

Course Booklet

Spring Semester 2015

16 February – 29 May 2015



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Important Information

1) Attendance

Attendance is mandatory. If you miss a class, you must write to your instructor to apologise for your absence and explain why it was unavoidable. Students who miss more than 2 sessions of a lecture or seminar and more than 1 session of a Forum or Colloquium will FAIL the course in question.

2) Registering for Classes on KSL

For every course entry in KSL there are two sign-up steps: registration to the course and registration to the assessment. It is the registration for the assessment that decides how the course will be counted for you, that is, as ungraded, graded or focus module. The deadline for registration and deregistration is 15 November for the autumn semester, 15 April for the spring semester. After that the registrations are binding. There will be no exceptions.

Registering for Courses

You will have to register for every individual course you are planning to take on KSL before the start of term. In the case of seminars, at this stage of the registration it does not yet matter whether you take it as graded, ungraded, or part of a module. At this point you will always sign up for the simple 4 ECTS version!

Registration will be open from 1 January 2015 and deregistration will be possible until **15 April 2015**.

Please note, in order to access course material you will have to sign up separately for the course on ILIAS.

For general advice on how the signing-up process works on KSL please watch the video tutorial KSL provides on their website [<http://kslvideos.unibe.ch/?l=de>]

Registering for Assessment

Registration for assessment will be open from 16 February 2015 until **15 April 2015**. If you do not need a grade for a course you can simply register for the assessment in the version of the course which you have already put into your planning view and signed up for (make sure, in that case, that now you sign up for the course AND the assessment).

If you need a grade, you will have to register for a separate assessment. In this case DO NOT register for the assessment in the ungraded version of the course. There are the following options:

If you are registering for the Grammar and Writing Skill exams, look for the assessment called "Modern English Grammar I+II" or "Writing Skills I+II" and sign up for it as both course and assessment.

If you are registering for a focus module, look for the 10 ECTS entry in KSL (to be found under the name of the whole focus module) and register for it as both course and assessment (yes, that does seem redundant, but still).

If you are registering for a graded MA Seminar look for the 7 ECTS version of the seminar and register for both course and assessment. You can then either deregister from the 4 ECTS version, or leave it and we'll deregister you eventually.

If you need a grade for a lecture or a workshop sign up for the ungraded version of the course anyway and let your instructor know.

Exceptions to KSL Registration

The following courses and module do not require registration on KSL: BA and MA theses, stay abroad module, independent studies. ALL other courses DO REQUIRE REGISTRATION (including the BA colloquium and the MA forum)!

Whom to Ask

Study Counselling for BA Students

Students with surnames A-M

Marijke Denger
031 631 33 95 / B 263
denger@ens.unibe.ch

As of 1 April 2015:

Dr. Irmtraud Huber
031 631 33 95 / B 263
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Students with surnames N-Z

Kathrin Scheuchzer
031 631 55 15 / B267
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Study Counselling for MA Students

PD Dr. Julia Straub
031 631 83 61 / B 262
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International and Exchange Coordinator, Stay Abroad Module Coordinator

Dr. Kellie Gonçalves
goncalves@ens.unibe.ch

Independent Studies Coordinator

Dr. Nicole Nyffenegger
031 631 36 37 / B 267
nyffenegger@ens.unibe.ch

Independent Studies Proposals

Contact any member of teaching staff

Assessment of Courses and Information about your Results

Individual course instructors and Notice
Boards

KSL Enquiries

Hilary Sharp and Nia Stephens-Metcalfe
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stephens@ens.unibe.ch

Diploma Supplements BA / MA (Studienlei- tung)

PD Dr. Julia Straub
031 631 83 61 / B262
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Enrolment for Theses and Exams

Hilary Sharp
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Library Enquiries

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Staff

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Prof. Dr. Thomas Claviez
Head of Department
Literary Theory

Prof. Dr. David Britain
Modern English Linguistics

Prof. Dr. Annette Kern-Stähler
Medieval English Studies

Prof. Dr. Virginia Richter
Modern English Literature

Prof. Dr. Gabriele Rippl
North American Literature and Culture

Prof. Dr. Crispin Thurlow
Language and Communication

Senior Assistant

PD Dr. Julia Straub
North American Literature and Culture

Lecturers

Dr. Mi-Cha Flubacher
Modern English Linguistics

Dr. Sue Fox
Modern English Linguistics

Prof. Dr. Nadja Gernalzick
North American Literature and Culture

Dr. Franz Andres Morrissey
Modern English Linguistics

Dr. Margaret Mace-Tessler
English Languages and Literature

Dr. Nicole Nyffenegger
Medieval English Studies

Assistants

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Medieval English Studies
PhD Student

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PhD Student (Project funded by SNF)

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Modern English Linguistics
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Kathrin Scheuchzer, M.A.
Medieval English Studies

Laura Tresch, M.A.
Modern English Linguistics
PhD Student (Project funded by SNF)

Waylon Weber, M.A.
Literary Theory
PhD Student

For information about staff consultation times please consult the departmental website.

Secretaries

Hilary Sharp	Monday	9-10, 13:45-15:15
	Wednesday	9-10
	Thursday	9-10, 13:45-15:15
Monika Iseli-Felder	Tuesday	9-10, 13:45-15:15
	Wednesday	9-10

Librarian

tba	Monday-Thursday
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Information is subject to change. Please consult the notice boards and the departmental website regularly.

BACHELOR STUDIES

Language Foundation Module

Course Type: Language Course
Title: Modern English Grammar II
Instructor: F. Andres Morrissey
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the second part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will conclude the tour of English verb forms and extend the discussion to clause constructions.

The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them; in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, with which some students will later be involved, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts.

Because the lecturer is on a sabbatical this semester this course will be podcast only; the episodes can be viewed and downloaded on a weekly (usually on Tuesdays) basis although some could be made available in bulk. Tutorials will be available twice weekly and students are strongly encouraged to attend a weekly session. In addition, to compensate for the absence of a rigorous course structure, students are advised to form study groups at the beginning of semester.

Texts: Useful textbooks include *Rediscover Grammar* by David Crystal, and McCarthy and Carter's *Cambridge Grammar of English* (CUP).

Podcast: www.morrissey.unibe.ch

Evaluation/Grade Requirement: Final module exam 2 or 3 June 2015

Course Type: Language Course
Title: Writing Skills II
Instructor: M. Mace-Tessler
Time: Monday 10-12, or
Tuesday 10-12 / 14-16, or
Thursday 10-12

Note: Enrolment in each slot will be limited to 25 students.

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the second part of the two-semester Writing Skills course. The emphasis this semester continues to be on acquiring and practising the skills required for academic writing, with a particular focus on incorporating secondary sources in the formulation and support of an academic argument. Students should expect to write each week, to rewrite, to work in groups, and to read each other's work critically.

Texts: The materials needed for this course have been designed to meet the students' needs and will be made available during the course. Some material will be posted on ILIAS.

Aims: a) to introduce specific skills needed in academic writing and to provide practice in those skills; b) to apply those skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

Evaluation (pass/fail): The course must be taken for a grade.

Grade Requirement: Evaluation of written work.

Deadline for Submission of Assignment/Evaluation: Throughout the semester. The final paper must be submitted by 5 June 2015

Course Type: Language Course

Title: Writing Skills II

Instructor: N. Nyffenegger

Time: Thursday 14-16

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the second part of the two-semester Writing Skills course. The emphasis this semester continues to be on acquiring and practising the skills required for academic writing, with a particular focus on incorporating secondary sources in the formulation and support of an academic argument. Students should expect to write each week, to rewrite, to work in groups, and to read each other's work critically.

Texts: The materials needed for this course have been designed to meet the students' needs and will be made available during the course. Some material will be posted on ILIAS.

Aims: a) to introduce specific skills needed in academic writing and to provide practice in those skills; b) to apply those skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

Evaluation (pass/fail): The course must be taken for a grade.

Grade Requirement: Evaluation of written work.

Deadline for Submission of Assignment/Evaluation: Throughout the semester. The final paper must be submitted by 5 June 2015

Course Type: Language Course

Title: Writing Skills II

Instructor: N. Gernalzick

Time: Tuesday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the second part of the two-semester Writing Skills course. The emphasis this semester continues to be on acquiring and practising the skills required for academic writing, with a particular focus on incorporating secondary sources in the formulation and support of an academic argument. Students should expect to write each week, to rewrite, to work in groups, and to read each other's work critically.

Texts: The materials needed for this course have been designed to meet the students' needs and will be made available during the course. Some material will be posted on ILIAS.

Aims: a) to introduce specific skills needed in academic writing and to provide practice in those skills; b) to apply those skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

Evaluation (pass/fail): The course must be taken for a grade.

Grade Requirement: Evaluation of written work.

Deadline for Submission of Assignment/Evaluation: Throughout the semester. The final paper must be submitted by 5 June 2015

Focus Module: New Frontiers in Language Research

Course Type:	Focus Module Lecture
Title:	Language and Digital Media
Instructor:	C. Thurlow
Time:	Monday 10-12

Special note: This lecture will be accompanied from the first week by tutorial sessions for BA students (available two times a week). You can earn 1 ECTS for attending one tutorial meeting each week during the semester. See course syllabus for more information.

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description:

So called Web 2.0 and so called social media are everywhere and there is talk of them everywhere. What are we – as citizens and as scholars – to make of widespread discourses about this latest round of new media? Are we making anything of them? Are we simply buying (sic) into cultural-corporate discourses of “Web 2.0” and “social media” or have we reserved spaces in which to reflect critically on the many ways we are hailed or positioned by these discourses?

This lecture series offers a survey of contemporary research on digital discourse, examining the practices and politics of language-use in new communication technologies. Looking at instant messaging, text messaging, blogging, photo-/video-sharing, social networking and gaming, we will cover a range of domains (e.g. journalism, tourism, entertainment, politics), communicators (e.g. professional and lay, young people and adults, intimates and groups), and languages (e.g. Irish, Hebrew, Chinese, Finnish, German, Greek). Following an initial introductory lecture, the course will be organised into bi-weekly cycles addressing five major thematics in digital discourse studies: “mediation”, “language ideology”, “multilingualism”, “multimodality” and “technologisation”. In-class lecture presentations will examine case studies drawn from the core text and, where possible, we will hear first-hand from the authors themselves. Every other week, our class time will centre around a featured article and a related in-class exercise drawing on your own experience of digital discourse.

Texts: This lecture series relies on one core text and a series of additional articles drawn from various journals. The core text which you will need to access regularly is: Thurlow, Crispin and Mroczek, Kristine. (2011). *Digital Discourse: Language in the New Media*. New York: Oxford.^[1] Lectures in Weeks 2, 4, 6, 8 and 10 will draw on chapters from the core text as case studies. The featured articles for Weeks 1, 3, 5, 7, 9 and 11 will be made available as PDFs on ILIAS.

Aims: The learning goals for this lecture series are: to understand a range of key topics and concepts in the study of digital discourse; to engage first-hand with contemporary digital discourse

¹ This book is available in paperback and also as an e-book (e.g. Kindle edition costs US\$25)

research and writing; to recognise major theoretical, methodological and critical approaches in digital discourse studies; and, to make connections between scholarly research and a range of 'real world' contexts.

Evaluation (pass/fail): Your engagement and learning in this lecture series will be assessed by several different types of coursework:

- (a) six bi-weekly reading quizzes (graded; you can drop one quiz);
- (b) six bi-weekly in-class exercises (assessed as credit/no credit);
- (c) six post-lecture surveys / Q&A preps (assessed as credit/no-credit); and,
- (d) one multiple-choice exam on 11 May (Week 12) on the core content (graded).

Special note: There will be an initial reading quiz in Week 1 (during the lecture) based on the first of our additional articles. There will also be the first of our short in-class exercises. If you are not in class that day, you will miss the quiz and not receive credit for the exercise.

Grade Requirement: If you are taking this lecture series as part of a Focus Module (lecture + one seminar) the grade is acquired in the respective seminar. In order to pass this lecture, however, you must secure at least 60% for all four of the coursework components above.²

Deadline for Submission of Assignment/Evaluation: 11 May 2015, resit date: 18 May 2015

² If you do need a grade for this lecture, you will be assigned one according to the overall percentage you earn for the coursework (converted to the UniBe's 6-point scale).

Course Type: Focus Module Seminar
Title: Analysing English Accents
Instructor: D. Britain
Time: Monday 14-16
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this course we will learn about variation and change in contemporary accents of English, both theoretically and practically. Firstly, we will look at how variation in English can be described, the different processes involved in language change, and the different attempts to classify the sounds of this language that varies so greatly. We will then get our hands dirty, analysing some real conversational data – recordings of speech from an English town. We will transcribe some of the recordings, and then systematically investigate a range of different phonological features from those recordings to observe language variation and change as it is happening.

Texts: Will be provided on ILIAS.

Aims: To provide a framework for the practical phonological analysis of conversational English.

Evaluation (pass/fail): Transcription and analysis of conversational English + small project report (7 ECTS); Transcription and analysis of conversational English (4 ECTS).

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 8 June 2015

Course Type: Focus Module Seminar
Title: Language and the Mind
Instructor: J. Strässler
Time: Thursday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Is language an exclusively human phenomenon? What are the brain bases of our ability to speak and understand language? Is there such a thing as a speech gene? In this seminar we will look at the central topics of production and comprehension of language and the interaction between them. We will try to understand the processes and representations involved in language use and to get an understanding of all the key terms and concepts of the subject. We consider what language users might carry around in their heads as part of their linguistic knowledge, and how this stored knowledge relates to the structures and rules proposed by theoretical linguistics. Students will also gain hands-on experience of experimental methods, with demonstrations of techniques.

Furthermore we will try to find answers to the following questions: Is the use of Baby Talk when speaking to a child to be recommended? What are useful second language teaching methods based on psycholinguistic principles? What is it like to lose language, and many more.

Texts: Texts will be made available on ILIAS.

Aims: By the end of the semester the students should have a solid background in psycholinguistics, and have gained knowledge of the big questions and the major phenomena.

Evaluation (pass/fail): Regular attendance (no more than 2 misses), cumulative coursework, oral presentation

Grade Requirement: Regular attendance (no more than 2 misses), cumulative coursework, oral presentation, written paper of approximately 4'000 words

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 29 June 2015

Course Type: Focus Module Seminar
Title: Discourse-pragmatic Variation and Change
Instructor: S. Fox
Time: Tuesday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will examine recent methodological, empirical and theoretical developments related to the analysis of variation and change in the use of terms and constructions which are often referred to as discourse markers or pragmatic particles. Discourse pragmatic markers are those features of speech which generally do not contribute to the propositional content of communication but which have important functions in the way that conversations are managed. We will cover topics such as: old and new ways of introducing quotation, comparing expressions such as *she said* with *she's like*; the use of general extenders such as *and stuff like that* and *and all that*; the constructions *I don't know* and *I don't think*; the use of discourse marker *like*; the origin and spread of *innit*. While there are compelling reasons for using discourse-pragmatic features in social interaction, their usage is often condemned and we will therefore also consider the possible reasons why these negative attitudes prevail.

Texts: Readings will be placed on ILIAS for each session.

Aims: Students completing the course will have gained an insight into the rapidly expanding body of research that deals with discourse-pragmatic variation and change. Students will also be encouraged to conduct their own research.

Evaluation (pass/fail): Regular attendance, active participation in class and an oral presentation

Grade Requirement: Regular attendance, active participation in class, an oral presentation and a written paper of approximately 4000 words

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 12 June 2015

Course Type: Focus Module Seminar
Title: Language and Social Inequality
Instructor: M.-C. Flubacher
Time: Tuesday 4-6
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This seminar will introduce a critical approach to language, which considers it a potential site for the reproduction of social inequality. In this perspective then, language can be a proxy in processes of hierarchisation, discrimination, and exclusion for speakers of certain languages or varieties. After an introduction to this approach, which draws on older texts, the focus of the seminar will be on newer studies that not only highlight recent transformations due to globalisation and late capitalism, but also propose innovative and cutting edge research approaches. Finally, the collection of texts will put forward the relevance of language studies for understanding social inequality in our times.

In the course of the semester, we will discuss the language-related reproduction of social inequality and its consequences in such different domains as education, migration, workplace, and unemployment. Further, we will take into account the interconnections of language (practices), gender, and race in terms of discrimination and exclusion. A central concern will be the role of English and English language learning/teaching in today's times of late capitalism, globalisation and post-colonialism, thus dealing with new "frontiers" in sociolinguistic research. Power and (language) ideology will be key concepts.

Texts: Material will be made available on ILIAS.

Aims: To introduce students to a critical approach to the role of language in society, e.g., its use as a proxy for processes of hierarchisation, discrimination, and exclusion of languages and their speakers. On the basis of this introduction, the students will be able to develop their own research questions on the role of language in the reproduction of social inequality.

Grade Requirement: Sustained and active participation in class discussions, in-class presentation, research paper

Deadline for Submission of Assignment/Evaluation: 20 June 2015

Focus Module: Premodern Animals

Course Type:	Focus Module Lecture
Title:	Animals, Monsters and Creatures in Premodern Literature and Culture
Instructor:	N. Nyffenegger / K. Scheuchzer
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Wicked whales and flying fish, demonic dragons and wise worms, painted panthers and crazy cats, dog-headed, winged, four-footed peoples: Medieval and early modern culture abounds in animals, monsters, and other, not-quite human, creatures. This lecture introduces students to a wide array of texts, images, and cultural artefacts representing premodern man's visions of the animal world, the human world, and the in-between. While tracing the boundaries between those worlds, we will think about just how much animals (who were food and means of transport as well as powerful symbols of superstition and religion) were conceptualised as "other" – and how those in-between hybrid creatures of oriental romance can be understood in this context. Consequently, we will discuss our primary materials from literature, art, and architecture in the context of theoretical approaches to questions of identity, self and other, religion, power, and gender.

The lecture provides the foundation for our discussion of animals and humans, monsters, and in-between creatures in the corresponding seminars. In "Birds of a Feather? Men and Monsters in Medieval English Literature", we will focus on the borders between humanity and monstrosity in medieval literature and address questions of periodization. In "Knowledge, Folklore, Superstition: Premodern Animals", we will investigate what medieval and early modern people knew and thought they knew about the animal world.

Texts: Short primary texts and excerpts to be read in advance will be made available on ILIAS.

Aims: To introduce students to premodern culture in general and to the study of medieval and early modern concepts of animals in particular. To provide students with some of the historical, religious, and cultural roots of later literary representations of animals.

Evaluation (pass/fail): Lecture test

Grade Requirement: The grade for the whole Focus Module (lecture + seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: 13 May 2015, resit date: 27 May 2015

Course Type: Focus Module Seminar

Title: Birds of a Feather? Men and Monsters in Medieval English Literature

Instructor: K. Scheuchzer

Time: Tuesday 10-12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Is there a medieval equivalent to the gothic ghost story? In what ways did the medieval imagination pave the way for the immensely popular Victorian freak shows? Where did the curious creatures of the Middle Ages come from and where did they go in the Age of Discovery? These and similar questions will be at the heart of this seminar. We will explore the boundaries between the human and the monstrous in medieval English poetry, drama and romance by engaging with a number of texts in which it is not always easy to distinguish between human beings, monsters and other creatures. Our discussion of medieval concepts and representations of humanity, monstrosity, rationality and gender will show that the Middle Ages were not simply wedged in-between Antiquity and the Renaissance. Much rather, we will see that this supposedly Dark Age of European cultural history at once reaches back to classical Antiquity and prepares the ground for what we call early modernity.

Texts: Will include excerpts from *Beowulf* and *The Travels of Sir John Mandeville*, *Sir Gawain and the Green Knight*, excerpts from *The Croxton Play of the Sacrament*, Malory's *Le Morte Darthur* and Chaucer's *Canterbury Tales*. Please note that this list is still subject to change. All texts will be made available on ILIAS.

Aims: To familiarise students with medieval literature and questions of periodization. We will practise formulating research questions and theses for seminar papers by completing weekly exercises and discussing them in class.

Evaluation (pass/fail): Regular attendance, active participation in class and completion of exercises during term.

Grade Requirement: Regular attendance, active participation in class, completion of exercises during term and a written paper of approx. 3'000-4'000 words.

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Focus Module Seminar

Title: Knowledge, Folklore, Superstition: Animals in Premodern Literature and Culture

Instructor: N. Nyffenegger

Time: Thursday 10-12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Elephants have no knee joints, live 300 years, and are afraid of mice; lions sleep with open eyes, erase their tracks with their tails, and bring their cubs to life by breathing into their faces; horses can smell war, exult when victorious, and grieve for their masters; worms are born from flesh without intercourse, whales are mistaken for islands, fox run only in circles... What premodern people knew or thought they knew about the animal world is often a mixture of religious symbolism, folklore, and knowledge inherited from antiquity or gained through personal experience. The increasing interest and new discoveries in natural sciences and geography from the late fifteenth and early sixteenth centuries brought about new approaches to the animal world. New scientific tools such as the microscope (in use from the seventeenth century, though probably invented earlier) brought new insights. At the same time, superstition and folklore bridge the conventional medieval/early modern divide and many supposedly medieval notions of animals persisted in early modern times.

In this course, we will trace the premodern knowledge of and belief about animals in encyclopaedic, religious, and literary works such as the *Physiologus*, translations of Pliny, Bartholomäus Anglicus, Albertus Magnus, *Saint Brendan*, *Sir Gawain and the Green Knight*. We will deepen our understanding of the cultural contexts that brought about the diverse visions of the animal world by looking more closely at some of the works that will be mentioned in the lecture. Also, we will try to bridge the conventional medieval/early modern gap by looking at traditions and continuities as well as by thinking about the factors that brought about changes in the perception of animals. Theoretical approaches proposed by scholars working in the relatively young field of Human-Animal Studies will supplement our readings of premodern texts and cultural artefacts such as manuscript illuminations and architecture.

Texts: The primary and secondary texts (to be read and prepared in advance) will be made available on ILIAS.

Aims: To introduce students to premodern literature and culture and in particular to the study of medieval and early modern concepts of animals. To reflect critically on premodern and modern-day concepts of knowledge and science. Students will be asked to develop their own research questions and we will discuss the processes and methods involved in academic writing during the course.

Evaluation (pass/fail): Regular attendance and active participation, short presentations.

Grade Requirement: Regular attendance and active participation in class, short presentations. Written paper of ca. 3000-4000 words.

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 1 July 2015

Focus Module: Drama Across the Ages

Course Type: Focus Module Lecture
Title: English Drama from Shakespeare to the Present
Instructor: V. Richter
Time: Tuesday 14-16
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In English cultural history, the drama has always been a leading genre for the negotiation of important social issues, such as the question of sovereignty, the discovery of the New World, the rise of capitalism and changing relations between genders. How are outsiders dealt with? Are outspoken women chastised or commended? How are violence and war represented on stage? Taking such questions as the point of departure, the lecture will combine a systematic outlook (important dramatic genres, the communication situation on the stage, various analytical models) with an overview of the British drama from the early modern period to the late twentieth century.

Texts: A reading list will be published on ILIAS.

Aims: To give a systematic introduction to the analysis of drama; to give a historical overview of the British drama.

Evaluation (pass/fail): Lecture test

Grade Requirement: Lecture test

Deadline for Submission of Assignment/Evaluation: 12 May 2015, resit date: 26 May 2015

Course Type: Focus Module Seminar
Title: A Survey of American Drama
Instructor: J. Straub
Time: Wednesday 16-18
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will introduce students to some major American plays, thereby examining moral, philosophical and political issues, social debates and aesthetic forms that have shaped American drama since its beginnings. We will also read and discuss central theoretical texts that are important for our understanding of drama and performance. The seminar covers plays from the eighteenth to the twentieth century by authors such as Royall Tyler, Dion Boucicault, Eugene O'Neill, Lillian Hellman, Arthur Miller, and Lorraine Hansberry.

Texts: The following texts can be purchased from the Bugeno bookshop as of mid-December. Students are strongly advised to read the texts before the beginning of the semester in order to cope with the reading load! Additional reading material will be made available via ILIAS.

Dion Boucicault. *The Octoroon*. Broadview Press (2014) ISBN: 978-1554812110

Lorraine Hansberry. *A Raisin in the Sun*. New York: Vintage (2004). ISBN: 978-0679755333

Lillian Hellman. *The Little Foxes*. John Weinberger Plays (2001) ISBN: 978-0856760914

Arthur Miller. *The Crucible*. London: Penguin (2012). ISBN: 978-0141182551

Eugene O'Neill. *Long Day's Journey Into Night*. Yale University Press (2002). ISBN: 978-0300093056

Royall Tyler. *The Contrast*. Authorhouse (2009) ISBN: 978-1438527321

Aims: Students will have a good grasp of the historical development and various forms of drama as well as its function in American society, literature and culture. They will have improved their analytical skills in the field of drama and their ability to apply theoretical concepts to primary sources, as well as trained their written and oral communication skills for academic purposes.

Evaluation (pass/fail): Regular attendance, active participation, and oral presentation

Grade Requirement: Regular attendance, active participation, oral presentation, and final paper

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 15 June 2015

Course Type: Focus Module Seminar

Title: Staging the Gothic

Instructor: Z. Lehmann Imfeld

Time: Friday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will trace the path of the gothic genre on stage and screen from the eighteenth to the twenty-first century. We will look at how playwrights of the 1800s contributed to social and political importance of the gothic revival by adapting and subverting the themes of the gothic novel. We will examine the ways in which Victorian writers of supernatural fiction attempted to translate their gothic themes to the stage, and we will follow the gothic onto the screen in horror cinema of the early twentieth century up to the present. In this way we can explore the ways in which the ghosts of iconic gothic characters and motifs have survived in the modern gothic.

Texts: Please purchase copies of the following three texts, noting the edition:

Bram Stoker, *Dracula*, Penguin Classics, ISBN 9780141439846
James Boaden, *The Italian Monk*, British Library, ASIN B003H4RBL2
Anne Radcliffe, *The Italian*, Oxford World Classics, ISBN-13: 978-0192832542

Further texts will be made available on ILIAS.

Aims: Students will gain a thorough understanding of gothic themes and motifs, and will examine the relationship which the gothic has with dramatic performance.

Evaluation (pass/fail): Seminar attendance and active participation, including short presentation, short written essay outline (ca. 500 words).

Grade Requirement: Seminar attendance and active participation, including short presentation, 4000 word essay

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 3 July 2014

Course Type: Focus Module Seminar

Title: Kings, Tyrants and Homosexuals: Three English History Plays

Instructor: F. Felder

Time: Thursday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Following the publication of Holinshed's *Chronicles of England, Scotland and Ireland* several playwrights staged English monarchs, their courts and power struggles. In a climate of cultural change sparked by the English reformation, not only did they take a leading role in establishing an English cultural identity, but also allowed themselves great artistic liberty. Their histories shaped the reception of these dramatized monarchs for centuries to come. In this seminar we will read Christopher Marlowe's *Edward II*, George Peele's *Edward I* and William Shakespeare's *King Richard III*. The thematic focus will be on staging history, sovereignty and sexuality.

Texts: History plays:

Marlowe, Christopher, *Doctor Faustus and other Plays*, ed. David Bevington and Eric Rasmussen, Oxford World's Classics, Oxford, Oxford University Press, 1998.

Shakespeare, William, *King Richard III*, ed. James R. Siemon, The Arden Shakespeare, third edition, London: Arden Shakespeare, 2009.

These editions will be ordered for purchasing at Bugeno. An edition of George Peele's *Edward I* will be made available through ILIAS. Students will be required to read the three history plays before the beginning of the course.

Aims: To introduce history plays as a literary genre; to explore their significance to literary discourse; to engage with modes of analysing history plays through a variety of primary and secondary texts.

Evaluation (pass/fail): Attendance and participation, oral presentation in one session, outline of seminar paper (1-2 pages)

Grade Requirement: Attendance and participation, oral presentation in one session, outline of seminar paper (1-2 pages), seminar paper (4000 words)

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: 1 May 2015 (outline), 30 June 2015 (seminar paper)

Course Type: Focus Module Seminar

Title: Drama in Canada from First Contact to First Nations

Instructor: N. Gernalzick

Time: Wednesday 12-14

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: The study of texts (when available also of recorded performances) of Canadian drama since the early 17th century, through classic, romantic, realist, modernist to postmodernist works; discussion by categories of drama aesthetics, race, class, nation, and gender; as a background introduction to the political and cultural history of Canada.

Texts: Will be provided on online course platform.

Aims: Introduction to examples of history of forms of western drama in the modern age, i.e. since the renaissance; investigation of relation of colonialism, nationalism, racism, and patriarchy to cultural phenomena and their forms; understanding of specific Canadian context.

Evaluation (pass/fail): The course must be taken for credit.

Grade Requirement: Evaluation of presentation and final research paper

Students who would like to acquire a grade for the Focus Module will also have to pass the lecture.

Deadline for Submission of Assignment/Evaluation: Presentation on selected course date/final research paper 31 July 2015

Other Courses

Course Type: Workshop
Title: Reading Film
Instructor: M. Mace-Tessler
Time: Thursday 14-16
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: To write and speak about films with authority requires many of the same skills as literary analysis. This course provides the opportunity to exercise those skills of observation and analysis while watching some of the great works of the cinema. In order to learn to “read” films such as *Citizen Kane*, *His Girl Friday*, *Rear Window*, *American Beauty*, *Singin’ in the Rain*, and *Do the Right Thing*, we will study how each film is an interlocking system of techniques. We will use the terminology of film studies, examine how narratives are shaped and presented in films, examine mise-en-scène, cinematography, continuity, and sound in the films. We will consider how genres shape and are shaped by individual films, and we will look at the ways in which each film has its own style. A film will be introduced and shown during class one week, and the following week students will be expected to give oral presentations on an aspect of the film or to report on the critical reception of the film.

Texts: The films themselves. Written texts will be supplied in class or on ILIAS.

Aims: To develop a working vocabulary of film terminology; to hone skills of close analysis and oral presentation; to develop a sense of the film as a complex work of art.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout the term. The journal must be submitted by 5 June 2015

Course Type: Workshop
Title: Literary Theory at Work
Instructor: R. Kopaitech
Time: Tuesday 14-16
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will give a basic introduction to literary theory and the history of its development. Along the way, we will be looking at literary texts and texts from prominent critics so as to integrate the knowledge of various theories into the work of literary criticism. There will also be a component that focuses on the significance of theory in its own right, and the place of such a discourse in the broader humanities.

Texts: Texts will be uploaded on ILIAS.

Aims: The primary goal of this course is to familiarise students with some basic ideas in the history of literary theory and investigate how such theories may inform their own work in literary studies. The work of prominent critics will be introduced as examples of the employment of theory within literary argumentation. Another significant aim is to step away from superimpositions of the theoretical lens on various texts, focusing on how these theories can be used compellingly and convincingly in literary analysis.

Evaluation (pass/fail): 30-45 minute presentation per participant, regular attendance, and active participation in discussion.

Grade Requirement: ungraded

Course Type: Workshop
Title: Reading Theology and Philosophy in Literature
Instructor: Z. Lehmann Imfeld
Time: Thursday 12-14
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will introduce some of the major philosophical traditions that are useful in reading British and American literature, with a special focus on the theological tradition. The workshop will start from the claim that the Judeo-Christian philosophical tradition has a prominent influence on the literature we read today, up to and including contemporary novels. We will also be interested in the influence that such ideas have had on literary theory. The workshop will go in search of the major theological ideas of the human condition which are expressed in literature, and also look at how literature after post-modernism has changed the theological 'story'.

We will read some core texts for the course, both fictional and theoretical, but students will also be encouraged to suggest their own primary material, such as literature for use in upcoming theses etc. In this way we can tailor the workshop to the interests and current projects of our group.

Texts: Please purchase copies of the following three texts, noting the edition:

John Milton, *Paradise Lost*, Oxford World Classics ISBN 978-0199535743
Neil Gaimann, *American Gods*, Headline Review, ISBN 978-0755322817

Further texts will be made available on ILIAS.

Aims: Students will deepen their familiarity with the major theological traditions dominating literary history, such as the Christian epic, and develop their understanding of the relationship between philosophy, theology and literature. Concrete connections will be made with the material in their own study interests, thus giving the students a basis from which to continue with more in-depth study of one area.

Evaluation (pass/fail): Seminar attendance and active participation

Grade Requirement: Ungraded

Course Type: Workshop

Title: Acting Up!: Residential Drama Workshop

Instructor: I. Huber / F. Morrissey

Time: Preparatory session: 18 March, 18-20
Workshop: 1-3 May 2015

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Join us for this residential workshop in the Emmental, if you are interested in theatre and the art of performance. We'll breathe life into texts, develop our performing skills, experiment with improvisation, get a chance to write our own plays and test different acting techniques and strategies. This is a chance to approach texts from a different angle, to hone your presentation skills, to get a better feel for the English language and to become confident in deviating from a script. Students who want to participate need to read Alan Ayckbourn's *Time of my Life* and be willing to prepare selected further material, which will be provided during the preparatory session. For food and lodging, participants will also be expected to contribute approximately 50 CHF, to be collected at the preparatory meeting.

Texts: Alan Ayckbourn's *Time of my Life* will be available at Bugeno. Other reading will be provided on ILIAS.

Aims: Improve language skills, learn about acting in general and gain confidence with your own presentation skills.

Evaluation (pass/fail): Written assignment

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: 29 May 2015

Course Type: Lecture / Wahlbereich Lecture

Title: *Natio* und Nation. Zur Genese eines Begriffs im Mittelalter

Instructors: A. Kern-Stähler, medievalists of Bern University and guest speakers

Time: Thursday 17-19

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Die Nation als Grundbegriff politischer und gesellschaftlicher Ordnung ist ein Spezifikum besonders des europäischen Denkens, das in der Neuzeit prägenden Einfluss auf das Konzept von Staatlichkeit gewinnen konnte. Als Einigkeit behauptendes und generierendes Narrativ wurde der Nationenbegriff auch in aussereuropäische Gesellschaften exportiert. In der Vorlesungsreihe wird seine mittelalterliche Genese aus unterschiedlichen disziplinären Perspektiven erörtert. Wie der Nationenbegriff politische Wirksamkeit entfalten konnte, soll am Beispiel Frankreichs, Englands und der sogenannten protonationalen Bewegung in Böhmen veranschaulicht werden. Einzelne Beiträge werden diverse Anwendungskontexte von *natio* diskutieren – dies u.a. am Beispiel der mittelalterlichen Universitäten, der europaweit agierenden Handelsgesellschaften und der Konzilien. Ein Ausblick auf die Zeit des Humanismus wird die Bedeutung dieser Bildungsbewegung für die Herausbildung der Nation als identitätsstiftendes Narrativ veranschaulichen. Der nationalen Sensibilisierung auch der lokalen Bevölkerungen werden sich Vorträge aus der Literatur- und Kunstgeschichte widmen, welche die Darstellung nationaler Stereotypen in mittelalterlichen Textgattungen und Kunstwerken im Hinblick auf ihre identitätsstiftenden und multiplikativen Effekte untersuchen.

Das Programm wird Ende Januar 2015 online verfügbar sein:
(www.bmz.unibe.ch/ringvorlesung.htm).

Evaluation (pass/fail) and Grade Requirement:

- **As BA lecture (ungraded):** Requirements for this lecture are the participation in the preliminary meeting (tba), 13.00 (room B 321), the lecture series, as well as three follow-up sessions, essay of 2800 words to be handed in to Kathrin Scheuchzer (scheuchzer@ens.unibe.ch). Before term start please contact her for information on preliminary meeting.
- **As Wahlbereich lecture (graded):** Under the supervision of BMZ director Prof. C. Hesse, please check:
http://www.bmz.unibe.ch/pdf/Anforderungen_Wahlbereich.pdf

Course Type: Wahlbereich Lecture
Title: Am Limit? Grenzen in den Wissenschaften heute
Instructors: Collegium Generale
Time: Wednesday 18-20
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Collegium Generale: Das Collegium Generale der Universität Bern ist die älteste eigenständige interdisziplinäre Institution der Universität. Es hat die Aufgabe, den fächerübergreifenden Dialog und die inter- und transdisziplinäre Vernetzung innerhalb der Universität durch Veranstaltungen für Lehrende, Nachwuchsforschende und Studierende aller Fakultäten zu fördern. In Veröffentlichungen und allgemeinbildenden Veranstaltungen vermittelt das Collegium Generale Beispiele dieser Arbeit einer breiteren Öffentlichkeit.

Am Limit? Grenzen in den Wissenschaften heute: Aufbruch zu neuen Ufern, Entdeckung neuer Welten, Fortschritt ohne Grenzen – mit Schlagwörtern wie diesen schmückt sich die neuzeitliche Wissenschaft gerne. Doch in Wirklichkeit stösst der Erkenntnisdrang zunehmend an Grenzen, die manchmal sogar unüberwindbar scheinen. So wird es immer schwieriger, in das Innerste der Materie vorzudringen. In der Ökonomie oder in den Klimawissenschaften begrenzt die Komplexität der Phänomene die Möglichkeiten, genaue Vorhersagen zu liefern. Die Fremdheit anderer Sprach- und Denkmuster limitiert unseren Zugang zu anderen Kulturen. Und manchmal ist die Forschung auch durch die Grenzen des moralisch Erlaubten eingeschränkt wie etwa in der Medizin. Die Ringvorlesung versucht, die Grenzen der heutigen Wissenschaften zu vermessen. Beiträge aus Natur- und Geisteswissenschaften loten die Grenzen des Wiss- und des Verstehbaren, des Denk und des Sagbaren, des Beweis- und des Machbaren aus. Vor welchen Grenzen stehen die einzelnen Wissenschaften heute? Wie gehen die Forschenden damit um? Und wie kann das Aufbrechen von Fächergrenzen im interdisziplinären Dialog Erkenntnisgrenzen überwinden helfen?

Grade Requirement: Die Studierenden verfassen von mindestens dreien der Einzelvorlesungen eine kritische Zusammenfassung und Stellungnahme à 1000 Wörter (2-3 Seiten) und einen schriftlichen Kommentar bezogen auf die Leitidee der gesamten Reihe à 1000 Wörter (2-3 Seiten). Jeder Text wird mit einer Note bewertet. Danach wird durch Mittelung und Rundung die Gesamtnote gebildet. Falls diese ungenügend ist, besteht die Möglichkeit, die Texte nachträglich noch einmal zu verbessern. 3 der eingereichten Texte müssen bestanden werden.

Grade: Bitte melden Sie sich in ILIAS für den Kurs an. Bitte für die Abfassung der Texte die dafür vorgesehene Formulare verwenden, sie sind auf der Lernplattform ILIAS beim entsprechenden Kurs abrufbar.

Abgabefrist für die Texte: Abgabefrist für die Texte wird noch angegeben. Sie können die Texte auch laufend während der Vorlesungsreihe einreichen. Korrigiert werden sie erst am Schluss. Die Zusammenfassungen und der Kommentar sind in Einzelarbeit abzufassen (Kopieren/Abschreiben gilt nicht) und im WORD-Format einzureichen (keine PDF-Dateien).

Programme:

18.02.2015	„Ich weiss, dass ich nicht weiss?“ Über die Vermessung der menschlichen Erkenntnisgrenzen	Prof. Dr. Dr. Claus Beisbart, Institut für Philosophie, Universität Bern
25.02.2015	Grenzen der Beweisbarkeit	Prof. Dr. Gerhard Jäger, Institut für Informatik und angewandte Mathematik, Universität Bern
04.03.2015	Grenzen des Interpretierens literarischer Texte?	Prof. Dr. Simone Winko, Seminar für Deutsche Philologie, Universität Göttingen
11.03.2015	Ethische Begrenzungen	Prof. Dr. Bernice Elger, Institut für Bio- und Medizinethik, Universität Basel
18.03.2015	Kulturwissenschaften – Von einer Wende zur anderen?	Prof. Dr. Aleida Assmann, Fachbereich Literaturwissenschaft – Anglistik, Universität Konstanz
25.03.2015	The Frontier of Knowledge in Particle Physics	Prof. Dr. Gian Francesco Giudice, Theoretische Physik, CERN
01.04.2015	Das Geheimnis der Welt: Wissen als Thema der Theologie	Prof. Dr. Konrad Schmid, Theologisches Seminar, Universität Zürich
08.04.2015	Keine Vorlesung	-
15.04.2015	Grenzen der Wissenschaften – Lassen sie sich erkennen? Hirnforschung als Beispiel	Prof. Dr. Wolf Singer, Max Planck Institute for Brain Research, Frankfurt
22.04.2015	Stösst der Homo Oeconomicus an Grenzen?	Prof. Dr. Gunter Stephan, Department Volkswirtschaftslehre, Universität Bern
29.04.2015	Bilder als Grenzgänger – Überlegungen zum Verhältnis von visueller Kommunikation und menschlicher Empathie	Prof. Dr. Marion G. Müller, Media and Communication Science, Jacobs University, Bremen
06.05.2015	Klimawandel: Grenzen kennen und Grenzen setzen	Prof. Dr. Thomas Stocker, Physikalisches Institut, Klima- und Umwelt Physik, Universität Bern
13.05.2015	Keine Vorlesung	-
20.05.2015	Wissen also Problem und als Lösung. Warum es in den Sozialwissenschaften kaum Beschreibungstraditionen für Komplexität gibt	Prof. Dr. Armin Nassehi, Institut für Soziologie, Universität München
27.05.2015	Podiumsdiskussion: Auflösen von Grenzen der Disziplinen	Prof. Dr. Gerd Folkers, Direktor, Collegium Generale; Prof. Dr. Angelika Kalt, stv. Direktorin, Schweizerischer Nationalfonds; Prof. Dr. Pasqualina Perrig-Chiello, Präsidentin, Network for Transdisciplinary Research

Course Type:	Wahlbereich Lecture
Title:	Sprache – Macht - Geschlecht
Instructors:	Interdisziplinäres Zentrum für Geschlechterforschung
Time:	Monday 18-20
Credit Points:	2 ECTS

Course Description: Über Sprache und sprachliches Handeln werden Wirklichkeiten konstruiert und Machtverhältnisse gefestigt. Sprache kann aber auch Machtverhältnisse destabilisieren, sie brüchig machen und diskursive Muster entlarven. Sprache (re)produziert soziale Verhältnisse und ist selbst Produkt historisch-gesellschaftlicher Phänomene. Sollen also Diskriminierungen offengelegt werden, ist ein kritischer Umgang mit Sprache unumgänglich. Ein sensibler Sprachgebrauch versucht, Ausschlüsse zu verhindern, Diskriminierungen zu vermeiden und die verwendete Sprache auch immer wieder selbstreflexiv kritisch zu analysieren. Dazu gehören beispielsweise Fragen wie „Führt der Gap (bspw. bei Arbeiter_innen) nicht eher dazu, die binäre Ordnung der Geschlechter zu verfestigen statt ein Kontinuum aufzuzeigen?“ oder „Wenn das Pronomen ‚man‘ durch ‚mensch‘ ersetzt wird, suggeriert es nicht die Gleichheit aller Menschen und verdeckt so die reale Ungleichheit?“

Die diesjährige Ringvorlesung des IZFG widmet sich diesen und weiteren Fragen und macht sich den Komplex „Sprache – Macht – Geschlecht“ zum Thema. Aus verschiedenen Perspektiven und aus unterschiedlichen Disziplinen sollen die drei Begriffe und ihr wechselseitiges Zusammenspiel beleuchtet werden. Neben einer Definition der drei Termini und einer historischen Perspektive auf die feministische Sprachkritik, werden zu Beginn der Vorlesungsreihe auch Strategien nichtdiskriminierender Sprache vorgestellt. Weitere Schwerpunkte der Ringvorlesung bilden: Philosophien sprachlicher Gewalt, kritische Diskursanalyse, Sprachkritik in der Literaturwissenschaft, Gender und Lexikographie, kritische Kolonialismus- und Migrationsforschung sowie Körpersprache und Geschlecht. Abgerundet wird die Ringvorlesung mit der Präsentation eines SNF-Projektes der Universität Genf über Sprachpolitik und Sprachgebrauch in der mehrsprachigen Schweiz, welches sich mit Personenbezeichnungen in der Behördensprache beschäftigt.

Grade Requirement: Please contact your study counsellor about acquiring a grade.

Programme:

- 23.02.2015 **Informationssitzung mit Dr. Tanja Rietmann**
Obligatorisch für Studierende, die sich die ECTS-Punkte anrechnen lassen
- 02.03.2015 **Mag. Persson Perry Baumgartinger (Universität Wien)**
Einführung, Definition der Begriffe und deren Zusammenspiel, historische Perspektive auf feministische Sprachkritik
- 09.03.2015 **Prof. Dr. Lann Hornscheidt (Humboldt-Universität zu Berlin)**
Sprachstrategien, Queer Linguistics
- 16.03.2015 **Dr. Steffen Herman (FernUniversität in Hagen)**
Philosophien sprachlicher Gewalt
- 23.03.2015 **Prof. Dr. Martin Reisigl (Universität Bern)**
Kritische Diskursanalyse
- 30.03.2015 **Prof. Dr. Anna Babka (Universität Wien)**
Sprachkritik in der Literaturwissenschaft
- 20.04.2015 **Dr. Maria Pober (Universität Wien)**
Gender und Lexikographie
- 27.04.2015 **Prof. Dr. Maria do Mar Castro Varela (Alice Salomon University Berlin)**
Kritische Kolonialismus- & Migrationsforschung und Sprache
- 04.05.2015 **Dr. Marion Mangelsdorf (Albert-Ludwigs-Universität Freiburg)**
Körpersprache, Macht und Geschlecht
- 11.05.2015 **Dr. Daniel Elmiger & Alessandra Alghisi M.A. (Université de Genève)**
Projektpräsentation : Sprachliche Gleichstellung in der mehrsprachigen Schweiz:
Sprache und Geschlecht in Behördentexten
-

Bachelor Colloquia

Course Type: Bachelor Colloquium

Title: Linguistics

Instructor: D. Britain / C. Thurlow

Time: Monday 16-18

Sessions: **23 February**
13 April
11 May
18 May

Credit Points: 1 ECTS (first attendance), 2 ECTS (second attendance)

Open to students from other departments as Wahlbereich? Yes No

Course Description: The Research Colloquium will give students who are either planning to write or are already in the process of writing their BA theses the chance to present their work and to get feedback on their ideas both from professors and from peers. In addition, key theoretical and methodological approaches will be discussed where they prove relevant for students' work.

Evaluation (pass/fail): Students will present, in conference format, their BA research to the rest of the group at a Forum conference towards the end of the semester. The award of ECTS points for the Colloquium is linked to the presentation at this conference, as well as participation through the semester.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Forum conference towards end of semester

Course Type: Bachelor Colloquium

Title: Literature

Instructors: T. Claviez / G. Rippl

Time: Thursday 10-12

Sessions: 19 February
5 March
19 March
23 April
30 April
7 May

Credit Points: 1 ECTS (first attendance), 2 ECTS (second attendance)

Open to students from other departments as Wahlbereich? Yes No

Course Description: The Research Colloquium will give students who are either planning to write or are already in the process of writing their BA theses the chance to present their work and to get feedback on their ideas both from professors and from peers. In addition, key theoretical and methodological approaches will be discussed where they prove relevant for students' work. **Students should attend the colloquium with the professor they are writing their thesis with.**

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: Bachelor Colloquium
Title: Literature
Instructors: A. Kern-Stähler / V. Richter
Time: Thursday 10-12 (fortnightly)
First Session: 19 February 2015
Credit Points: 1 ECTS (first attendance), 2 ECTS (second attendance)

Open to students from other departments as Wahlbereich? Yes No

Course Description: The Research Colloquium will give students who are either planning to write or are already in the process of writing their BA theses the chance to present their work and to get feedback on their ideas both from professors and from peers. In addition, key theoretical and methodological approaches will be discussed where they prove relevant for students' work. **Students should attend the colloquium with the professor they are writing their thesis with.**

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

MASTER STUDIES

Specialisation Linguistics

Course Type:	Lecture
Title:	Language and Digital Media
Instructor:	C. Thurlow
Time:	Monday 10-12
Credit Points:	3 ECTS

Course Description:

So called Web 2.0 and so called social media are everywhere and there is talk of them everywhere. What are we – as citizens and as scholars – to make of widespread discourses about this latest round of new media? Are we making anything of them? Are we simply buying (sic) into cultural-corporate discourses of “Web 2.0” and “social media” or have we reserved spaces in which to reflect critically on the many ways we are hailed or positioned by these discourses?

This lecture series offers a survey of contemporary research on digital discourse, examining the practices and politics of language-use in new communication technologies. Looking at instant messaging, text messaging, blogging, photo-/video-sharing, social networking and gaming, we will cover a range of domains (e.g. journalism, tourism, entertainment, politics), communicators (e.g. professional and lay, young people and adults, intimates and groups), and languages (e.g. Irish, Hebrew, Chinese, Finnish, German, Greek). Following an initial introductory lecture, the course will be organised into bi-weekly cycles addressing five major thematic in digital discourse studies: “mediation”, “language ideology”, “multilingualism”, “multimodality” and “technologisation”. In-class lecture presentations will examine case studies drawn from the core text and, where possible, we will hear first-hand from the authors themselves. Every other week, our class time will centre around a featured article and a related in-class exercise drawing on your own experience of digital discourse.

Texts: This lecture series relies on one core text and a series of additional articles drawn from various journals. The core text which you will need to access regularly is: Thurlow, Crispin and Mroczek, Kristine. (2011). *Digital Discourse: Language in the New Media*. New York: Oxford.^[3] Lectures in Weeks 2, 4, 6, 8 and 10 will draw on chapters from the core text as case studies. The featured articles for Weeks 1, 3, 5, 7, 9 and 11 will be made available as PDFs on ILIAS.

Aims: The learning goals for this lecture series are: to understand a range of key topics and concepts in the study of digital discourse; to engage first-hand with contemporary digital discourse research and writing; to recognise major theoretical, methodological and critical approaches in

³ This book is available in paperback and also as an e-book (e.g. Kindle edition costs US\$25)

digital discourse studies; and, to make connections between scholarly research and a range of 'real world' contexts.

Evaluation (pass/fail): Your engagement and learning in this lecture series will be assessed by several different types of coursework:

- a) six bi-weekly reading quizzes (graded; you can drop one quiz);
- b) six bi-weekly in-class exercises (assessed as credit/no credit);
- c) six post-lecture surveys / Q&A preps (assessed as credit/no-credit); and,
- d) one multiple-choice exam on 11 May (Week 12) on the core content (graded).

Special note: There will be an initial reading quiz in Week 1 (during the lecture) based on the first of our additional articles. There will also be the first of our short in-class exercises. If you are not in class that day, you will miss the quiz and not receive credit for the exercise.

Grade Requirement: If you are taking this lecture series as part of a Focus Module (lecture + one seminar) the grade is acquired in the respective seminar. In order to pass this lecture, however, you must secure at least 60% for all four of the coursework components above.⁴

Deadline for Submission of Assignment/Evaluation: 11 May 2015, resit date: 18 May 2015

⁴ If you do need a grade for this lecture, you will be assigned one according to the overall percentage you earn for the coursework (converted to the UniBe's 6-point scale).

Course Type:	Seminar
Title:	Doing Dialectology: Fieldwork Excursion to Norwich
Instructor:	D. Britain
Time:	Monday 12-14
Sessions:	23 February 2 March 20 April 18 May
Field Trip:	5-8 May
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The aim of this seminar is to allow students to ‘get their hands dirty’ and collect appropriate dialect data (recordings etc.) from an anglophone speech community. The course is, therefore, especially appropriate for, but certainly not restricted to, those who followed the ‘Methods in Dialectology’ seminar in the autumn 2014. We will visit Norwich (East Anglia, England), the first city in the UK to undergo dialectological research using sociolinguistic methods (Trudgill 1974), but a place that has seen virtually no systematic empirical investigation since. After some preparation sessions, we will travel to Norwich for a short data collection period, where students will collect a corpus of contemporary Norwich English. It will be possible to use the collected data in an autumn 2015 data analysis seminar, using recordings from Norwich and elsewhere in East Anglia.

Texts: Will be provided on ILIAS

Aims: To collect a corpus of contemporary Norwich English

Evaluation (pass/fail): Collection of fieldwork data

Grade Requirement: Regular attendance, active participation in the fieldwork trip and significant contribution to the collection of a corpus of recorded data.

Deadline for Submission of Assignment/Evaluation: 29 May 2015

Course Type:	Seminar
Title:	Professional Discourse: Language at Work
Instructor:	C. Thurlow
Time:	Tuesday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description:

As many of our societies turn increasingly from being rooted in manufacture-based economies to those relying more and more on service-based economies, language (and languages) sit powerfully at the heart of our lives and livelihoods. We find more and more people doing work – and being trained for work – where wordsmithery is not only an essential skill for securing work but is also the very product of this work. Something to be bought and sold, something to be controlled and crafted. While sociolinguists and discourse analysts have paid close attention to certain working contexts increasingly restructured by a demand for language/s, applied linguistics and linguistic anthropologists have continued to devote a lot of attention to studying “workplace discourse”. But there are whole domains of otherwise explicit language work that remain largely unexamined.

In taking this seminar, you will be joining an intellectual laboratory, working alongside Professor Thurlow to explore the “working life of language” and the professional practices of contemporary wordsmiths. In other words, we will be responding to the statement above which is taken from the outline of a new programme of research being developed by Professor Thurlow. Following an initial two weeks of general introduction and framing, we will break for a reading week and then a guest lecture before returning for a series of student-driven presentations covering a range of different professional domains. In particular, we should prioritise some of the lesser studied domains like counsellors/therapists, customer-service work, journalism/broadcasting, copy-writing/advertising, translation/interpretation, technical writing/copy-editing, language planning, and so on. (We may also include some of the better studied domains like education, medicine, and law, but only if there is space.) In each case, we will be following a common protocol for getting inside these different professional worlds of language work; for example, we will start always with a review of any extant literature in sociolinguistics, discourse studies and linguistic anthropology; we will also examine representative training materials and teaching resources for these professions; we will look at professional societies, conferences and accrediting bodies.

Texts: There is no core text for this class. Professor Thurlow will prepare a reasonable list of general framing/stimulus readings before the start of the semester. These will serve as the basis of our discussions and preparations in Weeks 1 and 2, so you will be expected to do some of the reading BEFORE the semester starts.

Note: In Week 3, we will have a reading week in which you are expected to start preparing your research presentations. In Week 4, we will have a special guest lecture by Professor Adam Jaworski (University of Hong Kong) which will take place during our usual class time (10:30 to 12:00). Student-led presentations start Week 5.

Evaluation (pass/fail): In order to pass this class you must fulfil the following coursework requirements:

- complete two short reading quizzes (Weeks 1 and 2) related to the general framing readings;
- attend guest presentations by Prof. Adam Jaworski (Week 4), Dr Giorgia Aiello (Week 12), and Prof. Duchêne (Week 13);
- prepare and deliver an engaging, well-researched presentation (slideshow and summary text/handout) related to one professional domain of language work (working in pairs or threes);
- engage thoughtfully and concretely in the presentation of other people's work throughout the semester (you are allowed one "un-excused" absence in Weeks 5 to 11);
- engage thoughtfully and concretely in the final summing-up presentation (see below); if taking 7 ECTS, prepare/deliver this final summing-up presentation.

We will determine in the second week of class who is doing what research presentation and when. You are expected to work collaboratively over a period of at least two weeks in order to prepare your presentation. The reading week is designed specifically to allow the first presenters time to do their research and preparations.

Grade Requirement: If you are taking this seminar for 7 ECTS, you will be expected to work together with Professor Thurlow to prepare and deliver a final summing/wrapping up presentation on the last day of class in Week 14 (Tuesday 26 May). You must, of course, pass the two reading quizzes and then fulfil the credit/no credit requirements of the remaining coursework tasks (see above).

Deadline for Submission of Assignment/Evaluation: This seminar will be assessed solely on the basis of your research presentation, the contribution you make to other presentations, your attendance at the Professor Jaworski talk, and on the contribution you make to our final wrap-up discussion (either in the form of the 7-ECTS presentation or, for 4-ECTS students, your questions, discussion, etc.). As such, the ultimate deadline for the completion of assessed work is Tuesday 26 May.

Course Type:	Seminar
Title:	The Social Psychological Study of 'Language Attitudes'
Instructor:	S. Fox
Time:	Thursday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: This course will examine key issues in the domain of language attitudes research. We will focus on the ways in which speakers use language both to construct their own social identities as well as the manner in which speakers draw inferences about the social identities of others based purely on the way that those others use language. The course will cover language attitude theory, social identity theory, methodological approaches to language attitudes research and will consider topics such as: language as a social process; attitudes as a determinant of language variation; the role of attitudes in second language learning; the role of attitudes in language maintenance and language shift; perceptual dialectology.

Texts: Readings will be placed on ILIAS for each session.

Aims: Students successfully completing the course will have a good understanding of language attitude theory and the ways in which language attitudes impact on many areas of linguistic research. They should also be able to demonstrate an awareness of the practical implications of research in this domain – that is, how the outcomes of such research can be applied in order to understand and solve real-life problems.

Evaluation (pass/fail): Active participation, oral presentation

Grade Requirement: Written assignment

Deadline for Submission of Assignment/Evaluation: 3 July 2015

Specialisation Literature

Course Type:	Lecture
Title:	English Drama from Shakespeare to the Present
Instructor:	V. Richter
Time:	Tuesday 14-16
Credit Points:	3 ECTS

Course Description: In English cultural history, the drama has always been a leading genre for the negotiation of important social issues, such as the question of sovereignty, the discovery of the New World, the rise of capitalism and changing relations between genders. How are outsiders dealt with? Are outspoken women chastised or commended? How are violence and war represented on stage? Taking such questions as the point of departure, the lecture will combine a systematic outlook (important dramatic genres, the communication situation on the stage, various analytical models) with an overview of the British drama from the early modern period to the late twentieth century.

Texts: A reading list will be published on ILIAS.

Aims: To give a systematic introduction to the analysis of drama; to give a historical overview of the British drama.

Evaluation (pass/fail): Lecture test

Grade Requirement: Lecture test

Deadline for Submission of Assignment/Evaluation: 12 May 2015, resit date: 26 May 2015

Course Type:	Lecture
Title:	Animals, Monsters, and Creatures in Premodern Literature and Culture
Instructor:	N. Nyffenegger / K. Scheuchzer
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Course Description: Wicked whales and flying fish, demonic dragons and wise worms, painted panthers and crazy cats, dog-headed, winged, four-footed peoples: Medieval and early modern culture abounds in animals, monsters, and other, not-quite human, creatures. This lecture introduces students to a wide array of texts, images, and cultural artefacts representing premodern man's visions of the animal world, the human world, and the in-between. While tracing the boundaries between those worlds, we will think about just how much animals (who were food and means of transport as well as powerful symbols of superstition and religion) were conceptualised as "other" – and how those in-between hybrid creatures of oriental romance can be understood in this context. Consequently, we will discuss our primary materials from literature, art, and architecture in the context of theoretical approaches to questions of identity, self and other, religion, power, and gender.

The lecture provides the foundation for our discussion of animals and humans, monsters, and in-between creatures in the corresponding seminars. In "Birds of a Feather? Men and Monsters in Medieval English Literature", we will focus on the borders between humanity and monstrosity in medieval literature and address questions of periodization. In "Knowledge, Folklore, Superstition: Premodern Animals", we will investigate what medieval and early modern people knew and thought they knew about the animal world.

Texts: Short primary texts and excerpts to be read in advance will be made available on ILIAS.

Aims: To introduce students to premodern culture in general and to the study of medieval and early modern concepts of animals in particular. To provide students with some of the historical, religious, and cultural roots of later literary representations of animals.

Evaluation (pass/fail): Lecture test

Grade Requirement: Lecture test

Deadline for Submission of Assignment/Evaluation: 12 May 2015, resit date: 26 May 2015

Course Type:	Lecture
Title:	Conceptualising Cosmopolitanism and World Literature
Instructor:	T. Claviez
Time:	Wednesday 12-14
Credit Points:	3 ECTS

Course Description: The lecture will cover theoretical approaches to cosmopolitanism and world literature from Erich Auerbach, Martha Nussbaum, Jacques Derrida, David Damrosch, Franco Moretti, Pascale Casanova, Homi Bhabha, Pheng Cheah, and others, in order to sketch the trajectory of these two concepts from their inception to the most recent approaches. It will ask how the function of literature changes according to different conceptualisations of “the world,” and will address closely connected questions of canonisation, imperialism and universalism.

Texts: The texts will be collected in a reader that can be obtained at the Copy Shop.

Aims: The aim of the lecture is to provide an overview of the highly heterogeneous approaches to the concepts, to gauge their explanatory and analytical potentials, and to familiarise students critically with the normative and aesthetic implications of these terms.

Evaluation: Cumulative course work, lecture notes

Grade Requirement: Written exam

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Lecture
Title:	<i>Natio</i> und Nation. Zur Genese eines Begriffs im Mittelalter
Instructors:	A. Kern-Stähler, medievalists of Berne University and guest speakers
Time:	Thursday 17.15-18.45
Credit Points:	3 ECTS

Course Description: Die Nation als Grundbegriff politischer und gesellschaftlicher Ordnung ist ein Spezifikum besonders des europäischen Denkens, das in der Neuzeit prägenden Einfluss auf das Konzept von Staatlichkeit gewinnen konnte. Als Einigkeit behauptendes und generierendes Narrativ wurde der Nationenbegriff auch in aussereuropäische Gesellschaften exportiert. In der Vorlesungsreihe wird seine mittelalterliche Genese aus unterschiedlichen disziplinären Perspektiven erörtert. Wie der Nationenbegriff politische Wirksamkeit entfalten konnte, soll am Beispiel Frankreichs, Englands und der sogenannten protonationalen Bewegung in Böhmen veranschaulicht werden. Einzelne Beiträge werden diverse Anwendungskontexte von *natio* diskutieren – dies u.a. am Beispiel der mittelalterlichen Universitäten, der europaweit agierenden Handelsgesellschaften und der Konzilien. Ein Ausblick auf die Zeit des Humanismus wird die Bedeutung dieser Bildungsbewegung für die Herausbildung der Nation als identitätsstiftendes Narrativ veranschaulichen. Der nationalen Sensibilisierung auch der lokalen Bevölkerungen werden sich Vorträge aus der Literatur- und Kunstgeschichte widmen, welche die Darstellung nationaler Stereotypen in mittelalterlichen Textgattungen und Kunstwerken im Hinblick auf ihre identitätsstiftenden und multiplikatorischen Effekte untersuchen.

Das Programm wird Ende Januar 2015 online verfügbar sein:
(www.bmz.unibe.ch/ringvorlesung.htm).

Evaluation (pass/fail) and Grade Requirement: Under the supervision of BMZ director Prof. C. Hesse, please check: http://www.bmz.unibe.ch/pdf/Anforderungen_Wahlbereich.pdf

Course Type:	Seminar
Title:	Naturalism
Instructor:	J. Straub
Time:	Tuesday 16-18
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: As a literary term, naturalism refers to a movement of the late nineteenth and early twentieth centuries. Closely connected to realism, naturalist writers aimed to depict life 'as it really is,' seeking out human depravity and squalidness, writing about vice, disease, alcoholism, prostitution, racism, and corruption as their favourite subjects. Informed by a deep sense of philosophical pessimism and inspired by the tenets and methods of the natural sciences, naturalist writers meant to trace the (supposedly) deeper reasons for human misery, no matter whether they were seen as environmental or hereditary.

In this seminar we will consider the European roots of naturalism, where its most important representative was Emile Zola, and we will explore its theoretical basis. We will then focus on American works written in the naturalist tradition by writers such as Theodore Dreiser, Stephen Crane, Frank Morris, Jack London and Kate Chopin, paying particular attention to aspects such as urbanisation, modernisation, the role of women in society, the 'Gilded Age' as a cultural period, the form of the novel and the problems of realism.

Texts: We will discuss the following longer works in class. Additional reading material will be made available via ILIAS. Students should try to get hold of the indicated editions, which can be purchased from the Bugeno book shop as of mid-December and are strongly advised to read the four titles below before the semester begins in order to cope with the reading load.

- Kate Chopin. *The Awakening, and Other Stories*. Ed. Pamela Knights. Oxford: OUP, 2008. ISBN: 978-0199536948
- Stephen Crane. *Maggie, A Girl of the Streets, and Other New York Writings*. New York: Modern Library, 2001. ISBN: 978-0375756894
- Theodore Dreiser. *Sister Carrie*. Ed. Lee Clark Mitchell. Oxford: OUP, 2009. ISBN: 978-0199539086
- Frank Norris. *McTeague: A Story of San Francisco*. Ed. Jerome Loving. Oxford: OUP, 2009. ISBN: 978-0199554898

Aims: Students will have studied a major literary movement in context and sharpened their awareness of the relationships between texts and context. They will have improved their ability to apply theoretical and context-related documents and sources to literary works and trained their analytical and communicative skills in written and oral form.

Evaluation (pass/fail): Regular attendance, active participation, and presentation

Grade Requirement: Regular attendance, active participation, presentation, and final essay

Deadline for Submission of Assignment/Evaluation: 15 July 2015

Course Type:	Seminar
Title:	In the Footsteps of Julian of Norwich and Margery Kempe: Medieval Norwich
Instructor:	A. Kern-Stähler
Sessions:	18 February 4 March 18 March
Study Trip:	5 - 8 May (Norwich)
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Norwich is known as the most complete medieval city of the United Kingdom. It boasts more than 30 medieval churches, a Norman castle and an intact medieval street pattern. It was also the home of Julian of Norwich, the earliest woman writer of English we know about, who became an anchoress in one of the city's churches. It was here that she composed the longer version of her visions, *A Revelation of Love*, a text which has been shown to be inextricably linked to the space of her anchorhold. We know that another well-known English woman writer, Margery Kempe, visited and talked to Julian of Norwich at this anchorhold in an attempt to gain confirmation of her decision to lead a chaste life. Medieval Norwich was also the site of the first known blood libel: the death in 1144 of a twelve-year old apprentice skinner was falsely blamed on the Jews of Norwich, who were eventually spared through royal intervention. In this seminar, we will explore medieval Norwich and its rich medieval culture and study a number of medieval texts which have been written in, or have close links with, this city: Julian of Norwich's *Revelation of Love*, *The Book of Margery Kempe*, *The Life and Miracles of St William of Norwich* by Thomas of Monmouth and the *Croxton Play of the Sacrament*. An integral part of the seminar is a four-day study trip to Norwich, where each student will present a text and/or topic on site. Prof. Britain and the participants of his MA seminar will be in Norwich at the same time. The faculty will make a financial contribution, which will cover part of the trip.

Texts: Please buy the Penguin editions of Julian of Norwich's *Revelation of Love* and of *The Book of Margery Kempe* (Bugeno); all other texts will be available on ILIAS.

Aims: To deepen the students' knowledge of the literature and culture of medieval England and to introduce them to the makeup of a medieval city; to hone their skills in presentation.

Evaluation (pass/fail): Participation in the seminar sessions and the study trip; oral presentation

Grade Requirement: 4000 word seminar paper

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Seminar
Title:	Beyond the Postmodern: Literature and Theory after Postmodernism
Instructor:	I. Huber
Time:	Thursday 12-14, introductory session on 19 Feb, regular weekly sessions from 16 April onwards, all-day block session on Friday 29 May
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Obituaries for postmodernism have been around for quite some time now and multiplying further ever since Linda Hutcheon declared in 2002 that “the postmodern moment has passed.” But if postmodernism really has come to an end, where are we moving now? What are the changes that merit a call for a new perspective? Which new tendencies have been observed and how useful are the new labels that have been suggested? How does contemporary literature react to and against its postmodernist inheritance?

This course will ask these and similar questions, attempting the always difficult assessment of the current moment. After an introductory session in the first week of semester, students will be expected to familiarise themselves in independent study with key background knowledge about postmodernism, which will serve as a basis for further discussion (excerpts and a list of suggested further reading will be made available on ILIAS). With regular sessions resuming after the Easter break, we will look at a number of different approaches to contemporary literature, like the claim for a new realism, Josh Toth’s “Renewalism,” Adam Kelly’s concept of a “New Sincerity,” Raoul Eshelmann’s “Performatism,” or Alan Kirby’s “Digimodernism.” Discussions will be based primarily on three contemporary novels and one short story.

The course will culminate in a full-day students’ conference on the last day of term (Friday, 29 May 2015) where students will present short papers on their own research. Attendance is compulsory for all course participants.

Texts: A.S. Byatt: *The Biographer’s Tale*; David Mitchell: *Cloud Atlas*; Jeffrey Eugenides: *The Marriage Plot*; David Foster Wallace: “Octet”. The novels will be available for purchase at Bugeno. The short story and all theoretical texts or secondary reading will be made available on ILIAS. Students will be expected to have read all primary and secondary texts by the time regular sessions of the course start after the Easter break.

Aims: To situate current literary trends in their historical contexts and to explore the possibilities for characterising the contemporary moment. At the end of the class students will understand and be able to identify and critically assess both the basic aspects of postmodernism and current attempts to move beyond them.

Evaluation (pass/fail): Regular attendance, presentation

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: 30 June 2014

Course Type:	Seminar
Title:	Literary History: Theories, Periods and Some North American Case Studies
Instructor:	G. Rippl
Time:	Wednesday 14-16
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Over the last decades, literary histories and the dilemmas of literary historiography have been the subject of on-going genre debates. As contributions to national literatures and cultures, literary histories are important means of building collective identities and cultural memories, and, in addition, are prime agents in processes of canon formation and curricula development. The USA is an interesting case in point: Although colonial America acquired its political independence from England in 1776, its cultural independence only developed in the course of the nineteenth century. This was also the time when the first debates on a genuine American literature took place in American magazines as well as book publications such as the Duyckincks' *Cyclopedia of American Literature* (1855). After an initial look at early forms of literary historiography in America, the seminar will discuss major contemporary approaches to American literary history writing.

Texts: (1) Emory Elliot, gen. ed.: *Columbia Literary History of the United States*. New York: Columbia UP, 1988; (2) Greil Marcus and Werner Sollors, eds.: *A New Literary History of America*. Cambridge/Mass.-London: Harvard UP, 2009; (3) Martin Middeke et al., eds.: *English and American Studies. Theory and Practice*. Stuttgart-Weimar: Metzler, 2012; and (4) Richard Ruland and Malcolm Bradbury: *From Puritanism to Postmodernism. A History of American Literature*. New York: Penguin, 1991. These books will be made available on the departmental reserve shelf.

All primary sources will be taken from the departmental Reading List of American Literature (Bachelor Studies > Reading List). Some shorter texts will be made available via ILIAS.

Aims and Learning Outcomes: a) To familiarise students with different theories and types of writing literary histories and b) to discuss different periods and texts against the theoretical backdrop. Students will have a good grasp of theories of literary history, different periods of American literary history and will learn to transfer their theoretical knowledge to the interpretation of primary sources, i.e. they will vet their analytical skills.

Evaluation (pass/fail): Regular attendance, active participation and oral presentation for 4 ECTS

Grade Requirement: Regular attendance, active participation, oral presentation plus written paper of approximately 5000 words for 7 ECTS

Deadline for Submission of Assignment/Evaluation: 15 July 2015

Course Type:	Seminar
Title:	Hyphenated America
Instructor:	T. Claviez
Time:	Thursday 14-16
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The seminar will address cultural and literary productions from so-called “hyphenated” minorities such as African-Americans, Asian-Americans, Native Americans, and Chicanos/as, and analyse with what strategies these works try to negotiate and dramatize the in-between-ness between two cultures and traditions.

Texts: Among the works we will read are W.E.B. Du Bois’ *The Souls of Black Folk*, N. Scott Momaday’s *House Made of Dawn*, Sherman Alexie’s *Reservation Blues*, Gloria Anzaldua’s *Borderlands/La Frontera*, as well as theoretical texts that address issues such as border theory, liminality, and cultural contact zones.

Aims: The aim of the seminar is to familiarise students with the relevant theoretical material on hybridity and border theory, and to sensitize them to literary modes and aesthetic strategies of expressing varieties of cultural experiences of "in-betweenness."

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Presentation, seminar paper

Deadline for Submission of Assignment/Evaluation: 15 July 2015

Course Type:	Seminar
Title:	Passages to India: Film and Literature
Instructor:	M. R. Paranjape
Time:	Wednesday AND Thursday 16-18
First Session:	22/23 April 2015
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In studying select literary and cinematic text, this course examines the recent history of colonialism and nationalism in order to provide an insight into the plurality, diversity, but also the distinctive and unitive features of India as a geo-political and cultural territory. The theoretical assumption informing the inquiry is that imaginative works, whether literary or cinematic, offer a specially useful and productive way to comprehend a society, a way which is not necessarily available through the discourses of history, politics, economics, or other non-fictional or non-imaginative sources, such as newspapers and the TV reports. Thus considered, India appears as a rich, complex, and textured society that offers multiple rewards to those who study it. Using a “foundational text” like E. M. Forster’s *Passage to India* (1924), the course compares it to David Lean’s cinematic adaptation (1984). Similarly, we will look at the internationally successful movie, *Slumdog Millionaire* (2008), to see how it compares not only with its literary “original,” *Q&A* (2005), but also with Forster’s novel. The third part will be devoted to Rabindranath Tagore's *The Home and the World* and the 1984 film adaptation *Ghare Baire*.

Texts/Films:

Forster, E. M. *A Passage to India*. 1924. London: Penguin Classics, 2005.
A Passage to India. Feature film. Dir. David Lean. 1984
 Swarup, Vikas. *Q&A (Slumdog Millionaire)*. 2005. London: Black Swan, 2009.
Slumdog Millionaire. Feature film. Dir. Danny Boyle. 2008.
 Tagore, Rabindranath. *The Home and the World*. 1916. Trans. Surendranath Tagore. New Delhi: Penguin Classics, 2005.
Ghare Baire. Feature film. Dir. Satyajit Ray. 1984.

Aims: This course examines select representations of India in film and literature. Its aim is not only to introduce students to selected literary and cinematic texts so as to provide a better understanding of Indian culture and society, but also to explore the relationship between two important media, literature and cinema. Similarly, the course will problematize the relationship between Western and native representations of India, between Anglo-Indian and Indian English literatures on the one hand and between Hollywood and “Bollywood” cinema on the other.

Evaluation (pass/fail): Presentation

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Seminar
Title:	John Donne in Love: Erotic Love Poetry, Religion, and Politics in the Early 17th Century
Instructor:	N. Nyffenegger
Time:	Friday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In his attempt to seduce a woman by means of the appealing image of a flea sucking their blood, the metaphysical poet John Donne evokes the sacrament of marriage, monastic seclusion, and the massacre of the innocents. While he thus presents erotic love as a nearly sacred act, he also uses an imagery that is precariously catholic at a time when England and its rulers (Elizabeth I and James I) are protestant and catholic recusants are persecuted. In many of his love poems, Donne engages with faith in Neo-Platonic fashion (the love between humans representing the love for God) while simultaneously reflecting on the social and political impact of personal religious choices. In others, he employs the scientific and geographical discoveries of his time to describe the beloved woman ("O my America! my new-found-land"). While he had a reputation as a womaniser in his youth, John Donne in love also committed social suicide when eloping with the underage niece of his patron.

In this seminar, we will closely look at the (erotic) love poetry of Donne, reading the poems against the religious and political troubles of his time and of Donne's personal life and career. We will engage with his sources and with some of his contemporaries as well as with other works by Donne, such as his letters or sermons. Theoretical approaches to gender, power, and religion will inform our reading of these poems.

Texts: An edition of John Donne's poems and other works (either Norton or Oxford World's Classics) will be available for purchase at the Bugeno. Please buy this book before the first session. Other primary and secondary texts will be made available on ILIAS.

Aims: To introduce students to the poetry of Donne and to the cultural, religious, and political circumstances of the late 16th and the early 17th centuries that informed his poetry. Also, we will practice giving short academic presentations.

Evaluation (pass/fail): During the course, students will be asked to develop their own research focus and to give short input talks in every session. A project description (table of content, introduction, bibliography) of ca. 5 pages is the pass/fail requirement. Students are invited to pursue the topic further in their marked paper if they wish to take this course as a graded one. Regular attendance and active participation is expected.

Grade Requirement: See pass/fail evaluation requirements; in addition: written paper of approx. 4000-5000 words.

Deadline for Submission of Assignment/Evaluation: 1 July 2015

Course Type: Seminar
Title: Sugar
Instructor: N. Gernalzick
Time: Thursday 8-10
Credit Points: 7 ECTS (ungraded 4 ECTS)

Course Description: Study of literary and cultural works (prose, poetry, film, visual art) from U.S. and Caribbean in which sugar is topical or which are made of sugar; discussion of works in respect of relation to history of colonialism, capitalism, and slavery, and discussion of works in relation to question of sugar considered as medium. Aesthetic feature of the works always part of consideration.

Texts: (e.g. and partly as excerpts:) Grainger, *The Sugar-Cane*; Williams, *Capitalism and Slavery*; Abbott, *Sugar*; Mintz, *Sweetness and Power*; Toomer, *Cane*; Ortiz, *Cuban Counterpoint*; Danticat, *The Farming of Bones*; Haney, *The Price of Sugar*; Buck-Morss, "Hegel and Haiti;" Walker, *Marvelous Sugar Baby*; more detailed list with information on ISBNs and on provision of texts to follow.

Aims: Introduction to complexity of relations of cultural, economic, and media history; relations of material and food cultures, racism, and capitalist mode of production.

Evaluation (pass/fail): Presentation or other in-class work

Grade Requirement: Presentation or other in-class work; final research paper

Deadline for Submission of Assignment/Evaluation: Final research paper due 31 July 2015

Course Type: Seminar

Title: Literature and Money in U.S. Cultural History

Instructor: N. Gernalzick

Time: Tuesday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Course Description: Study of literary works (prose, poetry) in respect of relation to economic history, monetary history, semiotics, and the literary market in context of US culture; discussion of concepts of money and the economy in history and in relation to aesthetic feature of the works.

Texts: (e.g. and partly as excerpts:) Irving, "The Legend of Sleepy Hollow," Poe, "The Gold---Bug," Stevenson, "The Isle of Voices," Norris, "A Deal in Wheat," Pound, "Canto XLV: With Usura," and DeLillo, *Cosmopolis*; also Aristotle, from *Nicomachean Ethics* and *Politics*; Smith, from *The Wealth of Nations*, Marx, from *Capital I*, Heinsohn and Steiger on property explanation of interest and money; more detailed list with information on ISBNs and on provision of texts to follow

Aims: Introduction to literary and monetary semiotics and to complexity of relations of cultural, economic, and media history; discussion of idealisms, stereotypes and racisms as part of theories of money and textuality.

Evaluation (pass/fail): Presentation or other in-class work

Grade Requirement: Presentation or other in-class work; final research paper

Deadline for Submission of Assignment/Evaluation: Final research paper due 31 July 2015

Other Courses

Course Type:	Workshop
Title:	Reading Contemporary Anglophone Literature: New Methodological Approaches
Instructor:	G. Rippl
Time:	Wednesday 12-14
Sessions:	25 February 11 March 25 March Friday, 1 May, 9-18
Credit Points:	3 ECTS

Course Description: Many contemporary Anglophone literary texts are intermedial works of art, i.e. they either include pictures and diagrams or refer to pictures via ekphrastic descriptions. This workshop will introduce students to new intermedial and visual methodologies, thus helping them to develop intermedial interpretive skills.

Texts: Gillian Rose: *Visual Methodologies. An Introduction to Researching with Visual Materials*. Los Angeles: Sage, 2012; primary sources: Teju Cole: *Every Day Is for the Thief* (2014); Aleksandar Hemon: *The Lazarus Project* (2008); Jamaica Kincaid: *Lucy* (1990); and Grace Nichols: *Picasso, I Want My Face back* (2009).

Please start reading the course material during term break. Copies of the primary sources will be available for purchase at the Bugeno. Excerpts from Gillian Rose and a few additional theoretical sources will be made available via ILIAS.

Aims and Learning Outcomes: To introduce students to new literary and visual methodologies which will help them deal with a range of text-picture relationships which are encountered in so many contemporary Anglophone literary texts. Students will have trained their methodological, analytical and communicative skills.

Evaluation (pass/fail): Preparation of course material, attendance of all plenary sessions and active participation, group work and oral presentation.

Grade Requirement: Preparation of course material, attendance of all plenary sessions and active participation, group work, oral presentation and written assignment (handed in presentation sheets).

Deadline for Submission of Assignment/Evaluation: 1 May 2015

Course Type:	Workshop
Title:	Reading Theology and Philosophy in Literature
Instructor:	Z. Lehmann Imfeld
Time:	Thursday 12-14
Credit Points:	3 ECTS

Course Description: This course will introduce some of the major philosophical traditions that are useful in reading British and American literature, with a special focus on the theological tradition. The workshop will start from the claim that the Judeo-Christian philosophical tradition has a prominent influence on the literature we read today, up to and including contemporary novels. We will also be interested in the influence that such ideas have had on literary theory. The workshop will go in search of the major theological ideas of the human condition which are expressed in literature, and also look at how literature after post-modernism has changed the theological 'story'.

We will read some core texts for the course, both fictional and theoretical, but students will also be encouraged to suggest their own primary material, such as literature for use in upcoming theses etc. In this way we can tailor the workshop to the interests and current projects of our group.

Texts: Please purchase copies of the following three texts, noting the edition:

John Milton, *Paradise Lost*, Oxford World Classics ISBN 978-0199535743
Neil Gaimann, *American Gods*, Headline Review, ISBN 978-0755322817

Further texts will be made available on ILIAS.

Aims: Students will deepen their familiarity with the major theological traditions dominating literary history, such as the Christian epic, and develop their understanding of the relationship between philosophy, theology and literature. Concrete connections will be made with the material in their own study interests, thus giving the students a basis from which to continue with more in-depth study of one area.

Evaluation (pass/fail): Seminar attendance and active participation

Grade Requirement: Ungraded

Course Type:	Block Workshop
Title:	Chaucer's Lives: Constructing the Author in Literary Biographies
Instructor:	A. Kern-Stähler / N. Nyffenegger
Time:	Wednesday 14-18
Sessions:	18 February, 14-16 11 March, 14-18 25 March, 14-18 13 May, 14-18 20 May, 10-18
Credit Points:	3 ECTS

Course Description: The most recent Chaucer biography, Paul Strohm's *Chaucer's tale: 1386 and the road to Canterbury* (2014), focuses in one significant year in the life of the poet. 1386 was the most turbulent year in Chaucer's life, one which led to the loss of his job and his relocation from his native London to Kent. As Strohm puts it: "he suddenly found himself without a patron, without a faction, without a dwelling, without a job, and – perhaps most seriously – without a city." Away from his London audience, Chaucer created his most ambitious work, the *Canterbury Tales*, inventing an imaginary audience of pilgrims. Professor Strohm will join our workshop for a whole day in May to discuss the use of biographical evidence in literary biographies.

In focusing on one year of the life of the poet, Strohm made a radical choice, one which has great implications for the way Chaucer's life is conceived of. The selection of a particular time span is of course only one of many decision any biographer makes. This workshop will explore the question what choices biographers face when constructing the life of an author. For authors of premodern biographies like Strohm, who are challenged in particular by a scarcity of evidence, the questions arise how to deal with the scattered historical documents, in Chaucer's case "an accidental mix" of "about 494 surviving scraps," and how to turn these sources, which "don't exactly add up to a life story," into a narrative (interview with Paul Strohm: [<http://queenanneboleyn.com/2014/11/07/a-conversation-with-paul-strohm.author-of-chaucers-tale-1386-and-the-road-to-canterbuy/>]).

In this workshop, we will look at the historical documents on Chaucer's life, which were assembled in the 1960s by Martin Crow and Clair Olsen (*Chaucer Life-Records*), and the ways biographers (among them John Gardner, Derek Pearsall, Paul Strohm) have used these documents to construct a narrative. Special attention will be given to the evidence that Chaucer was accused of rape and the responses to this evidence.

Alongside twentieth-century biographies of Chaucer by John Gardner, Derek Pearsall, Paul Strohm and others we will consider the earliest lives prefaced to editions of Chaucer's works, prompting the readers to read the works through the author and vice versa, and the significance of Furnivall's Chaucer Society (1868) and Walter Skeat's publication of the *Complete Works of Geoffrey Chaucer* (1894-97).

Please note that attendance of the full block day is obligatory in order to gain the credits for the course.

Texts: Please buy a copy of Paul Strohm's *Chaucer's tale* prior to the first session (available at the Bugeno). The other texts will be made available on ILIAS.

Aims: Students will learn about the choices and challenges literary biographers face when constructing the life of a premodern author and about the role of biographies in Chaucer scholarship.

Evaluation (pass/fail): Regular attendance and active participation are expected. Participation on the block day is obligatory.

Deadline for Submission of Assignment/Evaluation: tba

Master Forums

Course Type:	Master Forum
Title:	Linguistics
Instructor:	D. Britain / C. Thurlow
Time:	Monday 16-18
Sessions:	16 February 9 March 23 March 20 April 4 May
Credit Points:	4 ECTS

Course Description: The Master Forum is a problem-oriented research colloquium in which students will have the chance to talk about their work and their problems and discuss theories and methodologies. We will meet regularly to discuss the structure and writing of a thesis as well as to hear students' presentations of their own research work.

Evaluation (pass/fail): Students in first semester of Master Forum: class participation; students not in the first semester of the Forum will be required to give a presentation of their MA research, in whatever stage of development, to the rest of the group.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Presentations will take place throughout the semester

Course Type:	Master Forum
Title:	Literature
Instructors:	T. Claviez / G. Rippl
Time:	Thursday 10-12
Sessions:	26 February 12 March 26 March 14 May 21 May 28 May
Credit Points:	4 ECTS

Course Description: The Master Forum is a continual course over the duration of three semesters. Students can choose in which semester to attend the forum; it is recommended that they take the opportunity to present their MA thesis in their final term. The Forum is a problem-oriented research colloquium in which students will have the chance to talk about their work, discuss theories and methodologies and peer-review their written work and presentation skills. **Students should attend the colloquium with the professor with whom they are writing their theses.**

Evaluation (pass/fail): Cumulative coursework

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type:	Master Forum
Title:	Literature
Instructors:	A. Kern-Stähler / V. Richter
Time:	Thursday 10-12 (fortnightly)
First session:	26 February
Credit Points:	4 ECTS

Course Description: The Master Forum is a continual course over the duration of three semesters. Students can choose in which semester to attend the forum; it is recommended that they take the opportunity to present their MA thesis in their final term. The Forum is a problem-oriented research colloquium in which students will have the chance to talk about their work, discuss theories and methodologies and peer-review their written work and presentation skills. **Students should attend the colloquium with the professor with whom they are writing their theses.**

Evaluation (pass/fail): Cumulative coursework

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

DOCTORAL STUDIES

PhD Colloquia

Course Type: PhD and Research Colloquium

Title: Modern English Linguistics

Instructor: D. Britain

Time: Tuesday and Wednesday 9-12

Course Description: This colloquium is for students preparing for and/or writing a PhD thesis. We will discuss our own work-in-progress as well as important recent theoretical publications. The workshop is also open to advanced MA scholars intending to work on a PhD related to a currently running project. Contact Prof. Britain for further details.

Course Type: PhD and Research Colloquium

Title: Language and Communication

Instructor: C. Thurlow

Time: Monday 14-16

Course Description: This colloquium is for students researching for and writing PhD theses. We will discuss our own work-in-progress as well as important recent theoretical publications.

Course Type: PhD and Research Colloquium

Title: Medieval Studies

Instructor: A. Kern-Stähler

Time: Wednesday 16-18

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a PhD thesis, their second book (Habilitation), etc. We will discuss our own work-in-progress as well as recent theoretical publications.

Course Type: PhD and Research Colloquium

Title: Literature

Instructor: G. Rippl

Time: Monday 14-18

Sessions: 16 February
9 March
13 April
4 May
18 May
PLUS one Thursday session 7 May, 12-14

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a PhD thesis, their second book (Habilitation), etc. We will discuss our own work-in-progress as well as recent theoretical publications.

Course Type: PhD and Research Colloquium

Title: Literature

Instructor: T. Claviez

Time: Monday 14-18

Sessions: 16 February
9 March
13 April
4 May
18 May
PLUS one Thursday session 7 May, 12-14

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a PhD thesis, their second book (Habilitation), etc. We will discuss our own work-in-progress as well as recent theoretical publications.

TIMETABLE SPRING SEMESTER 2015

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08-10		9-12: <i>Britain: PhD and Research Colloquium</i>	9-12: <i>Britain: PhD and Research Colloquium</i> 9-10 (not weekly): Kern-Stähler : Preliminary meetings for: In the footsteps of Julian of Norwich and Margery Kempe: Medieval Norwich (MA Seminar)	Gernalzick: Sugar (MA Seminar)	
10-12	Mace-Tessler: Writing Skills II (Language Foundation Module) Thurlow: Language and Digital Media (FM New Frontiers in Language Research Lecture and MA Lecture)	Mace-Tessler: Writing Skills II (Language Foundation Module) Scheuchzer: Birds of a Feather? Men and Monsters in Medieval English Literature (FM Premodern Animals Seminar) Thurlow: Professional Discourse: Language at Work (MA Seminar)	Nyffenegger/Scheuchzer: Animals, Monsters and Creatures in Premodern Literature and Culture (FM Premodern Animals Lecture and MA Lecture)	Mace-Tessler: Writing Skills II (Language Foundation Module) Nyffenegger: Knowledge, Folklore, Superstition (FM Premodern Animals Seminar) Claviez/Rippl: Bachelor Colloquium Literature Kern-Stähler/Richter: Bachelor Colloquium Literature Fox: The Social Psychological Study of 'Language Attitudes' (MA Seminar) Claviez /Rippl: Master Forum Literature Kern-Stähler/Richter: Master Forum Literature	Nyffenegger: John Donne in Love: Erotic Love Poetry, Religion, and Politics in the Early 17th Century (MA Seminar)
12-14	Britain: Doing Dialectology: Fieldwork Excursion to Norwich (MA Seminar)	Fox: Discourse-pragmatic Variation and Change (FM New Frontiers in Language Research Seminar) Kopaitich: Literary Theory at Work (BA Workshop)	Gernalzick: Drama in Canada from the First Contact to First Nations (FM Drama Across the Ages Seminar) Claviez: Conceptualising Cosmopolitanism and World Literature (MA Lecture)	Strässler: Language and the Mind (FM New Frontiers in Language Research Seminar) Lehmann: Reading Theology and Philosophy in Literature (BA and MA Workshop) Huber: Beyond the Postmodern: Literature and Theory after Postmodernism (MA Seminar)	
14-16	Britain: Analysing English Accents (FM New Frontiers in Language Research Seminar) <i>Thurlow: PhD and Research Colloquium</i> <i>14-18: Claviez: PhD and Research Colloquium</i> <i>14-18: Rippl: PhD and Research Colloquium</i>	Mace-Tessler: Writing Skills II (Language Foundation Module) Richter: English Drama from Shakespeare to the Present (FM Drama Across the Ages Lecture and MA Lecture) Gernalzick: Literature and Money in U.S. Cultural History (MA Seminar)	Rippl: Literary History: Theories, Periods and Some North American Case Studies (MA Seminar) 14-18 (not weekly): Kern-Stähler/Nyffenegger: Chaucer's Lives: Constructing the Author in Literary Biographies (MA Block Workshop)	Nyffenegger: Writing Skills II (Language Foundation Module) Felder: Kings, Tyrants and Homosexuals: Three English History Plays (FM Drama Across the Ages Seminar) Mace-Tessler: Reading Film (BA Workshop) Claviez: Hyphenated America (MA Seminar)	Lehmann: Staging the Gothic (FM Drama Across the Ages Seminar)
16-18	Britain/Thurlow: Bachelor Colloquium Linguistics Britain/Thurlow: Master Forum Linguistics	Gernalzick: Writing Skills II (Language Foundation Module) Flubacher: Language and Social Inequality (FM New Frontiers in Language Research Seminar) Straub: Naturalism (MA Seminar)	Straub: A Survey of American Drama (FM Drama Across the Ages Seminar) Paranjape: Passages to India: Film and Literature (MA Seminar; Part 1) <i>Kern-Stähler: PhD and Research Colloquium</i>	Paranjape: Passages to India: Film and Literature (MA Seminar; Part 2) 17-19: BMZ: <i>Natio</i> und Nation. Zur Genese eines Begriffs im Mittelalter (BA Wahlbereich Lecture and MA Lecture)	
18-20	IZFG: Sprache – Macht – Geschlecht (BA Wahlbereich Lecture)		Collegium Generale: Am Limit? Grenzen in der Wissenschaft heute (BA Wahlbereich Lecture)		

Key:

Classes in **Bold** are for Master Students
Classes in *Italics* are for Doctoral Students

Language Foundation Modules:

Writing Skills II
Modern English Grammar II

Focus Modules:

Linguistics FM: **New Frontiers in Language Research**
Literature FM: **Premodern Animals**
Literature FM: **Drama Across the Ages**

Block Workshops, Seminars and Study Trips (see Course Booklet for more information):

Morrissey: Modern English Grammar II (Language Foundation Module): Podcasts will be uploaded every Tuesday
Huber/Morrissey: Acting Up!: Residential Drama Workshop (BA Block Workshop); Preparatory Session: 18 March, 18-20; Workshop: 1-3 May
Britain: Doing Dialectology: Fieldwork Excursion to Norwich (MA Seminar with Fieldtrip); 5-8 May; Sessions: 23 February, 2 March, 20 April, 18 May
Kern-Stähler: In the Footsteps of Julian of Norwich and Margery Kempe: Medieval Norwich (with Study Trip) (MA Seminar); 5-8 May
Kern-Stähler/Nyffenegger: Chaucer's Lives: Constructing the Author in Literary Biographies (MA Block Workshop); Wednesday 14-18 (18 February, 11 March, 25 March, 13 May) Wednesday 10-18 (20 May)
Rippl: Reading Contemporary Anglophone Literature: New Methodological Approaches (MA Block Workshop); 25 February, 12-14; 11 March 12-14; 25 March, 12-14; 1 May, 9-18