fr	10:00 - 14:00	Einzel	Online.Veranstalt	01.07.2022	Prof. Dr. Yuri Stulov
Leistungsnachweis							
Short paper							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

 95137 S - Cultures of Violence							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.09.1.12	20.04.2022	Frederike Offizier
Kommentar							
Violence, its representation and consumption is omnipresent in U.S. American culture. It lies at the heart of the very foundational myths that constitute American national identity. In fact, violence has been variously described as an inherent part of the formation of nation states. Today, violence has lost most of its beneficial ascriptions and its rejection has become the epitome of civilization. Nonetheless, the spectacle of violence fascinates today as much as it did in the past (a phenomenon which perpetually startles scholars). But what really is violence? And what role do aesthetics play in the meaning and understanding of violence? A first and crucial part of this seminar will be to distinguish conceptually between the different forms of violence that we will be talking about. Starting with theories of violence, the course will attempt to trace violence as cultural performance and practices through various stages of U.S. history. Our seminar readings and discussions will focus on the different understandings and representations of violence in texts that span from the colonial era to the present and explore the politics and aesthetics of such representations.							
Leistungsnachweis							
3 LP							
Leistungen in Bezug auf das Modul							
PNL	263821 - Literaturwissenschaft (unbenotet)						
PNL	263822 - Kulturwissenschaft (unbenotet)						

 95140 S - Phonographies: Writing, Sound, Re/production							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	18:00 - 20:00	Einzel	Online.Veranstalt	21.04.2022	Malte Kobel
1	S	Fr	14:00 - 18:30	Einzel	1.19.0.13	27.05.2022	Malte Kobel
1	S	Sa	11:00 - 17:00	Einzel	1.19.0.13	28.05.2022	N.N.
1	S	Fr	14:00 - 18:30	Einzel	1.19.0.13	01.07.2022	Malte Kobel
1	S	Sa	11:00 - 17:00	Einzel	1.19.0.13	02.07.2022	N.N.

Kommentar

In his book *Phonographies: Grooves in Sonic Afro-Modernity*, Alexander Weheliye argues for the importance of sound reproduction technologies in the creation of a "sonic Afro-Modernity". Weheliye critiques Modernity's focus on ocularcentrism and proposes instead to attune to an aural mode of being and becoming, a "sound thinking", which he sees emerging in black and Afro-diasporic literary and musical engagement with sound technologies. By way of Weheliye's notion of phonography (literally: sound-writing), we want to think about issues of writing, reproduction and performance (as well as their entanglements). Phonographic re/production blurs the dichotomy of object and subject, as Fred Moten, Theodor W. Adorno and other theorists have argued. In this seminar, we want to read Weheliye's book to investigate theories of phonography which can function as a different entry point into studying cultural and aesthetic productions (texts, sounds, music, etc.). We will primarily read Weheliye's monograph. with the addition of some shorter texts to provide responses and context. In class, students will have to prepare short response papers and there will be plenty of space to listen to examples that illustrate or probe the theory.

This class will be taught by Malte Kobel.

Literatur

Weheliye, A. G. (2005) *Phonographies: Grooves in Sonic Afro-Modernity*. Durham; London: Duke University Press.

Leistungsnachweis

3 LP

Leistungen in Bezug auf das Modul

PNL 263822 - Kulturwissenschaft (unbenotet)

ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II**93786 S - Bilingual Education**

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.09.1.15	19.04.2022	Prof. Dr. phil. Urška Grum

Kommentar

ACHTUNG: Das Seminar richtet sich, anders als auf Puls verzeichnet, nur an Englischstudierende der Sekundarstufe.

The seminar deals with Bilingual Education as a dual-focused educational approach in which a foreign or second language is used for the learning and teaching of both language and content. The aim of this course is to familiarize participants with the basic theories, principles and methodological options of Bilingual Education in the context of various school subjects (e.g. Geography, History, Politics/Civic Education, Biology). Advantages and disadvantages of this particular approach as well as issues of assessment and current research findings concerned with bilingual teaching and learning will be discussed, enabling participants to make informed choices when developing curricular units for bilingual as well as EFL classes.

Leistungsnachweis

Presentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

93935 S - Teaching the SDGs – educating global citizens

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.19.1.16	21.04.2022	Prof. Dr. Britta Freitag-Hild

Kommentar

Please take note of our updated seminar times:

Fri, 20 May, 12.00-15.00

Thu, 16 June, 12.00-14.00

Fri, 1 July, 12.00-15.00

Thu, 7 July, 12.00-14.00

Fri, 14 July, 12.15-13.45

Sun, 28 August, 18.00-20.00

Mon, 29 August, 9.00-20.00

Tue, 30 August, 9.00-20.00

Wed, 31 August, 9.00-20.00

Thu, 1 September, 9.00-20.00

Fri, 2 September, 9.00-20.00

How can foreign language teachers contribute to the education of global citizens? This seminar will explore ways of teaching the SDGs in the EFL classroom. We will take a look at education for sustainable development as part of the UN Agenda 2030 and its commitment to the 17 sustainable development goals. As part of a critical and transformative pedagogy, education for sustainable development invites educators to support their learners' competences as world citizens who take responsibility in shaping social and sustainable futures. We will discuss theoretical and methodological approaches and discuss what it means to educate foreign language learners as global citizens. Students will collaborate with a group of international students from SUNY Cortland, New York, during a summer school and develop teaching materials and activities for the classroom.

Please note: This seminar takes place on a number of fixed dates (Thursdays, 12-14) during the summer term and relies on your participation in the international and interdisciplinary summer school "Teaching the SDGs – Education for Sustainable Development and Global Citizenship", **August 28 – September 3, 2022**. The summer school will bring together 80 teacher students and lecturers from Potsdam and international partner universities. It will take place at Campus Neues Palais and Campus Golm, August 28 - September 3 2022. More information and a preliminary itinerary for the summer school can be found here: <https://www.uni-potsdam.de/de/isc/kurse/summerschool/esdgs2022>

Credit requirements: Active participation including obligatory readings, research, online assignments, active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungsnachweis

Credit requirements: active participation including obligatory readings, research, online assignments, active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

93945 S - CLIL in the context of education for sustainable development							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.19.1.16	19.04.2022	Prof. Dr. Britta Freitag-Hild

Kommentar

This seminar will explore ways of teaching CLIL and education for sustainable development in the EFL classroom. We will discuss theoretical and methodological approaches. Students will develop materials and activities for the classroom which will be discussed at the end of the seminar.

There are two options to participate in this seminar (to be discussed at the beginning of the semester):

- 1) on a regular weekly basis throughout the SoSe 2022
- 2) on a regular weekly basis in the first half of the semester. The second half will take place in the context of the international and interdisciplinary summer school "Teaching the SDGs – Education for Sustainable Development and Global Citizenship", **August 28 – September 3, 2022**. The summer school will bring together 80 teacher students and lecturers from Potsdam and international partner universities. It will take place at Campus Neues Palais and Campus Golm, August 28 – September 3 2022. More information and a preliminary itinerary for the summer school can be found here: <https://www.uni-potsdam.de/de/isc/kurse/summerschool/esdgs2022>

Credit requirements: Active participation including obligatory readings, research, online assignments, development and reflection of teaching ideas and materials. For those students attending the summer school: active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungsnachweis

Development and use of teaching materials and activities for the CLIL classroom

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

94683 S - Inclusive English Language Teaching: Diagnosing and Fostering Literacy Skills

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	16:00 - 18:00	wöch.	1.19.1.22	25.04.2022	Irene Heidt

Kommentar

In this seminar, we will engage with different aspects of inclusive English language teaching from a theoretical and practical perspective. While the theoretical part explores readings and discussions on the broad notion of inclusion (*weiter Inklusionsbegriff*), the practical part includes an application of this knowledge in the context of a school project, where the students of the present seminar will (co-)teach 10th and 11th graders on the topic of "Exploring Issues of Racism in American Culture and History". In the seminar, we will jointly prepare, self-design, discuss, and evaluate teaching lessons for the planned teaching project. The aim of this seminar is to gain theoretical and practical knowledge on the topic of inclusion and to develop a wide range of teaching materials that you can (re-)use in your future teaching.

The school project will take place in a secondary school (*Gymnasium*), located in Berlin on three days in total and is obligatory for successful participation

ACHTUNG: Das Seminar richtet sich anders als auf Puls verzeichnet nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

active participation in the seminar and the school project, reflective journals

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

94687 S - Identity, Language Learning and Teaching

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	wöch.	1.09.2.06	25.04.2022	Ceren Kocaman

Kommentar

This course introduces participants to issues related to identity in the context of English language learning and teaching. It adopts a two-pronged approach to identity. First, it establishes the relevance of identity in language learning (student identity) and second, it helps participants explore their own teacher identity. Throughout this seminar, participants will gain a critical perspective in language ideologies, language learning theories, culture, as well as various identity categories such as gender, sexuality, class, race and ethnicity. On this basis, they will relate these issues to the English language classroom (e.g., learning materials and classroom practices). Additionally, they will reflect on their own language learning histories, beliefs, and past or current classroom practices based on the theoretical concepts introduced, with the purpose of actively developing their emerging teacher identities. Please note that this is a reflection and writing-intensive seminar. Participants will be required to meet multiple deadlines and submit written reflections throughout the semester to be able to earn credits.

Leistungsnachweis

Reflection paper

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

94699 S - Differentiation, Individualisation and Inclusion in the EFL Primary Classroom

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.19.1.16	19.04.2022	Dr. Hannah Ruhm

Kommentar

Children enter our classrooms with different interests, preferences, experiences, strengths and learning styles, often coming from various social, cultural and language backgrounds. In the light of inclusive education, increased immigration and multilingualism and (possibly) the consequences of difficult schooling and learning conditions during the pandemic, teachers are faced with increasingly heterogeneous classrooms. Diagnosing and responding to the learners' individual needs and finding ways to support them in reaching their potential is a huge and overwhelming challenge for teachers.

In this course we will get to know some of the dimensions of learner heterogeneity and diversity in the classroom. We will study the theoretical foundations and core principles of differentiated and individualised learning and review existing models of differentiated instruction. Taking a look at concrete examples and teaching material for the primary EFL classroom, we will discuss techniques and strategies that help you to differentiate your English lessons. Participants will get the opportunity to design (e.g. speaking, reading, listening, writing) tasks/activities to cater for learners with different abilities and needs.

Please note: Once you have signed up and been admitted on PULS, you will receive an email via PULS to let you know how to access the Moodle course. If you can not (yet) access PULS and are interested in taking this course, please send me an email.

Leistungsnachweis

presentation/teaching project

Bemerkung

Achtung : Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Primarstufe Englisch.

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

94714 S - Games in the EFL Classroom

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	16:00 - 18:00	wöch.	1.19.0.31	25.04.2022	Simon Lubin

Kommentar

This seminar intends to provide the theoretical background of 'play' and 'games' in the EFL classroom, drawing from language acquisition and memory models. It will introduce its participants to the role of language learning games in fostering communicative competences with a focus on writing and speaking. Closer methodological comparisons will be drawn regarding collaborative and competitive games, as well as role-playing games. Moreover, this course intends to introduce its participants to the mechanisms of gamification and its use for L2 learning and teaching. Participants of the course will also learn to apply diagnostics, test theory and tools of evaluation to L2 writing and speaking.

ACHTUNG: Das Seminar richtet sich anders als auf Puls verzeichnet nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

Presentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

Sekundarstufe II

ANG_MA_009 - Vertiefungsmodul Sprachausbildung

94240 B - Writing Linguistic Papers

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	B	Fr	09:00 - 16:00	wöch.	1.22.0.38	29.04.2022	Anna Magdalena Finzel
1	B	Fr	09:00 - 16:00	Einzel	1.22.0.38	08.07.2022	Anna Magdalena Finzel

Kommentar

In this course students will improve their skills in writing linguistic research papers. Focus is put on several aspects such as the design of research projects, argument structure, writing style and formal criteria. The course is designed as a block seminar with two all-day meetings at the beginning and one all-day meeting towards the end of term. Further assignments will be provided via Moodle throughout the term. The number of participants is limited to 20 students. Please note that Link students should register for the parallel course of the same name.

Literatur

will be provided

Leistungsnachweis

short linguistic paper (2,000 words)

Leistungen in Bezug auf das Modul

PNL 262511 - Übersetzung (unbenotet)

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

94726 SU - Translation

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	SU	Do	12:00 - 14:00	wöch.	1.09.1.15	21.04.2022	Dr. Anke Bartels
2	SU	Fr	10:00 - 12:00	wöch.	1.19.0.31	22.04.2022	Gary Wayne Lovan
3	SU	Di	12:00 - 14:00	wöch.	1.09.1.15	19.04.2022	Gary Wayne Lovan

Kommentar

Improving your expression in and knowledge of English through intensive comparison and contrast with German: that is the main purpose of this course. Translation is a powerful tool for improving your proficiency because it uses your native language - your semantic bedrock that all your explorations in the second language build up from. Alan Duff: 'Translation develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).' You learn to think from words and structures to meanings - translation sensitizes you to the nuances of style and meaning better than anything other language learning activity. By contrasting the meanings of words and syntax, you can move away from literal (whatever that means!) translations to meaning (whatever that is!). When you think about it, any real interaction with an author or a person speaking involves acts of translation - the deeper the engagement, the more challenging and fruitful the translation.

The number of participants in this course is limited to 20 students.

Leistungsnachweis

5 Translations (4000 words)

Leistungen in Bezug auf das Modul

PNL 262511 - Übersetzung (unbenotet)

94728 SU - Academic Essay Writing							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
2	SU	Mo	08:00 - 10:00	wöch.	1.19.0.31	25.04.2022	Gary Wayne Lovan
3	SU	Fr	12:00 - 14:00	wöch.	1.19.0.31	22.04.2022	Gary Wayne Lovan
4	SU	Di	14:00 - 16:00	wöch.	1.09.1.15	19.04.2022	Gary Wayne Lovan
5	SU	Di	16:00 - 18:00	wöch.	1.09.2.16	19.04.2022	Gary Wayne Lovan

Kommentar

The course is designed to strengthen your academic writing in English. To this end we will deal with the components of essay writing: the design of the introductory, main body, and concluding paragraphs as well as the conventions of MLA 8. Naturally we hope the course will also deepen your English. At advanced levels, language can only be deepened by using it to do challenging tasks - and few tasks are more challenging than writing good argument.

The number of participants in this course is limited to 20 students.

Leistungsnachweis

1 Essay (2000 words)

Leistungen in Bezug auf das Modul

PL 262512 - Schriftlicher Ausdruck (Academic Writing) (benotet)

ANG_MA_012 - Vertiefungsmodul Linguistik

94204 S - Forensic Linguistics							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.19.0.31	20.04.2022	Denisa Latic

Leistungsnachweis

3 ECTS, group work and presentation

Leistungen in Bezug auf das Modul

PNL 262811 - Seminar 1 (Testat) (unbenotet)

PL 262812 - Seminar 2 (Modulprüfung) (benotet)

94287 S - English in Asia							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	16:00 - 18:00	wöch.	1.19.1.21	20.04.2022	Denisa Latic
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

94761 S - Teaching and learning interactional competence							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	14:00 - 16:00	wöch.	1.19.1.21	20.04.2022	John Hellermann
Kommentar							
This course will focus on what 'interactional competence' in a language can mean. In doing so, we will rely on methods and findings from conversation analysis, usage-based linguistics and studies of learning in the wild to explore ways that language teachers can take advantage of naturally-occurring language to help their students to develop awareness of and skills for interacting with the language they are learning. We will do this by reading about and analyzing the spoken interaction of language learners.							
Literatur							
tba							
Leistungsnachweis							
Sowohl für Testat als auch Modulprüfung (möglich außer in V4lin) für 3 LP: 90 minute exam OR Presentation (30') OR Preparation of a teaching lesson (max.. 3500 words)							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

94764 S - Perspectives on Errors							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	10:00 - 12:00	wöch.	1.19.1.16	20.04.2022	Susanne Reinhardt
Kommentar							
Learner errors may be traced back to the cognitive processes of speech production, and thus considered a window into the current state of a learner's linguistic proficiency. In that understanding, correction provides a means specifically meant to ensure the linguistic correctness of utterances. Adopting another theoretical basis, repair is understood as interactional phenomenon expressing language users' attempts at avoiding communicative breakdown by resolving problems of hearing, speaking and understanding. Errors, in that perspective, are only one out of a broad variety of 'trouble sources' that learners may be dealing with, and instances of repair provide insight not into a lack of proficiency, but into burgeoning communicative skill. In this advanced course, we will explore how different perspectives on the notion of 'error', and the correction mechanisms commonly associated with them, may impact our understanding of the nature of language, and consequently the objectives of, and approaches to, language learning and teaching.							
Leistungsnachweis							
Presentation (30') (+ written report of 2000 words, if demanded) or written exam (90') or written paper (3000 words)							
Leistungen in Bezug auf das Modul							
PNL	262811 - Seminar 1 (Testat) (unbenotet)						
PL	262812 - Seminar 2 (Modulprüfung) (benotet)						

94765 S - Usage-based approaches to second language acquisition							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	16:00 - 18:00	wöch.	1.19.1.16	25.04.2022	Taiane Malabarba

Kommentar

COURSE DESCRIPTION

The main objective of this course is to provide students with the means to develop critical thoughts on second language acquisition. The course supports the understanding of language use, learning, and teaching through a survey of contemporary approaches to second language acquisition. In this course, students will discuss the main tenets and methods of approaches, such as Language Socialization and Conversation Analysis with special attention to the latter. Students will also be acquainted with some techniques for analyzing language use.

COURSE OBJECTIVES

Through participation in a variety of activities, students will:

- develop a deeper understanding of L2 English learning and teaching research in light of current discussions within the field of second language acquisition;
- develop a broad understanding of the research questions that social approaches to L2 language learning and teaching investigate;
- be able to establish links between theory and practice as well as between their own teaching contexts and other learning settings around the globe.

METHODOLOGY

We will take an inquiry-based approach to learning. This means that to the greatest extent possible, you will be the leader of your explorations of the specific topics. To be successful, you must be curious, focused, goal-oriented and diligent. To the best of my ability, I will instruct, facilitate, guide and in other ways help ensure that our collaborative explorations are rewarding. I will provide you with a list of online resources (e.g. videos, lectures, papers) that you can refer to along with the required readings. You are also welcome to find new materials online and share them with the group.

Course activities will require that you 1) read and discuss pre-assigned articles and book chapters, 2) engage actively in group activities, 3) understand transcriptions of naturalistic data, 4) lead the class in a presentation of the main points and in a subsequent discussion of a pre-established reading.

Leistungsnachweis

Paper presentation and discussion:

In pairs, students will present an oral summary on a pre-assigned text (to be posted on Moodle). The oral presentation must be supported by 1. visual materials on slide mode (PowerPoint, Canvas, Prezi, etc.), and 2. a written handout (copies to all class members must be provided by the presenters). Both should be designed to facilitate the audience's understanding of the paper being presented. A 15-minute slot will be provided for each paper to be presented. The rest of the time (15 min max) will be used for discussion led by the presenters. Students are encouraged to use their own notes to present, but must not read extensively from any source. More specific guidelines will be provided in the course and via Moodle.

Students will be evaluated for their displayed capacity to:

- 1) present and lead a discussion on a research topic;
- 2) connect the content of their presentation and discussion with the broader discussions within the framework of conversation analysis and usage-based linguistics;
- 3) make appropriate use of the main concepts and notions discussed in the readings/lectures;
- 4) think critically and establish links between theories as well as between theory and practice.

Leistungen in Bezug auf das Modul

PL 262812 - Seminar 2 (Modulprüfung) (benotet)

ANG_MA_024 - Vertiefungsmodul Fachdidaktik in den Sekundarstufen I und II**93786 S - Bilingual Education**

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.09.1.15	19.04.2022	Prof. Dr. phil. Urška Grum

Kommentar

ACHTUNG: Das Seminar richtet sich, anders als auf Puls verzeichnet, nur an Englischstudierende der Sekundarstufe.

The seminar deals with Bilingual Education as a dual-focused educational approach in which a foreign or second language is used for the learning and teaching of both language and content. The aim of this course is to familiarize participants with the basic theories, principles and methodological options of Bilingual Education in the context of various school subjects (e.g. Geography, History, Politics/Civic Education, Biology). Advantages and disadvantages of this particular approach as well as issues of assessment and current research findings concerned with bilingual teaching and learning will be discussed, enabling participants to make informed choices when developing curricular units for bilingual as well as EFL classes.

Leistungsnachweis

Presentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

93935 S - Teaching the SDGs – educating global citizens

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	12:00 - 14:00	wöch.	1.19.1.16	21.04.2022	Prof. Dr. Britta Freitag-Hild

Kommentar

Please take note of our updated seminar times:

Fri, 20 May, 12.00-15.00

Thu, 16 June, 12.00-14.00

Fri, 1 July, 12.00-15.00

Thu, 7 July, 12.00-14.00

Fri, 14 July, 12.15-13.45

Sun, 28 August, 18.00-20.00

Mon, 29 August, 9.00-20.00

Tue, 30 August, 9.00-20.00

Wed, 31 August, 9.00-20.00

Thu, 1 September, 9.00-20.00

Fri, 2 September, 9.00-20.00

How can foreign language teachers contribute to the education of global citizens? This seminar will explore ways of teaching the SDGs in the EFL classroom. We will take a look at education for sustainable development as part of the UN Agenda 2030 and its commitment to the 17 sustainable development goals. As part of a critical and transformative pedagogy, education for sustainable development invites educators to support their learners' competences as world citizens who take responsibility in shaping social and sustainable futures. We will discuss theoretical and methodological approaches and discuss what it means to educate foreign language learners as global citizens. Students will collaborate with a group of international students from SUNY Cortland, New York, during a summer school and develop teaching materials and activities for the classroom.

Please note: This seminar takes place on a number of fixed dates (Thursdays, 12-14) during the summer term and relies on your participation in the international and interdisciplinary summer school "Teaching the SDGs – Education for Sustainable Development and Global Citizenship", **August 28 – September 3, 2022**. The summer school will bring together 80 teacher students and lecturers from Potsdam and international partner universities. It will take place at Campus Neues Palais and Campus Golm, August 28 - September 3 2022. More information and a preliminary itinerary for the summer school can be found here: <https://www.uni-potsdam.de/de/isc/kurse/summerschool/esdgs2022>

Credit requirements: Active participation including obligatory readings, research, online assignments, active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungsnachweis

Credit requirements: active participation including obligatory readings, research, online assignments, active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

93945 S - CLIL in the context of education for sustainable development							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	10:00 - 12:00	wöch.	1.19.1.16	19.04.2022	Prof. Dr. Britta Freitag-Hild

Kommentar

This seminar will explore ways of teaching CLIL and education for sustainable development in the EFL classroom. We will discuss theoretical and methodological approaches. Students will develop materials and activities for the classroom which will be discussed at the end of the seminar.

There are two options to participate in this seminar (to be discussed at the beginning of the semester):

- 1) on a regular weekly basis throughout the SoSe 2022
- 2) on a regular weekly basis in the first half of the semester. The second half will take place in the context of the international and interdisciplinary summer school "Teaching the SDGs – Education for Sustainable Development and Global Citizenship", **August 28 – September 3, 2022**. The summer school will bring together 80 teacher students and lecturers from Potsdam and international partner universities. It will take place at Campus Neues Palais and Campus Golm, August 28 – September 3 2022. More information and a preliminary itinerary for the summer school can be found here: <https://www.uni-potsdam.de/de/isc/kurse/summerschool/esdgs2022>

Credit requirements: Active participation including obligatory readings, research, online assignments, development and reflection of teaching ideas and materials. For those students attending the summer school: active participation in project work during the summer school, including development of teaching ideas materials and reflection of the summer school experience.

Leistungsnachweis

Development and use of teaching materials and activities for the CLIL classroom

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

94683 S - Inclusive English Language Teaching: Diagnosing and Fostering Literacy Skills

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	16:00 - 18:00	wöch.	1.19.1.22	25.04.2022	Irene Heidt

Kommentar

In this seminar, we will engage with different aspects of inclusive English language teaching from a theoretical and practical perspective. While the theoretical part explores readings and discussions on the broad notion of inclusion (*weiter Inklusionsbegriff*), the practical part includes an application of this knowledge in the context of a school project, where the students of the present seminar will (co-)teach 10th and 11th graders on the topic of "Exploring Issues of Racism in American Culture and History". In the seminar, we will jointly prepare, self-design, discuss, and evaluate teaching lessons for the planned teaching project. The aim of this seminar is to gain theoretical and practical knowledge on the topic of inclusion and to develop a wide range of teaching materials that you can (re-)use in your future teaching.

The school project will take place in a secondary school (*Gymnasium*), located in Berlin on three days in total and is obligatory for successful participation

ACHTUNG: Das Seminar richtet sich anders als auf Puls verzeichnet nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

active participation in the seminar and the school project, reflective journals

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

94687 S - Identity, Language Learning and Teaching

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	wöch.	1.09.2.06	25.04.2022	Ceren Kocaman

Kommentar

This course introduces participants to issues related to identity in the context of English language learning and teaching. It adopts a two-pronged approach to identity. First, it establishes the relevance of identity in language learning (student identity) and second, it helps participants explore their own teacher identity. Throughout this seminar, participants will gain a critical perspective in language ideologies, language learning theories, culture, as well as various identity categories such as gender, sexuality, class, race and ethnicity. On this basis, they will relate these issues to the English language classroom (e.g., learning materials and classroom practices). Additionally, they will reflect on their own language learning histories, beliefs, and past or current classroom practices based on the theoretical concepts introduced, with the purpose of actively developing their emerging teacher identities. Please note that this is a reflection and writing-intensive seminar. Participants will be required to meet multiple deadlines and submit written reflections throughout the semester to be able to earn credits.

Leistungsnachweis

Reflection paper

Leistungen in Bezug auf das Modul

PNL 263831 - (Inter-)Kulturelles Lernen im Fremdsprachenunterricht (unbenotet)

94699 S - Differentiation, Individualisation and Inclusion in the EFL Primary Classroom

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.19.1.16	19.04.2022	Dr. Hannah Ruhm

Kommentar

Children enter our classrooms with different interests, preferences, experiences, strengths and learning styles, often coming from various social, cultural and language backgrounds. In the light of inclusive education, increased immigration and multilingualism and (possibly) the consequences of difficult schooling and learning conditions during the pandemic, teachers are faced with increasingly heterogeneous classrooms. Diagnosing and responding to the learners' individual needs and finding ways to support them in reaching their potential is a huge and overwhelming challenge for teachers.

In this course we will get to know some of the dimensions of learner heterogeneity and diversity in the classroom. We will study the theoretical foundations and core principles of differentiated and individualised learning and review existing models of differentiated instruction. Taking a look at concrete examples and teaching material for the primary EFL classroom, we will discuss techniques and strategies that help you to differentiate your English lessons. Participants will get the opportunity to design (e.g. speaking, reading, listening, writing) tasks/activities to cater for learners with different abilities and needs.

Please note: Once you have signed up and been admitted on PULS, you will receive an email via PULS to let you know how to access the Moodle course. If you can not (yet) access PULS and are interested in taking this course, please send me an email.

Leistungsnachweis

presentation/teaching project

Bemerkung

Achtung : Das Seminar richtet sich, anders als auf PULS verzeichnet, nur an Studierende der Primarstufe Englisch.

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

94714 S - Games in the EFL Classroom

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	16:00 - 18:00	wöch.	1.19.0.31	25.04.2022	Simon Lubin

Kommentar

This seminar intends to provide the theoretical background of 'play' and 'games' in the EFL classroom, drawing from language acquisition and memory models. It will introduce its participants to the role of language learning games in fostering communicative competences with a focus on writing and speaking. Closer methodological comparisons will be drawn regarding collaborative and competitive games, as well as role-playing games. Moreover, this course intends to introduce its participants to the mechanisms of gamification and its use for L2 learning and teaching. Participants of the course will also learn to apply diagnostics, test theory and tools of evaluation to L2 writing and speaking.

ACHTUNG: Das Seminar richtet sich anders als auf Puls verzeichnet nur an Studierende der Sekundarstufe Englisch.

Leistungsnachweis

Presentation

Leistungen in Bezug auf das Modul

PNL 263832 - Diagnose, Messung und Förderung sprachlicher Kompetenzen (unbenotet)

ANG_MA_025 - Vertiefungsmodul Literatur-/Kulturwissenschaft **93948 S - Writing Home and Away: Places, Belonging(s), Affects**

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	14:00 - 16:00	wöch.	1.09.1.15	25.04.2022	Dr. Amina ElHalawani

Kommentar

Acknowledging the importance of "home" in discussions on migration and displacement, this seminar focuses on the concept of home in several works of migrant literature. The seminar aims to explore the complexity of the concept of home beyond pure location: as a feeling, a thought, an ideal, a process, a ritual. The seminar will thus focus on reading and analysing a variety of contemporary texts (poetry, novels, essays or autobiographies) by diverse writers to explore the ways in which they engage with the concept and the experience of home for mobile individuals.

Leistungsnachweis

3 CPs for response paper (ca. 1500 words)

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

 94167 S - Critical Animal Studies

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	08:00 - 10:00	wöch.	1.19.1.16	21.04.2022	Prof. Dr. Anja Schwarz

Kommentar

Critical Animal Studies seek to understand how notions of animality underscore a range of concepts that are essential to modern Western thought such as 'nature', 'culture', 'society', 'civilisation', 'the human', 'the native' and 'the exotic'. They explore the relationship between human and non-human animals, drawing upon a wide range of disciplinary formations such as sociology, philosophy, history, literary studies and the study of popular culture and by doing so provide insight into the development and progression of our changing attitudes towards animals.

In analysing the representation of human-animal interactions in literature, film, the visual arts and other cultural forms, our seminar will discuss contemporary contributions to this new field of scholarly inquiry.

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

94684 S - Black Empires – Black Nationalism in the USA at the Beginning of the 20th Century							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Fr	10:00 - 12:00	wöch.	1.19.1.22	22.04.2022	Dr. phil. Verena Adamik
Kommentar							
This course will explore some of the nationalist movements of Black people in the USA during (roughly) the first half of the twentieth century by looking both at Black nations in fiction as well as historic nationalist movements. It will therefore highlight a form of Black activism that often remains unmentioned or marginalized in the narrative of the Civil Rights movement. This course will be held 'life' and <i>physically present (hopefully mentally present as well)</i> on a biweekly basis ; every other week, the students will asynchronously work through provided materials and preparations for the discussions held in the meetings. This format allows for more intense discussions and to ease the 'frontal' teaching segments, but also requires of the students to work more independently in the off weeks. Meetings will be held on the following dates: April 29; May 13; May 27; June 10, June 24, July 8; July 22							
Literatur							
Sutton E. Griggs, Imperium in Imperio Pauline Hopkins, Of One Blood Geroge Schuyler, Black Empire Students will be asked to read these three novels and in addition be supplied with secondary materials and historic reading.							
Leistungsnachweis							
Each participant will be asked to create short, informative content for the course due towrads the end of the course; all content will be subject to a mandatory peer review. If needed, students can submit a Modularbeit							
Leistungen in Bezug auf das Modul							
PNL	263841 - Literaturwissenschaft (unbenotet)						
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						
94685 S - Global Modernities: Thinking Through Family							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.1.22	19.04.2022	Dr. Ira Raja

Kommentar

This course seeks to comprehend the contours of an Indian modernity through its literary representations over the last century, as viewed from within the shifting framework of the family. Widely recognized as one of the most common ways of conceptualizing the nation, the family metaphor has been sharply critiqued in postcolonial scholarship, where the putative homogeneity of the family is seen to elide the diversity and multiplicity of the nation and normalize its hierarchies. This in turn has prompted calls for models of national belonging that are less invested in affect. What tends to go unnoticed in attempts to rescue the heterogeneity of the nation, however, is the constructedness of families. Postcolonial critiques of 'the family metaphor' gloss over the long history of alternative family forms which simultaneously interrogate the presumed stability, normalcy and naturalness of the traditional family as also foreground its many contradictions.

Weekly readings will examine a series of literary texts from the last hundred years of Indian Writing in English and in English translation from other Indian languages, focusing on models of family that resist nationalist appropriation via foregrounding relational patterns and diversities that fall outside of the familiar circuits of heterosexual desire but that nonetheless retain the affective charge characteristic of belongingness to the nation. The discussion of literary texts will alternate weekly with readings drawn from a range of disciplines including history, anthropology, sociology, cultural studies, literary theory, politics, sexuality studies, visual cultures, and more, aimed at unpacking a complex history of Indian modernity, paying special attention to questions of subjectivity, citizenship, secularism, mass media, consumption, agency and care. Weeks 8 and 13 are reserved for solo or group presentations on short prescribed texts that invite analysis of the course's chief concerns.

Wk 1: Introductory and Organizational session

SUBJECTIVITY

Wk 2: Sreenivas, Mytheli. "Emotion, Identity, and the Female Subject: Tamil Women's Magazines in Colonial India, 1890-1940", *Journal of Women's History*, vol. 14, no. 4, Winter 2003, pp. 59–81.

Trivedi, Harish. 2012. "Love, Marriage, and Realism: The Novel in Pre- and post-colonial India", *Locating Postcolonial Narrative Genres*, edited by Walter Gabel and Saskia Schabio, Routledge, 2013, pp. 13–26.

Wk 3: Family Form: Reading Beyond the Plot in Krupabai Satthianadhan's *Saguna* [NOVELLA, 1893]

SEXUALITY

Wk 4: Naipaul, V.S. "An Old Equilibrium", *India: A Wounded Civilization*, Penguin, 1977, pp. 13–27.

time of Srivastava, Sanjay. "The Idea of Lata Mangeskar: Hindu Sexuality, the Girl-Child, Heterosexual Desire, in the the Five Year Plans." *Passionate Modernity: Sexuality, Class and Consumption in India*, Routledge, 2007, pp. 79–110.

Wk 5: The Perils of Consumption in R.K. Narayan's *Mr Sampath: The Printer of Malgudi* [NOVEL]

CONSUMPTION

Wk 6: Chatterjee, Partha. "Talking about Our Modernity in Two Languages." *A Possible India: Essays in Political Criticism*, Oxford University Press, 1997, pp. 263–285.

Wk 7: The Partial Agent: 'The Sweetmeat' by Bama Charan Mitra and Preetish Acharya's 'Order Cancel' [SHORT STORIES]

Wk 8: Group Presentations: Narendranath Mitra's 'A Drop of Milk' [SHORT STORY]

CITIZENSHIP

Abkürzungen entnehmen Sie bitte Seite 4
Wk. 9: Cabrera, Luis. 'Gandhiji, I have no Homeland': Cosmopolitan Insights from B.R. Ambedkar, India's Anti-caste Campaigner and Constitutional Architect.', *Political Studies*, vol. 65, no.3, 2017, pp. 576–593.

Leistungsnachweis							
3 CP Response Paper							
Leistungen in Bezug auf das Modul							
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						
	94692 S - Beyond Ethics: Critical Perspectives on Cosmopolitanism						
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	14:00 - 16:00	wöch.	1.09.1.15	20.04.2022	Dr. Ira Raja

Kommentar

A cosmopolitan perspective seeks to counter modern nationalism's tendency to link cultures and identities to specific places by focusing on the world as a whole rather than on an enclave within it. It may be seen to possess, in other words, the potential for offering an ethics for globalization. Yet, precisely because so many of the crucial relationships that shape the forces of globalization are indirect, these are not easily reducible to interpersonal norms. The problem with cosmopolitanism, as Craig Calhoun argues, lies in its suggestion that it is an attitude that can be assumed without altering the political or economic structures which lie outside of the individual. What kind of purchase, then, do cosmopolitan theories have on the contemporary world?

This course seeks to introduce students to some of the major strands in the debate on cosmopolitanism, how these tend to draw upon a series of other closely related forces that are shaping the world: Where does cosmopolitan thinking stand in relation to the spectre of resurgent nationalism we are seeing unfold around us today? Does cosmopolitanism always work in conjunction with globalization? Can it offer us an ethic of living in a multicultural society? What understandings of cosmopolitanism might help us negotiate a postcolonial future? Drawing on a selection of readings from a range of disciplines including philosophy, anthropology, politics, history, sociology, and literature, the course seeks to promote a layered understanding of a conceptual perspective whose capacity for understanding, critiquing and negotiating the world in which we live today is beginning to be questioned.

WEEKLY READING SCHEDULE

Wk 1:	Introductory and Organisational Session
Wk 2: June 1990,	Hannerz, Ulf. "Cosmopolitans and Locals in World Culture." <i>Theory, Culture & Society</i> , vol. 7, no. 2–3, pp. 237–251. Nussbaum, Martha. "Patriotism and Cosmopolitanism", <i>Boston Review</i> , vol.19, no. 5, 1994, pp. 3–6.
Wk 3:	Appiah, Kwame Anthony. <i>Cosmopolitanism: Ethics in a World of Strangers</i> , Penguin, 2006.
Wk 4:	Rushdie, Salman. <i>The Satanic Verses</i> , Viking Penguin, 1988.
Wk 5: Garcia	Bhabha, Homi. "Unsatisfied: Notes on Vernacular Cosmopolitanism." <i>Text and Nation</i> , edited by Laura Morena and Peter C. Pfeifer, Camden House, 1996, pp.191–207.
Wk 6:	Ghosh, Amitav. <i>Sea of Poppies</i> , Viking Press, 2008.
Wk 7:	Mignolo, Walter. "The Many Faces of Cosmo-polis: Border Thinking and Critical Cosmopolitanism." <i>Public Culture</i> , vol.12, no.3, September 2000, pp. 721–748.
Wk 8:	Danticat, Edwidge. <i>The Farming of Bones</i> , Penguin, 1998.
Wk 9: , vol. 8,	Delanty, Gerard. "Not All Is Lost in Translation: World Varieties of Cosmopolitanism." <i>Cultural Sociology</i> , vol. 8, no. 4, 2014, pp. 374–391.

Abkürzungen entnehmen Sie bitte Seite 4

Bielsa, Esperança. "Cosmopolitanism as Translation." *Cultural Sociology* , vol. 8, no.4, 2014, pp. 392–406.

Leistungsnachweis							
3 CP Response Paper							
Leistungen in Bezug auf das Modul							
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						
	94693 S - Literature and Aging						
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.19.1.22	19.04.2022	Dr. Ira Raja

Kommentar

Contemporary Indian fiction is full of older people. In more progressive circles, this literary phenomenon is viewed with some anxiety, as one sign of an intensifying cultural conservatism, allied to the 'family values' rhetoric of Hindu Nationalism in which social relations, including those between ruler and ruled, are best modeled along the paternalistic, multigenerational structure of the traditional family, which is moreover deeply invested in casting one's elders, and the hoary past for which they are seen to stand, as subjects of unmitigated reverence. Indeed, the category of age has acquired such symbolic density over time (and not just in India), that it has become difficult to speak about what is old, elderly and ageing, without also at the same time drawing on the staple binaries of tradition and modernity, past and present, frailty and strength.

That said, to view age always as a metaphor for something else – a critical phenomenon aided in no small measure by the preoccupations of postcolonial theory -- entails excluding other legitimate ways of reading its representation in fiction – readings which privilege corporeality and affect over abstraction. While this course on post-Independence Indian literature on ageing begins by recognizing the usefulness of age in thinking through culture and politics in the subcontinent, it then moves beyond the cultural semiotic approach, to examine a range of responses, from despair to defiance to delight with which older people negotiate changes in family form, social alienation, psychological vulnerability, perceived obsolescence, moral restrictions, diminishing cultural capital, dependence and loss of memory, and not least imminent death.

Weekly classroom lectures and discussions will focus on close readings of a series of short stories, novels and film, in English and in English translation from various Indian languages, paying laying special emphasis on the role of body, memory, narrative, objects, care, and the changing dynamics of desire in the diaspora. Week 6 and Week 9 are reserved for solo or group presentations on a prescribed short story that invites critical engagement with significant themes.

Wk 1: Introductory and Organizational session

AGE AS METAPHOR

Wk 2: The Nation and its Old: Shivani's 'Grandmother' & Manjul Bhagat's 'Bebeji'

Wk 3: Mother India's Body: Krishna Baldev Vaid's 'Our Old Woman'

A MIDDLE-CLASS MODERNITY

Wk 4: Insatiable Age: Githa Hariharan's 'The Remains of the Feast' & Anita Desai's 'A Devoted Son'

Wk 5: The False Binary: Tradition vs Modernity in Bhisham Sahni's 'Dinner for the Boss' & Mahasveta Devi's 'The Son'

Wk 6: CLASS PRESENTATIONS: Gyan Ranjan's 'Father' [SHORT STORY]

EMBODIMENT AND MATERIAL CULTURE

Wk 7: A Timely Death: T. Janakiraman's 'The Puppet', Bijay Prasad Mahapatra's 'Unseasonal Pineapple', & Chaman Nahal's

'The Womb' [SHORT STORIES]

Wk 8: Ageing and the Attachment to Objects: S. R. Harnot's 'Ma Reads', Pratibha Ray's 'The Blanket', & Narendranath Mitra's

'The Four-poster Bed' [SHORT STORIES]

Wk 9: CLASS PRESENTATIONS: Ismat Chughtai's 'Tiny's Granny' [SHORT STORY]

Abkürzungen entnehmen Sie bitte Seite 4

THE GENDER OF CARE

Leistungsnachweis

3 CPs response paper

Leistungen in Bezug auf das Modul

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 94696 S - Writing Environmental Racism

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	16:00 - 18:00	wöch.	1.09.1.15	19.04.2022	Dr. phil. Susanne Adetokunbo Mojisola Adebayo

Kommentar

The seminar looks at the relationship between race and nature, specifically literature that deals with (or exemplifies) environmental racism.

Literatur

Examples include The Overstory, by Richard Powers, Aminatta Forna's novel, Happiness, the play Black Men Walking by writer/rapper Testament and the tutor's own works including Wind / Rush Generation(s) (and Family Tree, Theoretical perspectives will be drawn from books such as Ghassan Hage's Is Racism and Environmental Threat?, Paul Outka's Race and Nature, Christina Sharpe's In the Wake and Amitav's Ghosh's The Great Derangement.

Leistungsnachweis

1500 word essay

Leistungen in Bezug auf das Modul

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

 94719 S - Bartleby & Co.

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	14:00 - 16:00	wöch.	1.19.1.16	19.04.2022	Prof. Dr. Dirk Wiemann

Kommentar

Herman Melville's Bartleby has become one of the most frequently discussed literary characters in the modern/ist canon. While some readers see him as an embodiment of subversion and radical passivity, others focus on his virtually utopian innocence or, in yet other perspectives, interpret him as a complicated liberator, or a representative of death.

Proceeding from and constantly returning to Melville's story, our seminar will focus on a range of theoretical text devoted to the enigmatic scrivener -- from Marxist and deconstructive perspectives as well as queer and phenomenological positions. Authors will include Jacques Derrida, Gilles Deleuze, Alain Badiou, Antonio Negri and Michael Hardt, Giorgio Agamben, Jacques Rancière and J Hillis Miller.

Literatur

Herman Melville, Bartleby the Scrivener.

More material will be made available on Moodle.

Leistungsnachweis

3 CPs for regular attendance, expert group presentation and written summary of the same.

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

94725 S - Graphic Medicine

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.09.1.15	21.04.2022	Dr. Anke Bartels

Kommentar

This seminar is designed to give you an introduction to the various interactions between graphic novels and discourses surrounding health. In a first step, we will look at the generic conventions of the graphic novel before we will analyse a variety of comics which highlight different aspects of graphic medicine and are an exciting component of the medical humanities.

Leistungsnachweis

Presentation and short paper (1000 words)

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

94769 S - Cultures, Politics and Poetics of Time, 1945 to the Present

Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.09.1.02	20.04.2022	Prof. Dr. Dirk Wiemann

Kommentar

This seminar will investigate the shifting experiences of time and temporalities from the aftermath of WWII to the present, with a particular emphasis on

- * the period of postmodernism with its multiplicities of coexistent times;
- * the emergence of postcolonial, feminist and queer temporalities;
- * the increasing awareness of the precarious interrelatedness of human temporalities with the 'deep time' of the natural planet.

These and other issues will be explored with the help of a number of literary and theoretical articulations ranging from novels and novellas by writers like Martin Amis, Don DeLillo and Mahasweta Devi to diagnoses of the present by such theorists as Fredric Jameson, Dipesh Chakrabarty or Sarah Ahmed.

Literatur

Please buy and read:

Siri Hustvedt, Memories of the Future

Caryl Churchill, Cloud Nine

Mahasweta Devi, Pterodactyl, Purnan Sahay and Pirtha.

More material will be made available on Moodle.

Leistungsnachweis

3 PCs for regular attendance and a response paper (1500 words) to be submitted after the end of the teaching period.

Leistungen in Bezug auf das Modul

PNL 263841 - Literaturwissenschaft (unbenotet)

PNL 263842 - Kulturwissenschaft (unbenotet)

PL 263843 - Literatur- oder Kulturwissenschaft (benotet)

94776 S - Dystopia - Huxley, Orwell and beyond							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	14:00 - 16:00	wöch.	1.19.0.31	21.04.2022	Dr. Andrea Kinsky-Ehritt
Leistungen in Bezug auf das Modul							
PNL	263841 - Literaturwissenschaft (unbenotet)						
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						

94782 S - Narratives of Addiction							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	12:00 - 14:00	Einzel	1.19.1.16	25.04.2022	Dr. Aileen Behrendt
1	S	Mo	12:00 - 14:00	wöch.	1.19.0.31	02.05.2022	Dr. Aileen Behrendt

Kommentar

Addiction haunts many texts of the 19th and 20th century. From Christina Rossetti to Jean Rhys, narratives of addiction can be understood in the context of broader cultural negotiations, which raise questions of sensuality, existentialism and (literary) genius. This course will look at how addiction is portrayed in novels, short stories and poetry, but also in TV, song and art and ask how addiction affects the narrative. For this, we will rely on literary and cultural theory. We will discuss characters, narrative techniques and social and cultural narratives that grapple with addiction.

Please obtain a copy of Jean Rhys's *Good Morning Midnight* and Roddy Doyle's *The Woman Who Walked into Doors*. Further reading will be announced at the beginning of term.

Leistungen in Bezug auf das Modul

PNL	263841 - Literaturwissenschaft (unbenotet)						
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						

94819 S - Oceania in the Humboldt Forum							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Di	12:00 - 14:00	wöch.	1.08.1.45	19.04.2022	Prof. Dr. Lars Eckstein

Kommentar

This course deals with the Oceania exhibition in the newly opened Berlin Humboldt Forum. It will have to address some of the institutional history of Berlin's new mega museum, as well as the more general challenges of ethnographic 'collections' from a postcolonial perspective. First and foremost, however, this class seeks to find ways of telling the complex stories behind select 'objects' on display in Berlin (and thus to do something that the museum largely fails to do). After a phase of lectures and collective reading, students in this class will therefore pursue independent small group research projects on an 'object' of their choice, and present their research toward the end of the semester.

Literatur

all readings will be provided online via moodle.

Leistungsnachweis

Essay (1000 words) based on independent project work (Testat)

Leistungen in Bezug auf das Modul

PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						

94822 S - Race, Class and Gender in US Ethnic Literature							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mo	10:00 - 12:00	Einzel	Online.Veranstalt	25.04.2022	Prof. Dr. Yuri Stulov
1	S	Mo	10:00 - 16:00	Einzel	Online.Veranstalt	27.06.2022	Prof. Dr. Yuri Stulov
1	S	Do	10:00 - 14:00	Einzel	Online.Veranstalt	30.06.2022	Prof. Dr. Yuri Stulov
1	S	Fr	10:00 - 14:00	Einzel	Online.Veranstalt	01.07.2022	Prof. Dr. Yuri Stulov

Leistungsnachweis							
Short paper							
Leistungen in Bezug auf das Modul							
PNL	263841 - Literaturwissenschaft (unbenotet)						
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						

95137 S - Cultures of Violence							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Mi	12:00 - 14:00	wöch.	1.09.1.12	20.04.2022	Frederike Offizier
Kommentar							
Violence, its representation and consumption is omnipresent in U.S. American culture. It lies at the heart of the very foundational myths that constitute American national identity. In fact, violence has been variously described as an inherent part of the formation of nation states. Today, violence has lost most of its beneficial ascriptions and its rejection has become the epitome of civilization. Nonetheless, the spectacle of violence fascinates today as much as it did in the past (a phenomenon which perpetually startles scholars). But what really is violence? And what role do aesthetics play in the meaning and understanding of violence? A first and crucial part of this seminar will be to distinguish conceptually between the different forms of violence that we will be talking about. Starting with theories of violence, the course will attempt to trace violence as cultural performance and practices through various stages of U.S. history. Our seminar readings and discussions will focus on the different understandings and representations of violence in texts that span from the colonial era to the present and explore the politics and aesthetics of such representations.							
Leistungsnachweis							
3 LP							
Leistungen in Bezug auf das Modul							
PNL	263841 - Literaturwissenschaft (unbenotet)						
PNL	263842 - Kulturwissenschaft (unbenotet)						
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)						

95140 S - Phonographies: Writing, Sound, Re/production							
Gruppe	Art	Tag	Zeit	Rhythmus	Veranstaltungsort	1.Termin	Lehrkraft
1	S	Do	18:00 - 20:00	Einzel	Online.Veranstalt	21.04.2022	Malte Kobel
1	S	Fr	14:00 - 18:30	Einzel	1.19.0.13	27.05.2022	Malte Kobel
1	S	Sa	11:00 - 17:00	Einzel	1.19.0.13	28.05.2022	N.N.
1	S	Fr	14:00 - 18:30	Einzel	1.19.0.13	01.07.2022	Malte Kobel
1	S	Sa	11:00 - 17:00	Einzel	1.19.0.13	02.07.2022	N.N.
Kommentar							
In his book <i>Phonographies: Grooves in Sonic Afro-Modernity</i>, Alexander Weheliye argues for the importance of sound reproduction technologies in the creation of a "sonic Afro-Modernity". Weheliye critiques Modernity's focus on ocularcentrism and proposes instead to attune to an aural mode of being and becoming, a "sound thinking", which he sees emerging in black and Afro-diasporic literary and musical engagement with sound technologies. By way of Weheliye's notion of phonography (literally: sound-writing), we want to think about issues of writing, reproduction and performance (as well as their entanglements). Phonographic re/production blurs the dichotomy of object and subject, as Fred Moten, Theodor W. Adorno and other theorists have argued. In this seminar, we want to read Weheliye's book to investigate theories of phonography which can function as a different entry point into studying cultural and aesthetic productions (texts, sounds, music, etc.). We will primarily read Weheliye's monograph. with the addition of some shorter texts to provide responses and context. In class, students will have to prepare short response papers and there will be plenty of space to listen to examples that illustrate or probe the theory. This class will be taught by Malte Kobel.							
Literatur							
Weheliye, A. G. (2005) <i>Phonographies: Grooves in Sonic Afro-Modernity</i> . Durham; London: Duke University Press.							

Leistungsnachweis	
3 LP	
Leistungen in Bezug auf das Modul	
PNL	263842 - Kulturwissenschaft (unbenotet)
PL	263843 - Literatur- oder Kulturwissenschaft (benotet)

Glossar

Die folgenden Begriffserklärungen zu Prüfungsleistung, Prüfungsnebenleistung und Studienleistung gelten im Bezug auf Lehrveranstaltungen für alle Ordnungen, die seit dem WiSe 2013/14 in Kraft getreten sind.

Prüfungsleistung	Prüfungsleistungen sind benotete Leistungen innerhalb eines Moduls. Aus der Benotung der Prüfungsleistung(en) bildet sich die Modulnote, die in die Gesamtnote des Studiengangs eingeht. Handelt es sich um eine unbenotete Prüfungsleistung, so muss dieses ausdrücklich („unbenotet“) in der Modulbeschreibung der fachspezifischen Ordnung geregelt sein. Weitere Informationen, auch zu den Anmeldeöglichkeiten von Prüfungsleistungen, finden Sie unter anderem in der Kommentierung der BaMa-O
Prüfungsnebenleistung	Prüfungsnebenleistungen sind für den Abschluss eines Moduls relevante Leistungen, die – soweit sie vorgesehen sind – in der Modulbeschreibung der fachspezifischen Ordnung beschrieben sind. Prüfungsnebenleistungen sind immer unbenotet und werden lediglich mit "bestanden" bzw. "nicht bestanden" bewertet. Die Modulbeschreibung regelt, ob die Prüfungsnebenleistung eine Teilnahmevoraussetzung für eine Modulprüfung oder eine Abschlussvoraussetzung für ein ganzes Modul ist. Als Teilnahmevoraussetzung für eine Modulprüfung muss die Prüfungsnebenleistung erfolgreich vor der Anmeldung bzw. Teilnahme an der Modulprüfung erbracht worden sein. Auch für Erbringung einer Prüfungsnebenleistungen wird eine Anmeldung vorausgesetzt. Diese fällt immer mit der Belegung der Lehrveranstaltung zusammen, da Prüfungsnebenleistung im Rahmen einer Lehrveranstaltungen absolviert werden. Sieht also Ihre fachspezifische Ordnung Prüfungsnebenleistungen bei Lehrveranstaltungen vor, sind diese Lehrveranstaltungen zwingend zu belegen, um die Prüfungsnebenleistung absolvieren zu können.
Studienleistung	Als Studienleistung werden Leistungen bezeichnet, die weder Prüfungsleistungen noch Prüfungsnebenleistungen sind.



Quelle: Karla Pirze

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Herausgeber

Am Neuen Palais 10
14469 Potsdam

Telefon: +49 331/977-0

Fax: +49 331/972163

E-mail: presse@uni-potsdam.de

Internet: www.uni-potsdam.de

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Ministerium für Wissenschaft, Forschung und Kultur des Landes Brandenburg
Dortustr. 36
14467 Potsdam

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Referat für Presse- und Öffentlichkeitsarbeit
Referatsleiterin und Sprecherin der Universität
Silke Engel
Am Neuen Palais 10
14469 Potsdam
Telefon: +49 331/977-1474
Fax: +49 331/977-1130
E-mail: presse@uni-potsdam.de

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