

Course Booklet

Autumn Semester 2015

14 September – 18 December 2015



**English in Paradise? Investigate the Englishes of the paradise
islands scattered across Micronesia in the Pacific Ocean**

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Introduction

Dear Students, dear members of Staff,

As the new academic year 2015/16 is about to commence, this is a good opportunity to look back at an intensive and successful year. It is worth mentioning that the English Department has recently celebrated what might be a record-breaking five successful completions of Ph.D. theses by Annie Cottier, Lukas Etter, Zoe Lehmann, Melanie Mettler and Kathrin Scheuchzer.

This fact, amongst others, attests to the academic vibrancy and intellectual stimulus that the department fosters, and there is more to come. The arrival of our new Dozentinnen has boosted our thematic and theoretical portfolio, also enriched by the seminar offered by our recent guest Professor, Makarand Paranjape, which received enthusiastic feedback. We certainly hope that we are able to pursue our exchange with the JNU New Delhi and other partner universities in order to complement our course offerings.

The department, however, also has to say good-bye to a colleague whose teaching and research has been one of its assets: Dr. Jürg Strässler is retiring from a successful and active academic career, and although we regret the loss of a much-liked and recognized scholar and colleague, I would like to use this opportunity to express the department's gratitude for his invaluable service and input he provided for many years. We all wish him good luck – and, needless to say, the door will always be open!

I would also like to offer a grateful 'au revoir' to Mi-Cha Flubacher, last semester's linguistics lecturer, as well as to Lucas Etter (who, after the successful completion of his Ph.D., left us for the University of Siegen), Fabian Felder, and three of last semester's tutors: Barbara Boss, Ed Schindler Wright and Urban Zihlmann.

A hearty welcome goes out to the members of staff who will reinforce our ranks for the next semester: new lecturers Rory Critten and Elisabeth Reichel, our new assistants/Ph.D candidates Sara Lynch, Anja Thiel, Gwynne Mapes and Hannah Hedegard, and our new tutors Christina von Grünigen, Joanne Urwyler, Susi Scheurer and Sofie Behluli.

As far as our seminar offerings are concerned, I would like to point out that this semester's Friedrich Dürrenmatt Professor for World Literature, the renowned Burmese writer Wendy Law-Yone, will offer a seminar with the title 'Explosive Transformations: Globalisation and its Discontents in English Language Asian Fiction' which might be of interest to both English Literature and World Literature students. For more information, see the IASH website.

Among other exciting events, members of the Department will offer two workshops/conferences in November: "The Poetics of Knowledge," organized by Dr. Irmtraud Huber with Dr. Wolfgang Funk, will take place from 5-7 November; "Communication in the 'Country of Babel': Language Ideological Debates on Contact Varieties", organized by Christoph Neuenschwander and Laura Tresch, will be held from 11-12 November.

For those desperate to know what to do in October and December, allow me to remind you again of the continuation of the Distinguished Lecture Series which on 5/6 October will feature one of the most renowned philosophers of our time, Alain Badiou. The series will be complemented by talks and workshops offered by Drucilla Cornell (who was unable to come last year), on 29/30 October, and Hans Ulrich Gumbrecht on 14/15 December, respectively.

It is also a pleasure to inform you of some of the achievements of our faculty: Prof. Kern-Stähler was awarded funding by the Royal Society of Edinburgh for a project on 'The Senses: Past and Present', organized in cooperation with Elizabeth Robertson and Fiona McPherson. Prof. Rippl's outstanding academic achievements have led to her appointment to the SNF's 'Karrieren' Selection Committee (she will be on sabbatical in AS 2015, affiliated as visiting scholar to the Department of English at UCLA, USA). Finally, and in all due modesty, I myself have been invited as faculty for the Institute of World Literature's next summer school at Harvard University.

As you can see, the department thrives as ever, and I hope that we will all take that momentum into what will prove to be an exciting AS 2015!

Yours truly,

Thomas Claviez
Professor for Literary Theory and Head of Department

Important Information (NEW! Please read)

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. **Please note that there is a slight change in procedure:** For almost all courses, the course itself will be worth 0 ECTS credits on KSL. The number of credits you earn will be determined by the registration for assessment.

Core Curriculum Courses, Workshops, and the MA Forum do have ECTS credits assigned to them in KSL, BUT YOU STILL NEED TO REGISTER FOR ASSESSMENT. There is only one ECTS option for these courses, while all other courses have more than one option.

Course registration will be open from 15 August 2015 and deregistration will be possible until **15 November 2015**.

Once you register for a course on KSL, you will automatically be registered for that 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 14 September 2015 until **15 November 2015**. This registration will determine the amount of ECTS you will be receiving for the course according to whether you are taking it as an ungraded or graded option.

If you have any questions about registration, see your study counsellor!

For courses without different ECTS options, make sure you are registered for both course and assessment.

For courses with several ECTS options, assessments are **separate entries in KSL**.

Make sure to choose the one with the **correct number of ECTS points** and register for it as both course and assessment (yes, that does seem redundant, but still).

For the BA Colloquium, register for the 1 ECTS version the first time you take this course. Register for the 2 ECTS version the second time you take this course.

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**).

If you need a grade for a lecture or a workshop sign up for the assessment 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-K

Dr. Irmtraud Huber
031 631 33 95 / B 263
irmtraud.huber@ens.unibe.ch

Students with surnames L-Z

Waylon Weber
031 631 55 15 / B 267
waylon.weber@ens.unibe.ch

Study Counselling for MA Students

Students with surnames A-K

PD Dr. Julia Straub
031 631 83 61 / B 262
julia.straub@ens.unibe.ch

Students with surnames L-Z

Dr. des. Kathrin Scheuchzer
031 631 55 15 / B 267
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International and Exchange Coordinator / Practical Module Coordinator

Students with surnames A-K

Joseph Comer
031 631 45 09 / B 272
joseph.comer@ens.unibe.ch

Students with surnames L-Z

Dr. Rory Critten
031 631 55 15 / B 267
rory.critten@ens.unibe.ch

Independent Studies Proposals

Contact any member of teaching staff

Independent Studies Coordinator

Anja Thiel
031 631 37 57 / B 266
anja.thiel@ens.unibe.ch

Assessment of Courses and Information about your Results

Individual course instructors and Notice
Boards

KSL Enquiries

Hilary Sharp and Nia Stephens-Metcalf
031 631 82 45 / D 201
hilary.sharp@ens.unibe.ch
nia.stephens@ens.unibe.ch

Diploma Supplements BA / MA (Studienleitung)

Dr. Irmtraud Huber
031 631 33 95 / B 263
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Enrolment for Theses and Exams

Hilary Sharp
031 631 82 45 / D 201
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Library Enquiries

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**For information about staff consultation hours please see our departmental website
(www.ens.unibe.ch).**

Staff

Directors of Department

Prof. Dr. Thomas Claviez
Literary Theory & Head of Department
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

Lecturers

Dr. Sue Fox
Modern English Linguistics
PD 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 and Early Modern Literature
and Culture
Elisabeth Reichel, M.A.
North American Literature and Culture

Senior Assistant

PD Dr. Julia Straub
North American Literature and Culture

Assistants

Matthias Berger, M.A.
Medieval English Studies
Dominique Bürki, M.A.
Modern English Linguistics
Dr. Christina Cavedon
Literary Theory
Joseph Comer, M.A.
Language and Communication
Dr. Rory Critten
Medieval English Studies

Marijke Denger, M.A.
Modern English Literature
Hannah Hedegard, M.A.
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Dr. Irmtraud Huber
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Dr. des. Zoe Lehmann
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Tobias Leonhardt, M.A.
Modern English Linguistics
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Language and Communication
Viola Marchi, M.A.
Literary Theory
Dr. des. Kathrin Scheuchzer
Medieval English Studies
Anja Thiel, M.A.
Modern English Linguistics
Waylon Weber, M.A.
Literary Theory

Doctoral Students

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Modern English Linguistics
Joseph Comer, M.A.
Language and Communication
Marijke Denger, M.A.
Modern English Literature
Ryan Kopaitich, M.A.
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Tobias Leonhardt, M.A.
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Gwynne Mapes, M.A.
Language and Communication
Viola Marchi, M.A.
Literary Theory
Christoph Neuenschwander, M.A.
Modern English Linguistics
Laura Tresch, M.A.
Modern English Linguistics

Administrative Staff

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

Directors' Assistant

Nia Stephens-Metcalf	By appointment
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IT Coordinator & Web Administrator

Fayaz Ali Khan	By appointment
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Librarian

Nina Müller	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 I

Instructor: F. Andres Morrissey

Time: Tuesday 8-10

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This is the first part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will be looking at the grammar of the noun phrase as well as some aspects of English verb forms. 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, which some students will find themselves involved in, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts. It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason the entire course is also podcasted and the solutions to the practical exercises are available on-line (link on www.morrissey.unibe.ch). Furthermore, we offer tutorial sessions to help students work with the materials. It is urgently recommended that students who cannot attend the course for timetable reasons take part in the tutorials.

Texts: The course script for the entire course will be sold for CHF 20.– in the first session, but it can also be downloaded as a PDF from www.morrissey.unibe.ch. The course is also available as a podcast and can be downloaded from the regular downloads page www.morrissey.unibe.ch. Useful textbooks include *Rediscover Grammar* by David Crystal, and McCarthy and Carter's *English Grammar* (CUP).

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Final module exam

Deadline for Submission of Assignment/Evaluation: End of Autumn Semester 2015

Course Type: Language Course

Title: Writing Skills I

Instructors: N. Gernalzick / M. Mace-Tessler / N. Nyffenegger

Times: Monday 10-12, or
Tuesday 10-12 or 16-18, or
Thursday 8-10 or 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This is the first of a two-part intensive writing course, which is obligatory for all first-year students. The two-semester programme will consist of weekly workshops in which students, in small groups, will discuss and, above all, practise the skills required to write academic papers. During the first semester, the students will write short papers which will allow them to focus on the appropriate and clear use of language, as well as the development of cohesion and logical structure.

Texts: The materials for this course have been designed to meet the students' needs and will be made available during the course.

Aims: To develop the basic skills for writing a well-structured research paper which is based on a detailed analysis of an issue.

Evaluation (pass/fail): Cumulative written work

Grade Requirement: Evaluation of written work

Deadline for Submission of Assignment/Evaluation: Throughout the semester

Core Curriculum Linguistics and History of English

Course Type: Lecture

Title: Introduction to Linguistics

Instructor: F. Andres Morrissey

Time: Wednesday 8-10

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This lecture provides an overview of the field of linguistics in English, in a first part mainly in terms of what we call micro-linguistics, i.e. the way language works in itself. This will cover such topics about the language as its speech sounds and the way they interact (phonetics and phonology), the way words are composed (morphology), how words are combined into phrases and clauses (syntax) and how meaning is constructed (semantics). In a second, rather shorter part, as our section predominately works in this area, we will examine how language operates in context and how communication in conversations works (or does not, as the case may be).

Texts: Apart from consulting introductory materials on the presence shelf, students are advised to buy either or both of the following books:

Radford, A. et al. 2009. *Linguistics: An Introduction*. Cambridge: Cambridge University Press.
Kuiper, K and Allan, S. 2003. *An Introduction to English Language: Word, sound and sentence*. London: Palgrave Macmillan.

Evaluation (pass/fail): This course is not eligible for required optional credits. All participants have to pass the graded exam.

Grade Requirement: This lecture is part of the Core Curriculum Linguistics and History of English. The other part of this Core Curriculum module is **Earlier Englishes**. Each course will be assessed by a separate examination. Students must pass both in order to pass the Core Curriculum module.

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 6 January 2016

Course Type: Seminar
Title: Earlier Englishes
Instructor: R. Critten
Time: Friday 12-14
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description, Aims, and Outcomes: This course introduces students to the English Middle Ages (c. 400-c.1500) and aims to provide them with the philological skills required in order to engage with some of the vernacular cultures that flourished during this period. The most basic principles of Old and Middle English grammar will thus be taught with a view to making texts written in these languages accessible; we will also devote attention to the various material, historical, and intellectual contexts in which these texts were produced and which they, in turn, helped to shape. Students who successfully complete the course will have a good reading facility in Old and Middle English and they will have a preliminary understanding of the worlds these languages were used to describe. They will be ready and, it is hoped, excited to take up the Department's medieval offerings in the course of their subsequent studies.

Course pack: Students will be expected to buy a copy of the course pack containing readings and supplementary information (details to follow).

Evaluation (pass/fail): This course is not eligible for required option credits. All participants must pass the graded exam.

Grade requirement: This course is part of the Core Curriculum Linguistics and History of English. The other part of the Core Curriculum module is **Introduction to Linguistics**. Students must pass both Introduction to Linguistics and Earlier Englishes in order to pass the Core Curriculum module as a whole.

Resit date: 17 February 2016

Exam date: The Earlier Englishes exam will take place in the last class of the semester.

Core Curriculum Literature

Course Type: Lecture

Title: Introduction to Literature

Instructor: I. Huber

Time: Monday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This lecture will provide an introduction to certain methods, concepts and tools students of literatures in English are advised to use when approaching literary texts. These will help them to obtain a fuller understanding of texts and to express themselves clearly and competently. Furthermore, we will look at literature as a particular form of communication, i.e. we will consider the specificity of literary texts, and its various genres: drama, narrative fiction, poetry.

Texts: All students will be expected to read Shakespeare's *Hamlet*, preferably in a scholarly edition (e.g. Arden or Oxford). This text will be available at Bugeno. All other texts for the course will be made available on ILIAS.

Aims: This lecture aims to familiarise students with central concepts and tools for the analysis of literary texts of various genres. Students should obtain clear ideas of approaches to literature, methodologies, terminology and strategies of literary interpretation.

Evaluation (pass/fail): This course is not eligible for required optional credits. All participants have to pass the graded exam.

Grade Requirement: This lecture is part of the Core Curriculum Literature. The lecture and the corresponding seminar **Introduction to Literature** will be assessed in ONE examination in the last session of the lecture on **Monday, 17 December 2015**. The grade for this written test will be the grade for the Core Curriculum Literature (incl. seminar).

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Course Type: Seminar
Title: Introduction to Literature
Instructor: J. Straub
Time: Wednesday 16-18
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: In combination with the lecture Introduction to Literature, this seminar familiarises students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and train students' interpretative and analytical skills, drawing and expanding upon the subject matter of the lecture.

Texts: Copies of Joseph Conrad's *Heart of Darkness* and Tennessee Williams's *A Streetcar Named Desire* will be available at the Bugeno bookshop at the start of the semester. The poems we will discuss in class will be made available on ILIAS.

The preferred editions are:

Joseph Conrad. *Heart of Darkness*. 1899. Ed. Paul B. Armstrong. New York: W.W. Norton, 2006 (4th edition) ISBN: 978-0393926361

Tennessee Williams. *A Streetcar Named Desire*. 1947. London: Penguin, 2009. ISBN: 978-0141190273

Aims: This seminar aims to provide students with an understanding of the thematic and formal breadth of literatures in English and practical know-how. Students will learn how to analyse literary texts belonging to different genres and periods and acquire interpretative skills.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: The grade for the Core Curriculum Literature will be based on the module exam which will take place in the last session of the **lecture Introduction to Literature** on 14 December 2015.

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Course Type: Seminar
Title: Introduction to Literature
Instructor: M. Mace-Tessler
Time: Tuesday 14-16
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar will familiarise students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. The class will read selected literary texts to develop interpretative and analytical skills while drawing and expanding upon the subject matter of the lecture course.

Texts: *Heart of Darkness* and *Arcadia* will be on sale at the Bugeno. The poems we will study will be available on ILIAS.

Aims: To provide students with an opportunity to develop their understanding of the texts. By analysing literary texts belonging to different genres and periods, they will acquire skills and improve their ability to interpret.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: The grade for the Core Curriculum Literature will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on 14 December 2015.

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Course Type: Seminar

Title: Introduction to Literature

Instructor: Z. Lehmann Imfeld

Time: Friday 14-16

Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar familiarises students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and train students' interpretative and analytical skills, drawing and expanding upon the subject matter of the lecture.

Texts: Copies of Henry James' *Turn of the Screw* and Tennessee Williams's *The Glass Menagerie* will be available at the Bugeno bookshop at the start of the semester. The poems we will discuss in class will be made available on ILIAS.

The preferred editions are:

Henry James, *The Turn of the Screw*. 1898. Ed. Peter G. Beidler. (Boston: Bedford, Palgrave MacMillan, 2010) (3rd edition) ISBN: 978-0-312-59706-1. Please note this edition has additional critical material which we will be using.

Tennessee Williams, *The Glass Menagerie*. 1945. (London: Penguin, 2009) ISBN: 978-0-141-19026-6

Aims: This seminar aims to provide students with an understanding of the thematic and formal breadth of literatures in English and practical know-how. Students will learn how to analyse literary texts belonging to different genres and periods and acquire interpretative skills.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: The grade for the Core Curriculum will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on 14 December 2015.

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Course Type: Seminar

Title: Introduction to Literature

Instructor: K. Scheuchzer

Time: Wednesday 10-12

Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar familiarises students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and thus develop interpretative and analytical skills while drawing and expanding upon the subject matter of the lecture course.

Texts: All texts will be made available on ILIAS at the beginning of semester.

Aims: This seminar aims to provide students with an understanding of the thematic and formal breadth of literatures in English and with practical know-how. Students will learn how to analyse literary texts belonging to different genres and periods and will acquire interpretative skills.

Evaluation (pass/fail): Regular attendance, completion of reading assignments and ILIAS exercises.

Grade Requirement: The grade for the Core Curriculum will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on 14 December 2015.

Resit date: 17 February 2016

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Focus Module: Language on the Move

Course Type: Focus Module Lecture

Title: Global English

Instructor: S. Fox

Time: Tuesday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: No language other than English has ever been used before in so many different contexts by so many different people. This module examines some theoretical, descriptive and practical issues arising from the ways that English has evolved in the many countries around the world where it is used, and from its use both as an *international* language and as an *intranational* language. The course starts with a historical overview of the global expansion of the English language and will include descriptive and theoretical models of World Englishes. We will then examine the ways in which English has acquired local forms and functions that are stable enough to constitute a distinct variety and we will study the phonological, lexical, grammatical and discourse patterns that characterise such varieties. We will also explore the use of English as a lingua franca and the ways in which English is used both *between* countries and *within* countries where English is spoken as a foreign language. Finally, we will consider the pedagogical implications of a Global English for the teaching of English as a foreign/second language.

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

Aims: The learning goals for this Focus Module Lecture course are:

- to have achieved a sound understanding of the rise of English to its current global state
- to have acquired knowledge of the structural and sociolinguistic characteristics of different English varieties
- to be able to define and illustrate the roles and values that English has in the local, everyday contexts where English is used as a foreign language
- to be able to reflect critically on the historical, social and educational implications of a global spread of English

Evaluation (pass/fail): Your engagement and learning in this Focus Module Lecture will be assessed by ONE examination on Tuesday 1 December 2015.

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

Resit date: 17 December 2015

Deadline for Submission of Assignment/Evaluation: 1 December 2015

Course Type: Focus Module Seminar

Title: Tourism Discourse: Language and (Global) Mobility

Instructor: C. Thurlow

Time: Monday 10-12

Note: There are two special fieldwork periods organized for Weeks 3 and 8; this means we will not have a regular class meeting on 28 September and 2 November.

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: As a truly global service industry tourism is all-pervading. There are few people whose lives remain unaffected by tourism, be it people privileged enough to tour or people who are "toured." It is precisely because of tourism's scale and influence that scholars in such fields as anthropology, sociology, history, cultural studies, geography, discourse studies and others have increasingly been interested in exploring the cultural practices by which tourism is organized and experienced. This diverse body of research reveals tourism's powerful role in shaping and reflecting such things as the performance of identity, ideologies of difference, the meanings of place, and the production and consumption of visual-material culture, all of which intersect with relations of power/inequality. Indeed, tourism seldom merely represents a place or reflects a culture; tourism is instrumental in producing the very places and cultures that visitors seek to know. From a fully interdisciplinary perspective, this seminar examines tourism as discursive formation – a way of knowing and organizing the world established through language, communication and other social processes. Throughout the quarter we will look at tourism from various historical, critical, and cultural perspectives. In addition to following a series of independent (but guided) reading and research demonstrations from Professor Thurlow's own sociolinguistic/discourse analytic work, you will be invited to undertake your own applied research as a way to experiment with various disciplinary modes of gathering and analysing data.

Texts: The course will rely on a series of interdisciplinary articles made available on ILIAS. You will be expected to pursue this reading material independently, although guided by weekly reading quizzes.

Aims: This seminar will be organized around five broad academic practices which are central to just about all academic work: observing, describing, explaining, evaluating and critiquing. Specifically, the learning goals for this seminar are:

- to have a reasonable understanding of some of a range of interdisciplinary perspectives on tourism;
- to have a particular understanding of the role of language, communication and social interaction in the organisation of tourism;
- to understand how academics from different traditions use certain methods for analysing different aspects of tourism (e.g. text analysis, observation, interviews);
- to be able to apply these methods in your own investigations of tourism sites and tourist practice;

- to have a good critical awareness of the cultural politics of tourism discourse as a mode of representing the world and as a way of organising social relations.

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

- complete weekly reading quizzes related to the theoretical framing readings;
- undertake bi-weekly research activities (and write-ups) related to a local tourism site of your choosing;
- prepare and deliver an engaging, well-researched “counter-tourism” research project (working in groups of three);
- engage respectfully, thoughtfully and concretely in class-based discussions and activities.

We will determine in the first two weeks of class who is doing what tourism site; we will also discuss the format for presenting your collaborative research, but it is likely this will take the form of visual essay, alternative tour guide (print or digital), and/or presentation.

Grade Requirement: If you are taking this seminar for 7 ECTS, you will be expected to sit a review test on the last day of class. This test will address the material covered in the weekly readings and key ideas/concepts/issues from Professor Thurlow’s research demonstrations.

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: Everything must be completed and submitted by the end of the last day of the seminar (i.e. Monday 14 December 2015).

Course Type: Focus Module Seminar

Title: Language Training for Global English

Instructor: F. Andres Morrissey

Time: Tuesday 10-12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This seminar provides both discussions of theoretical concepts concerning language training and second language methodology with a focus on social and cultural issues and ideology, but also hands-on analysis of the way in which such matters are dealt with practically in EFL course materials. Students are expected to conduct such analyses in work groups and to report on them to the plenum with reference to theoretical considerations as well as working with their insights practically with the other seminar participants.

There will be some overlap with the Didactic Grammar seminar of spring semester 2014, but the focus will be more strongly on the development of theoretical understanding and the impact this has on syllabus design and the creation of material.

Texts: Various language textbooks; reading material published on www.morrissey.unibe.ch

Aims: To gain an understanding of socio-cultural and socio-political concepts in course materials and how these are linked to syllabus design in terms of language structures and topic choices

Evaluation (pass/fail): Pass/fail or graded.

Grade Requirement: A unit for language training with a documentation demonstrating the underlying concepts developed in the seminar, either on paper or as a podcast, or a seminar paper detailing the discussion of such concept developed further.

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 February 2016

Course Type: Focus Module Seminar

Title: London English

Instructor: S. Fox

Time: Wednesday 10-12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: What does it mean to speak 'London English'? We will explore historical sources documenting London English and will focus in particular on the working-class variety commonly known as Cockney. We will also consider the linguistic consequences of immigration to London and will examine research studies carried out within the Jamaican community of London, the Bangladeshi community of East London, the Indian community of West London and the variety of Multicultural London English that has emerged among speakers from various linguistic and cultural backgrounds. Drawing on linguistic landscape research, we will also look at the ways in which minority groups use written displays of their minority languages in public spaces and how this contributes to the ethnolinguistic vitality of minority languages. We will consider ways in which the linguistic landscape does or does not reflect language demographics, use, attitudes, and policies.

Texts: Readings will be made available on ILIAS.

Aims: Students successfully completing this course should have a good understanding of historical aspects of London English as well as contemporary use of language in London. They should also have a good understanding of the social and linguistic diversity in London and how this impacts on language use. Students should also be able to appraise and respond to the views and presentations of others as found in published texts as well as in class.

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

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

Deadline for Submission of Assignment/Evaluation: 18 January 2016

Course Type: Focus Module Seminar

Title: Development Discourse: Language, Policy and Poverty

Instructor: J. Comer

Time: Tuesday 14-16

Note: We will not have a regular seminar meeting on Tuesday the 3 November. This will instead serve as your reading week for this course.

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: *“For two thirds of the people of earth ... the word ‘development’ – profoundly rooted after two centuries of its social construction – is a reminder of what they are not. It is a reminder of an undesirable, undignified position.” (Esteva 1992:10).*

Development – broadly, the field of endeavour that seeks to alleviate poverty and improve quality of life for society’s underprivileged and disadvantaged, as well as ensure the fair and sustainable distribution of resources – is an extremely broad as well as extremely loaded and contingent term. The practices associated with it and the contexts defining it – global, local, international, economic, sustainable, formal, informal, public, private – are in constant change and perpetually unclear; reinterpreted and reconfigured by dominant transnational actors daily.

This course will focus on the discourses, methodologies, dynamics, and buzzwords of ‘development’ – development as social construction and discursive formation – in order to provide a background to sociolinguistic and sociopolitical aspects of language use, language scholarship and language policy in the contemporary world, including the emergence of English as a global language. It will highlight how the competing interests of different groups and actors influence contemporary discourse(s) and debate about ideal frameworks for development, and the discourse(s) surrounding the recipients, subjects, and beneficiaries of development practice. In particular, you will examine the complex and value-laden nature of language in a globalised world; the emergence of global languages as a means of international communication, language policy and planning in national and supranational contexts, and the subsequent threat to many indigenous and minority languages and speakers.

You will focus on a number of case studies to examine the intersections of language, culture, identity, ideology, nationhood, postcolonialism, political economy and power in various international, national and regional contexts. You will be introduced to critiques of the politicized nature of individual, governmental and multilateral decisions about development (including the role of language in development) and its effect with regard to poverty, inequality and civil society across public and private spheres.

Texts: The course will rely on a series of interdisciplinary articles made available on ILIAS. You will be expected to pursue this reading material independently, guided by ‘signpost’ assessment and in-class discussion throughout the semester.

Aims: The learning goals for this seminar are:

- to have a reasonable understanding of a range of interdisciplinary perspectives on development;
- to have a particular understanding of the role of language and social interaction in the ongoing organization, evolution, and reinforcement of development practices;
- to approach understanding of the complexity and interconnectedness of social relations – including the intrinsic prejudices and biases defining (and arguably undermining) international development practices;
- to understand some of the scholarly methods for analysing different aspects of development, and to be able to apply these methods in research into ‘undeveloped’ and ‘developing’ states and communities;
- to have a good critical awareness of the discourses of development as they relate to and help frame our understanding of a world becoming more unsustainable and unequal by the day.

Evaluation (pass/fail): Regular, sustained participation in seminar discussions and cumulative coursework, including an in-class presentation.

Grade Requirement: Regular, sustained participation in seminar discussions and cumulative coursework, including an in-class presentation and a 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: Everything must be completed and submitted one week after the last day of the seminar (i.e. Tuesday 22 December 2015).

Course Type:	Focus Module Seminar
Title:	Englishes of the Pacific
Instructors:	D. Bürki, T. Leonhardt, S. Lynch
Time:	Thursday, 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)
Open to students from other departments as Wahlbereich?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Course Description:

English in paradise? In this course, we investigate the Englishes of Kiribati, Kosrae and Saipan, paradise islands scattered across Micronesia in the Pacific Ocean. Together, we will seek to answer questions such as “When did English arrive there?”, “Who brought it there?”, and “What have been the historical and social factors that have contributed to the linguistic development up to now?”

The objective of this course is not only to look into the histories and cultures of Kiribati, Kosrae and Saipan, but also to provide access to a corpus of data that is fresh off the shores: We will work with fieldwork data collected only days prior to the start of term, begin to process this data (transcription and extraction) and conduct analyses on it (classification and quantification of features). This will finally enable us to formulate phonological, grammatical and pragmatic descriptions of three English varieties that have previously not been researched.

Texts: Relevant texts will be made available on ILIAS.

Aims: To familiarise students with three Micronesian English varieties that differ in terms of historical and social contexts. Students are trained in the necessary skills to be able to conduct corpus-based analyses on phonological, grammatical and pragmatic variation.

Evaluation (pass/fail): Regular attendance, active participation, cumulative coursework (transcription, extraction and analysis of data), and oral presentation.

Grade Requirement: Regular attendance, active participation, cumulative coursework (transcription, extraction and analysis of data), oral presentation, and written report.

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: 22 January 2016

Focus Module: Writing the Atlantic World

Course Type:	Focus Module Lecture
Title:	Transatlantic Literary Encounters, 1620-1900
Instructor:	J. Straub
Time:	Tuesday 10-12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: This lecture investigates literary texts and developments from the seventeenth to the nineteenth centuries within their transatlantic contexts. By focusing on the manifold forms of literary contact and exchange that have defined the Atlantic World as a major site of cultural production for centuries, it presents American and British literature as closely linked and in constant negotiation with each other – rather than two strictly separated national literatures. In this respect, this lecture is deeply informed by ongoing debates on transnationalism that have shaped Anglophone literary and cultural studies in recent times (e.g. transatlantic, transoceanic, planetary and hemispheric approaches as well as the field of post-colonial theory).

Students attending the lecture will encounter many forms and instances of trans- and circumatlantic conversations, (dis-)continuities and refractions in a wide number of genres and contexts. Thus, they will be introduced to:

- the mobility of texts as well as individuals and its significance for the making of literature from the colonial/early modern period to the end of the nineteenth century
- concepts and tools with which these processes of circulation can be theorized
- both verbal and visual representations of Old/New World encounters and their place within a shared cultural imaginary
- the construction of cultural identities and fashioning of subjects within colonial and post-colonial societies
- transmission and reception histories in the Atlantic World
- the rise of new media such as the magazine
- the transatlantic development of genres such as the slave narrative, the captivity narrative or the sentimental novel
- the concept of the Black Atlantic

Authors whose works will be discussed include: William Shakespeare, John Donne, Anne Bradstreet, George Herbert, Aphra Behn, William Byrd II, Frederick Douglass, Benjamin Franklin, Samuel Richardson, Phyllis Wheatley, Susanna Rowson, E. A. Poe, Charles Dickens, Henry James.

Texts: Shorter texts will be made available on ILIAS at the beginning of the semester. Students are advised to purchase and read the longer texts before the beginning of the semester. A list of titles will be made available on ILIAS by the middle of August and/or can be requested from the instructor.

Learning Outcomes:

- Students can contextualize and interpret literary texts within transnational frameworks for literary history and analysis.
- Students can relate literary texts to broader cultural developments (e.g. media history, the sociology of literature).
- Students can give accounts of central theoretical concepts and debates related to transnational and post-colonial literary studies.
- Students expand their understanding and knowledge of American and British literary history before 1900.

Evaluation (pass/fail): Final test

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

Resit date: 15 December 2015

Deadline for Submission of Assignment/Evaluation: 1 December 2015

Course Type:	Focus Module Seminar
Title:	The Transatlantic Pynchon: Postmodernism and its Discontents
Instructor:	R. Kopaitich
Time:	Monday 14-16
Credit Points:	7 ECTS (ungraded 4 ECTS)
Open to students from other departments as Wahlbereich?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Course Description: This course is effectively a close reading of Thomas Pynchon's 1997 novel *Mason and Dixon*. Often considered a masterpiece of late 20th century American fiction, and most certainly an iconic text of postmodernism on the edge of a literary epoch that has come to be called neo-realism or hysterical realism among other suggestions, this expansive work occurs in both England and the United States in the 18th and 19th century, tracing its frame narrative with a family in colonial America as well as its eponymous characters' journey from England, over the Atlantic, and into the American wilds on a mission to survey and chart the territory. The book offers an opportunity for learning sustained close reading and analysis, the density and complexity of Pynchon's prose being notorious, and this is perhaps the best example of his work that evinces a difficulty between *The Crying of Lot 49* and the infamous *Gravity's Rainbow*. The text will be accompanied by excerpts that extend from Puritan sermons to postmodern thought in an effort to elucidate the connections, divergences and dangers inherent to any serious study of literature. On top of all this, students will also be able to accomplish a reading of a notoriously long, difficult, but ultimately emblematic, text and have gained knowledge of how to treat it critically and comprehensively.

Texts: The primary text will be Thomas Pynchon's *Mason & Dixon*, which will be read in its entirety throughout the course, a copy of which is mandatory, as well as various supplementary texts which will be posted on ILIAS

Aims: This course will be focused on two goals. The first a sustained close reading of Pynchon's famous and infamous work, and the second a look at how postmodern literature informs and distorts, utilizes and refuses historical contexts. The first of these goals involves working intensely on passages of text in each session. The second will require looking at supplementary historical and contextual material in conjunction with the text to examine the ways postmodernism, in this transatlantic novel, traverses the historical realities and fictions of these contexts.

Evaluation (pass/fail): Regular attendance, active participation and oral presentation in the seminar.

Grade Requirement: Completion of an abstract and Seminar 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: Papers should be handed in electronically by 30 January 2016.

Course Type: Focus Module Seminar

Title: The Black Atlantic and the Mediterranean of Colour

Instructor: N. Gernalzick

Time: Tuesday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: In readings that range from colonial slave narrative to contemporary popular crime fiction, this course introduces to diaspora studies by the concepts of the sea as location and the circum-Atlantic space that was developed by Paul Gilroy in his seminal work *The Black Atlantic* of 1992. We are going to study works since the 18th century that partake in the construction of a black transnational consciousness and in debates on the black diaspora that involve critiques of political and geographical demarcations, e.g. between the hemispheres, or between the continents of Africa, America, and Europe. As an outlook, the course therefore also relates the concept of the circum-Atlantic to current issues of diaspora and mixed migration in the circum-Mediterranean region, in order to find out how parameters and critical insights from the study of the black Atlantic may be applied to the analysis of the Mediterranean of Colour.

Texts: Chimamandah Ngozi Adichie, *Americanah* (2013), novel; Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789), slave narrative; Herman Melville, "Benito Cereno" (1855), novella; Charles Johnson, *Middle Passage* (1990), historical novel; Mukoma Wa Ngugi, *Nairobi Heat* (2011), crime fiction; Royall Tyler, *The Algerine Captive; or, the Life and Adventures of Doctor Updike Underhill: Six Years a Prisoner among the Algerines* (1797), captivity fiction; Andrea Camilleri, *The Snack Thief* and *Rounding the Mark* (1996 and 2003, trans. Stephen Sartarelli), crime fiction; documentary film; excerpts from critical prose works on the black Atlantic, transatlantic modernism, diaspora literature, and the geopolitical novel. It is suggested that Adichie's novel be read over the lecture-free period before the course starts.

Aims: Knowledge and understanding of critical race studies in relation to slavery, forced and mixed migration, diaspora, colonialism, and nationalism.

Evaluation (pass/fail): Regular attendance, reading, participation, short presentation, or other in-course work.

Grade Requirement: Reading, participation, short presentation or other in-course work, critical paper of 3000 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: 31 January 2016

Course Type: Focus Module Seminar

Title: Transatlantic Artistic Encounters

Instructor: E. Reichel

Time: Thursday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: From Henry James's transnational narratives to Edith Wharton's travel writings, nineteenth-century US-American literature abounds with artists traveling the Atlantic, to be inspired by the Old World's rich repertoire of artifacts and long artistic traditions. The seminar probes this multitude of transatlantic artistic encounters in order to examine conceptions of the arts, their political and existential functions, and the role of Old World art in the formation of a New World society. Its approach is twofold: It first analyzes representations of Old and New World art, artists, and works of art on the content level of texts that stage transatlantic artistic encounters. At the same time, however, it is equally interested in techniques of intermedial and interartistic representation, that is, the negotiation of art forms on the formal level of transatlantic literature. Through this dual perspective, then, the seminar interrogates notions and practices of the arts for their entanglement with constructions of Old/New World relations.

Texts: Students are required to obtain and read Henry James's *Roderick Hudson* as well as Margaret Fuller's *Papers on Literature and Art* (Part I and II) prior to the first session. Fuller's *Papers on Literature and Art* (Part I and II) are freely accessible online (e.g. on <http://books.google.ch/books?id=d7kRAAAAYAAJ&printsec=frontcover&hl=de#v=onepage&q&f=false>). Further primary and secondary materials will be announced in class and made available on ILIAS.

Aims: Students are able to analyse the political and ethical dimensions of representations of the arts in a transatlantic context; they are familiar with and know how to apply intermedial debates and formal techniques; they enhance their close reading skills as part of a critical literary analysis.

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 3,000 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: 27 January 2016

Course Type: Focus Module Seminar

Title: God's Own Country? American Exceptionalism in Literature, Film and Law

Instructor: C. Cavedon / W. Weber

Time: Thursday 12 - 14

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: Popular American cultural products and discourses exported to the rest of the world often celebrate American Exceptionalism. This notion, morally grounded in grand narratives such as democracy, liberty, and equality, has often been utilized to facilitate America's preeminent role in world affairs, a role which grants it special authority to speak and act. But from where does this concept spring, what is its development, and what are counterclaims that might subvert it? This seminar will particularly focus on challenges to an exceptionalist perspective on American history and culture. Legal documents, essays, film, and works of literary fiction yield insight into the premises and conclusions of various versions of the myth of American Exceptionalism. We will begin with the early Puritan migrants' imagining of what the new land might hold for a "godly" people, what kind of society was to be established there, and what a community living in covenant with God should look like. We will continue to examine American Exceptionalism by looking at the founding texts of the United States, such as the Declaration of Independence and the Constitution, and trace some of the early ideologies contained therein. The frontier and westward expansion will provide us a look at American Exceptionalism in its imperialist context, and the World Wars and Great Depression will lay the foundation for examining modern implications of American Exceptionalism from the latter half of the twentieth century to today.

Texts: Nathaniel Hawthorne's *The Scarlet Letter* and Cormac McCarthy's *Blood Meridian* will be available at Bugeno. Other reading will be provided on ILIAS.

Aims: To familiarise students with the concept of American Exceptionalism in order to critically discuss cultural products either celebrating or challenging this notion.

Evaluation (pass/fail): Regular attendance, active participation, and an 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: 25 January 2016

Focus Module: Writing Selves

Course Type:	Focus Module Lecture
Title:	Autobiography and Life Narratives
Instructor:	N. Gernalzick
Time:	Wednesday 14-16
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: This lecture introduces students to autobiography studies and to critical approaches in the history of autobiography theory, including the variety of media in which autobiographical narratives are produced, such as prose autobiography, poetry, graphic autobiography, film, travel narrative, and new and social media. The lecture addresses central works and concepts in the history of autobiography and autobiography criticism, to then focus on North-American English-language works and some works in translation since the 16th century.

Texts: Introductory reading and general textbook is *Reading Autobiography: A Guide for Interpreting Life Narratives* by Sidonie Smith and Julia Watson (2001; 2nd edition, 2010; ISBN 978-0816669868). Weekly reading or viewing (prose excerpts, poetry, film, graphic narrative) will be announced with detailed syllabus.

Aims: General overview of genres and media of, as well as critical approaches, to life narrative, with training in interpretation by examples of in-depth critical analysis.

Evaluation (pass/fail): Final exam

Grade Requirement: Reading and viewing of works for weekly case study according to syllabus; final exam (multiple choice, short definition, and short interpretation sections). The grade for the whole Focus Module (lecture and seminar) is acquired in the respective seminar.

Resit date: 16 December 2015

Deadline for Submission of Assignment/Evaluation: 2 December 2015

Course Type: Focus Module Seminar

Title: 19th Century Autobiographical Poetry

Instructor: I. Huber

Time: Monday 16-19

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: Commenting on his long autobiographical poem *The Prelude* in 1805, it seemed to William Wordsworth “a thing unprecedented in literary history that a man should talk so much about himself”. While this might not be strictly true in a wider perspective (St. Augustine’s or Jean Jacques Rousseau’s *Confessions* spring to mind), it is accurate within the bounds of British poetry. Autobiography arguably turned into an aesthetic project only within the context of a Romantic celebration of the individual, of the authentic, original self and the cult of the genius. Wordsworth’s description of his own poetic development on an epic scale certainly served to set a new tone both for poetry (as a key text of Romanticism) and for autobiography. As such a key text, it is not very surprising that it elicited reactions and responses. One of those, Elizabeth Barrett Browning’s fictional autobiography *Aurora Leigh*, also traces the development of a poetic mind, but enters into a complex dialogue full of tensions with *The Prelude*, in a juxtaposition of the Romantic and the Victorian, the factual and the fictional, male and female.

An exploration of these texts and tensions will help highlight Romantic and Victorian aesthetic concerns on the one hand and the aesthetic conditions of autobiography on the other, as well as address issues like gender, lyricality vs. narrativity, the creation of the poetic self and the specificities of autobiography in verse.

Texts: William Wordsworth’s *The Prelude* (we’ll mainly use the 1805 text; excerpts from the 1850 version will be provided); Elizabeth Barrett Browning’s *Aurora Leigh*.

Aims: Students will be familiarised with two important works of English literary history, learn to read and process long verse narratives, develop their skills of textual analysis as well as their ability to present and defend their own opinions and interpretations.

Evaluation (pass/fail): Course attendance, peer feedback

Grade Requirement: Presentation, seminar 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: 31 January 2016

Course Type: Focus Module Seminar

Title: Medieval Self-fashioning

Instructor: N. Nyffenegger

Time: Thursday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: When New Historicist Stephen Greenblatt introduced the term “Self-fashioning” to describe a set of artistic and performative acts geared at constructing one’s identity, he tied it specifically to the Renaissance, asserting “an increased self-consciousness about the fashioning of human identity as a manipulable, artful process” for the sixteenth century. Medievalists have since contested this notion, underlining the continuities in the construction of individual selves instead and thereby challenging the often artificial medieval/early modern divide.

In this course, we will start by reading excerpts from Greenblatt’s seminal work and from there work our way “backwards” into the Middle Ages to examine medieval ways of self-fashioning in works by John Lydgate, Geoffrey Chaucer, John Gower, Margery Kempe, Julian of Norwich, and others.

Texts: The primary and secondary texts for this course will be uploaded on ILIAS.

Aims: To explore historical forms of self-fashioning and to think about identity construction in general, to critically reflect on the medieval/Renaissance divide and on periodisation.

Evaluation (pass/fail): Regular attendance and active participation in class, thorough preparation of set reading, short presentations.

Grade Requirement: Regular attendance and active participation in class, thorough preparation of set reading, 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 February 2016

Other Courses

Course Type: Workshop
Title: Speechifying
Instructor: M. Mace-Tessler
Time: Monday 12-14
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: What makes a speech convincing and memorable? What can make a good class presentation into a better one? Each week this course will address these questions in two steps. First, effective speeches will be analysed as models to discover techniques that can be used to improve both oral and written work. Second, all class members will write and deliver speeches, practise formulating developed responses quickly, and conceive, research, organise and deliver oral presentations on a variety of topics. In a supportive atmosphere, both confident and reticent speakers can develop these skills.

Texts: The readings for each week (usually one or two speeches) will be available on ILIAS.

Aims: To give students extensive practice in oral work, and to increase their sense of how to build an argument.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: 14 December 2015

Course Type: Workshop

Title: Creative Writing

Instructor: F. Andres Morrissey

Time: Thursday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: The workshop is run on two levels. On the one hand, a variety of activities are explored to “get the creative juices flowing” so there will be some *in situ* text production. On the other hand, we will discuss texts written by members of the group and make suggestions for editing and redrafting, which requires being constructively critical of one’s own and each other’s work. Depending on the number of students in the group this will be done in class, e.g. in the form of regular feedback discussions or in post-it sessions. With bigger groups we will also attempt to set up a virtual classroom where texts can be posted and discussed.

Anybody is welcome to attend the workshop. As some participants come to the workshop for more than one semester, there are those whose work may be rather impressive. New participants should not be discouraged by this because with experience, one’s writing changes and often improves as a result of peer group feedback and learning how to edit. This means that all participants must be prepared to rewrite their work repeatedly, taking this into account. Writing is perhaps best summed up by Horace’s “Often you must turn your stylus to erase, if you hope to write anything worth a second reading.”

Texts: That’s what you will produce...

Aims: To tap the creative potential in students and to explore the ways along which an open mind may lead us; to improve control of language through greater precision in expressing one’s thoughts and feelings; and, finally, greater awareness of the way texts, both written by students and published writers, work (or fail to).

Evaluation (pass/fail): Cumulative course work; you will be required to submit a dossier of edited work reflecting the activities covered in the workshop, which needs to be handed in as a hard copy no later than four weeks after the end of the semester.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: 29 January 2016

Remarks: Priority for places in this workshop is given to students of the English Department

Course Type: Workshop

Title: Page to Stage

Instructor: F. Andres Morrissey

Time: Thursday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: In this course we will explore various texts, excerpts from plays, both classic and contemporary, poetry, oral literature and, if time allows, some speeches with a view to improving, firstly, the understanding of the textual material, including its translation into performance, and, secondly, to develop our skills in voice control, presentation and performance in public in general.

Participants are expected to engage actively in the course, at times also to supply their own textual inputs and, in some instances at least, to be prepared for spontaneous non-text bound production of speech.

In order to facilitate efficient work in the workshop and in the smaller ensemble groups, participants are expected to be extra conscientious as far as attendance and extracurricular work (individual rehearsal preparations, group work on scenes, etc.) are concerned.

Texts: The materials needed for this course will be made available online (www.morrissey.unibe.ch), or students will be asked to bring in their own material.

Aims: To develop an understanding for literary texts as oral performance, to develop techniques that will be useful for presentation and/or public speaking, including learning to speak freely and with minimal preparation.

Evaluation (pass/fail): Cumulative course work (see Remarks)

Grade Requirement: Ungraded

Remarks: Priority for places in this workshop is given to students of the English Department. Please also note that all participants, in order to obtain credits, need to give a performance of a text/texts, which is to be discussed in advance with the instructor.

Course Type: Workshop

Title: Reading the Bible

Instructor: Nicole Nyffenegger

Time: Wednesday 14-16

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: This is a new type of “reading” workshop geared at providing an overview of a given period and/or genre and at introducing students to some major “must read” works. One of them is the Bible, and in this specific workshop, we will read and discuss key passages such as *Genesis*, *Exodus*, *Job*, *Jonah*, *Song of Salomon*, the *Gospels* and the *Revelation*. Starting from our close reading of the passages, we will think about the role of the Bible for medieval to modern literature and language as well as for our own culture. Also, we will discuss how you can use the Bible for your studies, and cover practical matters such as which translations and editions to use, how to find relevant passages, how to quote them etc.

Texts: An inexpensive copy of the Authorized King James version will be available at the Bugeno. Students are asked to buy one copy since it will be much easier if we all work with the same edition.

Aims: To introduce students to the Bible and to show them how to use it for their academic discussions of literature and language.

Evaluation (pass/fail): Regular attendance and active participation are expected. In addition, there will be a considerable amount of reading from one session to the next.

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: Workshop

Title: Reading Medieval and Early Modern Drama

Instructor: A. Kern-Stähler / N. Nyffenegger

Time: Wednesday 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: This is a new type of “reading” workshop geared at introducing students to a broad range of works from a particular period or genre. In this specific workshop, we will read and discuss dramatic works from the medieval and early modern periods. Among those considered are selected plays from the York Corpus Christi Play, a medieval morality play, Christopher Marlowe’s *Doctor Faustus* and Shakespeare’s *Romeo and Juliet* and *Othello*. Starting from our close reading of the texts, we will think about the cultures that produced them and about the breaks and continuities between the two periods.

Texts: Please buy (and read!) the Arden paperback editions of Shakespeare’s *Romeo and Juliet* and *Othello* and the Oxford World Classics edition of Marlowe’s *Doctor Faustus* (all available at the Bugeno). Other plays will be uploaded on ILIAS. Please make sure to check at least weekly what is there and read and prepare the texts thoroughly.

Aims: To introduce students to some of the major dramatic works of the medieval and early modern period and to the dramatic genre.

Evaluation (pass/fail): Regular attendance and active participation are expected. In addition, there will be a considerable amount of reading from one session to the next (checked by reading test).

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: Lecture/Wahlbereich Lecture

Title: Stadtgemeinschaften – Stadtkulturen

Instructors: Medievalists of Berne 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 Bevölkerungen mittelalterlicher Städte waren sozial ausdifferenziert und organisierten sich in einer Vielzahl gesellschaftlicher Gruppierungen, so – neben den Institutionen der Führungsschichten wie Hof und Patriziat – in religiösen Gemeinschaften wie Orden und konfessionellen Gemeinden, in berufsständischen Korporationen wie Zünften und Gilden oder in Bruderschaften mit ihren karitativen Aufgaben. Diese ‚Stadtgemeinschaften‘ verantworteten Ordnung und Rechtmäßigkeit des städtischen Lebens. Sie prägten damit zugleich die ‚Stadtkulturen‘, d.h. die mentalen Verfasstheiten des urbanen Zusammenlebens, welche äußerlich in Ritualen und gesellschaftlichen Einrichtungen (etwa Armenpflege), in literarischen und künstlerischen Aktivitäten sowie in architektonischen Massnahmen Ausdruck fanden. Der Bau von Residenzen, Kirchen und Synagogen, von Markt- und Versammlungshallen war stets auch Zeugnis des städtischen Selbstverständnisses. Die Ausstattung von Räumen mit Bildern, mit zeichenhaften Objekten wie etwa Fahnen und mit Silbergerät, das in performativen Situationen zum Einsatz kam, diente wirksam der Identitätsstiftung wie der Repräsentation. Die Zeichenhaftigkeit von Texten und deren regelmässige bzw. ausserordentliche Rezitation in spezifischen, oft von visuellen und auditiven Medien begleiteten Aufführungssituationen erfüllten dieselbe Funktion; als Beispiele wären etwa Hymnen, geistliche und weltliche Spiele oder Dichterkrönungen zu nennen. Die Städte und ihre Bevölkerung standen aber auch im Austausch mit ihrer Umgebung, zunächst dem ländlichen Umfeld, das für die Versorgung eine wichtige Rolle spielte, ferner im Verbund mit anderen Städten (Handel, Hanse) und im Rahmen von Fernkontakten (etwa im transalpinen und mediterranen Bereich). Dies führte dazu, dass die Stadtgemeinschaften und die von ihnen geprägten Kulturen auch von aussen wahrgenommen, kommentiert sowie kritisiert und attackiert wurden.

Die Vortragsreihe des Herbstsemesters wird die vielfältigen Aspekte mittelalterlicher Urbanität aus der Perspektive unterschiedlicher Disziplinen beleuchten.

Evaluation (pass/fail) and Grade Requirement:

- **As BA lecture (ungraded):** Requirements for this lecture are the participation in the preliminary meeting before the first lecture, 16.00 (HG 220), the lecture series, as well as three follow-up sessions, essay of 2800 words to be handed in to Kathrin Scheuchzer (scheuchzer@ens.unie.ch). Before term stat 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: Toleranz und Intoleranz

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.

Toleranz und Intoleranz: Der heutige Pluralismus der Weltanschauungen rufe die Toleranz auf den Plan, sagt Jürgen Habermas. Aber wenn sich die Toleranz auch auf ihre Gegner erstreckt, die am alleinigen Wahrheits- und Herrschaftsanspruch einer Weltanschauung festhalten, führt Toleranz zu ihrer Selbstabschaffung, warnt Rainer Forst.

Wie halten es Religionen mit der Toleranz, wie ist es um religiöse Toleranz und Intoleranz in Geschichte und Gegenwart bestellt? Die Vorlesungsreihe wird mit einem Überblick über die Weltreligionen aus historischer Sicht beginnen und den philosophisch gefassten Begriff von Toleranz erörtern, vor- und einander gegenüberstellen. Im Kontext der Auseinandersetzung zwischen Heidentum und Christentum im Römischen Reich werden Formen von Toleranz sowie von Repression thematisiert. Weitere Beiträge widmen sich der Frage, wie Monotheismus und Polytheismus mit Toleranz und Intoleranz umgehen, welche Rolle die Toleranz im Islam spielt und wie innerchristliche Kontroversen über Rechtgläubigkeit und Häresie ausgetragen werden. Letzteres soll am Beispiel der Täufer im Kanton Bern und des Streits über die Ketzertötung, der von Sebastian Castellio 1554 in Basel und Genf ausgelöst wurde, verdeutlicht werden. Menschenrechte, Bildungsideale und Erziehungsformen leiten in die Moderne über: Wissenschaften und Aufklärung, u.a. auch im Judentum, und einzelne Vordenker haben im Laufe der Zeit das Denken über Toleranz und deren Formen verändert. In jüngster Zeit fordern Car-toons, die das, was anderen heilig ist, karikieren, zum Nachdenken über künstlerische Freiheit und die Grenzen der Toleranz in einer laizistischen Gesellschaft heraus. Die Vorlesungsreihe schliesst mit einer Debatte zur aktuellen Situation in der Schweiz und einem Besuch im Haus der Religionen.

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 ein Mal 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:

16.09.2015	„Religion“ und „Toleranz“: Tücken ihrer Verhältnisbestimmung aus religionswissenschaftlicher Sicht	Prof. Dr. Christoph Uehlinger, Religionswissenschaftliches Seminar, Universität Zürich
23.09.2015	Vom Heidentum zum christlichen Glauben: Toleranz und Verfolgung in der Gesetzgebung der römischen Kaiser	Prof. Dr. Iole Fagnoli, Romanistisches Institut, Universität Bern
30.09.2015	Das Toleranzproblem der Offenbarungsreligionen	Prof. em. Dr. Jan Assmann, Institut für Ägyptologie, Universität Heidelberg
07.10.2015	Intoleranz und Toleranz in der arabischen Moderne	Dr. Sarhan Dhouib, Institut für Philosophie, Universität Kassel
14.10.2015	Freedom and Imagination: The Subversive Power of Mathematics	Prof. Dr. Claudio Bartocci, Institut für Mathematik, Università degli Studi di Genova
21.10.2015	Sebastian Castellios Toleranzkonzept – Entstehung, Wirkung und Aktualität	Prof. Dr. Barbara Mahlmann-Bauer, Institut für Germanistik, Universität Bern
28.10.2015	Spinoza on State and Church	Prof. Dr. Wiep van Bunge, Fakultät für Philosophie, Erasmus University Rotterdam
04.11.2015	Die Täufer im Stadtstaat Bern zwischen Verfolgung und Duldung	Prof. Dr. Martin Sallmann, Institut für Historische Theologie, Universität Bern
11.11.2015	Religionsfreiheit: Toleranz und Akzeptanz	Prof. Dr. Judith Wyttenbach, Institut für öffentliches Recht, Universität Bern
18.11.2015	Moses Mendelssohn: The Myth, The History, and the Jewish Battle for Religious Tolerance	Prof. Dr. Shmuel Feiner, Departement für Jüdische Geschichte, Bar Ilan University
25.11.2015	Toleranz und Fortschritt	Prof. Dr. Rainer Forst, Institut für Politikwissenschaft, Universität Frankfurt
02.12.2015	Cartoons: Between Intellectual Freedom and Social and Religious Restrictions	Hani Abbas, Karikaturist, L'Hebdo, Lausanne und Al Jazeera, Doha
09.12.2015	Grundrecht auf Spiritualität: Staat, Religion und Bildung	Prof. Dr. Bettina Dennerlein, Orientalisches Seminar, Universität Zürich Prof. Dr. Daniel Krochmalnik, Hochschule für Jüdische Studien, Heidelberg

Prof. Dr. Barbara Mahlmann-Bauer, Institut
für Germanistik, Universität Bern

PD Dr. Hansjörg Schmid, Schweizer Zentrum
für Islam und Gesellschaft, Universität Frei-
burg

16.12.2015 **Toleranz praktisch: Besuch im
Haus der Religionen**

Imam Mustafa Memeti

Dr. Brigitta Rotach und

Hindupriester Sasikumar Tharmalingam

Bachelor Colloquia

Course Type: Bachelor Colloquium

Title: Linguistics

Instructor: D. Britain / C. Thurlow

Time: Monday 16-18

Note: Sessions will begin at 16.15 but will last right up until 18.00. Please ensure, if choosing this Colloquium, that you are able to stay for the *entire* session.

Sessions: 21 September
12 October
26 October
16 November

Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: The Research Colloquium will give students who are in the process of writing their BA-thesis 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 / N. Gernalzick

Time: Thursday 10-12 (fortnightly)

First session: 17 September

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: 17 September

Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: The Research Colloquium will give students who are in the process of writing their BA thesis 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:	Foundation Lecture
Title:	Foundations of Sociolinguistics
Instructor:	D. Britain
Time:	Monday 10-12
Credit Points:	4 ECTS (ungraded 3 ECTS)

Course Description: This course examines the underlying foundations of and recent developments in sociolinguistic approaches to the study of language. The aim is to examine in detail sociolinguistic debates at a number of levels. We consider how sociolinguistics differentiates itself from practices in asocial approaches to linguistics as well as looking at debates that rage both within sociolinguistics as a whole and within individual sub-branches of the discipline. The course considers topics such as: competence and performance; the role of intuition in language study; the role of variability and change; description and prescription; social identity; language ideology; authenticity; indexicality and the concept of the 'native speaker'.

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

Aims: Students successfully completing this course will understand some of the key theoretical debates in and methodological principles of sociolinguistics.

Evaluation: a 90 minute exam for 4 ECTS (graded), a 90 minute exam (with fewer questions) for 3 ECTS (pass or fail).

Deadline for Submission of Assignment/Evaluation: Monday 7 December (in class); resit date: 15 January 2016, 14-16

Course Type: Lecture

Title: Global English

Instructor: S. Fox

Time: Tuesday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

Course Description: No language other than English has ever been used before in so many different contexts by so many different people. This module examines some theoretical, descriptive and practical issues arising from the ways that English has evolved in the many countries around the world where it is used, and from its use both as an *international* language and as an *intranational* language. The course starts with a historical overview of the global expansion of the English language and will include descriptive and theoretical models of World Englishes. We will then examine the ways in which English has acquired local forms and functions that are stable enough to constitute a distinct variety and we will study the phonological, lexical, grammatical and discourse patterns that characterise such varieties. We will also explore the use of English as a lingua franca and the ways in which English is used both *between* countries and *within* countries where English is spoken as a foreign language. Finally, we will consider the pedagogical implications of a Global English for the teaching of English as a foreign/second language.

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

Aims: The learning goals for this Focus Module Lecture course are:

- to have achieved a sound understanding of the rise of English to its current global state
- to have acquired knowledge of the structural and sociolinguistic characteristics of different English varieties
- to be able to define and illustrate the roles and values that English has in the local, everyday contexts where English is used as a foreign language
- to be able to reflect critically on the historical, social and educational implications of a global spread of English

Evaluation (pass/fail): Your engagement and learning in this Focus Module Lecture will be assessed by ONE examination on Tuesday 1 December 2015.

Grade Requirement: Lecture test. The grade for the whole Focus Module (lecture and one seminar) is acquired in the respective seminar.

Re-sit date: 15 December 2015

Deadline for Submission of Assignment/Evaluation: 1 December 2015.

Course Type:	Seminar
Title:	East Anglian English
Instructor:	D. Britain
Time:	Monday 14-16
<u>Note:</u>	No session on 30 November No session on 4 December Seminar conference on 14 December (10-18)
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: East Anglia in Eastern England is sometimes referred to as the home of the first ever form of language that could be labelled as English. In this course we examine the historical development and present structure of East Anglian English, considering such factors as how migration and language contact shaped the variety's development, the characteristics of the traditional dialect of the area, as well as how the variety is evolving as a result of ongoing demographic change. As well as looking at existing research on East Anglian English, we will also do our own primary analysis of data, using the department's corpus of recordings from a number of locations, rural and urban, across the region.

Texts: Will be provided on ILIAS.

Aims: To examine the historical development and present-day structure of a variety of English.

Evaluation (pass/fail): Attendance, presentation and empirical analysis (7 ECTS); attendance and presentation (4 ECTS).

Deadline for Submission of Assignment/Evaluation: Ungraded: 11 January 2016; graded: 25 January 2016

Course Type:	Seminar
Title:	Urban Communication: Language and Space/Place
Instructor:	C. Thurlow
Time:	Tuesday 10-12
Excursion:	Berlin, Sunday 1 to Thursday 5 November 2015

Note: Accommodation for this seminar has been pre-arranged and so spaces are limited accordingly to 16 students. Please contact Professor Thurlow directly and immediately if you are interested in taking the seminar.

Costs for this excursion seminar are estimated at CHF200 per person; this includes a 50% subsidy from the Dekanat. You should be prepared to leave Bern first thing on 1 November and return last thing on 5 November (travelling by train both ways).

There are six theoretical framing meetings and post hoc presentation/discussion meetings; these are scheduled for the following dates and your attendance at all of them is required: 15 & 22 September, 13 & 27 October, 24 November, 01 December.

Credit Points: 7 ECTS (ungraded 4 ECTS)

Course Description: This excursion seminar will take you on a carefully designed scholarly and cultural journey whose main focus is the way human communication (e.g. language/s, visual images, social interactions) is organised in contemporary urban settings. The course will also consider the way different modes of communication are used to represent and construct these urban spaces. This is what some scholars refer to as the study of “semiotic landscapes” and draws on cutting-edge ideas from across the social sciences and humanities. In understanding the situated nature of urban communication, there is no substitute for moving through cities first-hand, observing the flow and organization of spatial practices, listening to and recording interactions, etc. To this end, our ethnographic focus will be on Berlin as an ideal site for exploring and understanding urban communication. Through a combination of hands-on fieldwork, scholarly reading and class discussions you will learn about the representation, organisation and discursive production of Berlin in ways that go well beyond the usual touristic ways of seeing. Before you start digging around in other people’s spaces, however, you will also learn to look at Bern with new eyes and with a sharper, more critical awareness.

Texts: The course will rely on a series of articles/chapters made available on ILIAS. You will be expected to pursue this reading material independently, although guided by reading quizzes/prompts preparing you for discussion in our class meetings. (See below for more information about graded assessment.)

Aims: This seminar will be organised around five broad academic practices which are central to just about all academic work: observing, describing, explaining, evaluating and critiquing. Specifically, the learning goals for this seminar are:

- to have a reasonable understanding of contemporary sociolinguistic/discourse analytic approaches to space/place;
- To be able to situate this work on “semiotic landscapes” within the broader interdisciplinary perspective of urban communication studies;
- to understand how academics from different disciplinary backgrounds use certain methods for analysing different aspects of urban communication (e.g. discourse analysis, participant observation, social semiotics);
- to be able to apply these methods/approaches in your own site-specific investigations of urban communication in Berlin;
- to have a good critical awareness of the cultural politics of place-making in contemporary urban settings.

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

- complete a series of ten academic readings which constitute the theoretical and methodological framing for the seminar;
- complete reading quizzes and / or in-class reviews of these readings, leading to discussion and analysis;
- undertake a series of pre-departure (Bern) and in-country (Berlin) fieldwork exercises, preparing field notes and post hoc discussion;
- prepare a final presentation about a selected aspect of your fieldwork for sharing with the rest of the seminar upon return;
- participate respectfully, thoughtfully and concretely in the discussion of other people’s work from the seminar.

Grade Requirement: If you are taking this seminar for 7 ECTS, you will be expected EITHER to sit a review test addressing material covered in the assigned reading OR you will be required to prepare a short (max. ten pages) re-entry essay. Details to be decided later.

Deadline for Submission of Assignment/Evaluation: All coursework for this excursion seminar must be completed and submitted by the final day of class (i.e. 1 December 2015).

Course Type:	Seminar
Title:	Intra-speaker variation
Instructor:	S. Fox
Time:	Wednesday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Speakers have more than one way of saying more or less the same thing. This course will examine the ways in which speakers vary their language according to the person he or she is speaking with, where they are speaking, what they are speaking about and according to the goals of the interaction. We will examine the choices that speakers make, ranging from subtle differences in the pronunciation of individual vowels to choices among whole languages by bilingual or multilingual speakers. We will also look at how individuals use language to construct social styles and identities and how speakers use language to align themselves with others or with certain stances or attitudes. Topics to be covered will include variation within the Labovian framework, Communication Accommodation Theory, Audience design, Politeness theory, Code-switching/Code-shifting and styling social identities.

Texts: Readings will be made available on ILIAS.

Aims: Students completing the course should:

- have acquired a sound knowledge of the ways in which individuals vary their speech according to who is speaking, where the interaction takes place, the topic of conversation and the goals of the interaction.
- have acquired an understanding of current theories and methodologies used for analyzing individuals' speech choices.
- be able to appraise and respond to the views and presentations of others as found in published texts as well as in class.

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

Grade Requirement: Each student will be required to design a study and collect and analyse data based on a topic related to the course and based on their own research interests.

Deadline for Submission of Assignment/Evaluation: 29 January 2016

Specialisation Literature

Course Type:	Foundation Lecture
Title:	Literary Theory
Instructor:	T. Claviez
Time:	Wednesday 12-14
Credit Points:	4 ECTS (ungraded 3 ECTS)

Content: The lecture will cover the main schools, approaches, directions and tendencies in Literary Theory since the Linguistic Turn, initiated by the work of Ferdinand de Saussure. This includes Structural Textual Semantics, Structuralism (Lévi-Strauss, Barthes, Althusser), Formalism (Sklovskij), Reception Aesthetics (Iser), Critical Theory (Adorno, Horkheimer), Poststructuralism (Foucault, Derrida) and Postcolonialism (Said, Spivak, Bhabha).

Texts: The main theoretical texts, as well as the primary texts used to exemplify these theories, will be provided in a reader.

Aims: The aim of the lecture is to familiarise students with the main schools of Literary Theory in the 20th century, to show the interconnections between and the developments from one to the other, as well as to enable students to use them strategically in their studies.

Evaluation (pass/fail): Cumulative course work; written minutes of 2 lectures

Grade Requirement: Written minutes of 2 lectures; final written exam

Resit date: 15 January 2016, 10-12

Deadline for Submission of Assignment/Evaluation: Wednesday 16 December (in class)

Course Type:	Lecture
Title:	Transatlantic Literary Encounters, 1620-1900
Instructor:	J. Straub
Time:	Tuesday 10-12
Credit Points:	3 ECTS

Course Description: This lecture investigates literary texts and developments from the seventeenth to the nineteenth centuries within their transatlantic contexts. By focusing on the manifold forms of literary contact and exchange that have defined the Atlantic World as a major site of cultural production for centuries, it presents American and British literature as closely linked and in constant negotiation with each other – rather than two strictly separated national literatures. In this respect, this lecture is deeply informed by ongoing debates on transnationalism that have shaped Anglophone literary and cultural studies in recent times (e.g. transatlantic, transoceanic, planetary and hemispheric approaches as well as the field of post-colonial theory).

Students attending the lecture will encounter many forms and instances of trans- and circumatlantic conversations, (dis-)continuities and refractions in a wide number of genres and contexts. Thus, they will be introduced to:

- the mobility of texts as well as individuals and its significance for the making of literature from the colonial/early modern period to the end of the nineteenth century
- concepts and tools with which these processes of circulation can be theorized
- both verbal and visual representations of Old/New World encounters and their place within a shared cultural imaginary
- the construction of cultural identities and fashioning of subjects within colonial and post-colonial societies
- transmission and reception histories in the Atlantic World
- the rise of new media such as the magazine
- the transatlantic development of genres such as the slave narrative, the captivity narrative or the sentimental novel
- the concept of the Black Atlantic

Authors whose works will be discussed include: William Shakespeare, John Donne, Anne Bradstreet, George Herbert, Aphra Behn, William Byrd II, Frederick Douglass, Benjamin Franklin, Samuel Richardson, Phyllis Wheatley, Susanna Rowson, E. A. Poe, Charles Dickens, Henry James.

Texts: Shorter texts will be made available on ILIAS at the beginning of the semester. Students are advised to purchase and read the longer texts before the beginning of the semester. A list of titles will be made available on ILIAS by the middle of August and/or can be requested from the instructor.

Learning Outcomes:

- Students can contextualize and interpret literary texts within transnational frameworks for literary history and analysis.
- Students can relate literary texts to broader cultural developments (e.g. media history, the sociology of literature).

- Students can give accounts of central theoretical concepts and debates related to transnational and post-colonial literary studies.
- Students expand their understanding and knowledge of American and British literary history before 1900.

Evaluation (pass/fail): Final test

Grade Requirement: Final test

Resit date: 15 December 2015

Deadline for Submission of Assignment/Evaluation: 1 December 2015

Course Type:	Lecture
Title:	Autobiography and Life Narratives
Instructor:	N. Gernalzick
Time:	Wednesday 14-16
Credit Points:	3 ECTS

Course Description: This lecture introduces students to autobiography studies and to critical approaches in the history of autobiography theory, including the variety of media in which autobiographical narratives are produced, such as prose autobiography, poetry, graphic autobiography, film, travel narrative, and new and social media. The lecture addresses central works and concepts in the history of autobiography and autobiography criticism, to then focus on North-American English-language works and some works in translation since the 16th century.

Texts: Introductory reading and general textbook is *Reading Autobiography: A Guide for Interpreting Life Narratives* by Sidonie Smith and Julia Watson (2001; 2nd edition, 2010; ISBN 978-0816669868). Weekly reading or viewing (prose excerpts, poetry, film, graphic narrative) will be announced with detailed syllabus.

Aims: General overview of genres and media of, as well as critical approaches to, life narrative, with training in interpretation by examples of in-depth critical analysis.

Evaluation (pass/fail): Final exam

Grade Requirement: Reading and viewing of works for weekly case study according to syllabus; final exam (multiple choice, short definition, and short interpretation sections).

Resit date: 16 December 2015

Deadline for Submission of Assignment/Evaluation: 2 December 2015

Course Type:	Seminar
Title:	Native Americans in Literature and Film
Instructor:	T. Claviez
Time:	Wednesday 16-18; film screenings tba
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The seminar will focus on novels, short stories and movies of Native Americans. Before doing so, we will read some theoretical and historical texts to familiarise us with the situation and perception of Native Americans in the US, with problems of orality and mytho-poetics, and Native American humour and environmental imagination. One of the questions we will follow is how Native Americans perceive themselves in the light of the stereotypes that they have met with since the first encounters with European settlers.

Texts: The novels we will read are: N. Scott Momaday, *The Way to Rainy Mountain*; Leslie Marmon Silko, *Ceremony*; Sherman Alexie, *Reservation Blues*; Linda Hogan, *Power*.
The films: POWWOW HIGHWAY; SMOKE SIGNALS; THUNDERHEART

Aims: The aim is to familiarise students with some of the most important Native American authors, anthropological texts, and to sensitise them for, and have them critically reflect upon, the use and abuse of stereotypes.

Evaluation (pass/fail): Presentation

Grade Requirement: Presentation (1/3) and seminar paper (2/3)

Deadline for Submission of Assignment/Evaluation: 31 January 2016

Course Type:	Seminar
Title:	Thomas Hardy's Fiction and Poetry
Instructor:	V. Richter
Time:	Wednesday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Thomas Hardy continues to be one of the most widely read authors of the Victorian period, despite his often anti-romantic view of rural England in an age of industrialisation. In their struggle with poverty, dislocation and loss, his protagonists show a remarkable resilience that puts into question Hardy's commitment to the transpersonal forces of evolution, heredity and fatality. Following the devastating criticism of his last novel, *Jude the Obscure*, Hardy gave up fiction and dedicated himself exclusively to poetry until his death in 1928. In this genre, he displayed a different side of his authorial persona, his lyrical sensitivity and his keen observation of nature.

In the seminar, we will discuss Hardy's major novels – *Far from the Madding Crowd* (1874), *The Mayor of Casterbridge* (1886), *Tess of the D'Urbervilles* (1891) and *Jude the Obscure* (1895) – as well as a selection of his *Wessex Tales* and his poetry. We will focus on four major areas in Hardy's oeuvre: the impact of industrialisation on rural life; the representation of animals and agricultural labour; the reception of scientific, economic and philosophical ideas, for example Darwin's evolution theory; the relationship between nature, biological and cultural heritage, and human agency.

Texts: Please BUY AND READ the following novels BEFORE THE BEGINNING OF THE SEMESTER: *Far from the Madding Crowd*, ed. Shannon Russell (2012); *The Mayor of Casterbridge*, ed. Keith Wilson (repr. 2003); *Tess of the D'Urbervilles*, ed. Margaret Higonet (2012); *Jude the Obscure*, ed. Patricia Ingram (2012); all Penguin Classics. Copies have been ordered at the BUGENO bookshop. Please use the recommended editions; the use of ebooks is not permitted in the seminar. A selection of short texts and poems will be made available on ILIAS.

Aims: To discuss an author's writings across various genres and from different theoretical perspectives; to familiarise students with methods of problem-based textual analysis; to give insights into major concerns of a literary period (late Victorian literature).

Evaluation (pass/fail): Knowledge of the set texts before the beginning of class, regular attendance, active participation, oral presentation

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: 31 January 2016

Course Type:	Seminar
Title:	Medieval Ruins, the NS Party Rally Grounds, the Site of the Nazi War Crimes Trials: Literary Encounters with Nuremberg
Instructor:	A. Kern-Stähler
Time:	Wednesday 14-16
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In the aftermath of the Second World War, the Nuremberg War Crimes Trials captured the interest of writers such as John Dos Passos, Evelyn Waugh and Rebecca West, who covered the closing sessions of the trials for the London *Telegraph* and the *New Yorker* and who, upon revisiting Nuremberg in the late 1940s, wrote about the trials in retrospective. Recently, the Nuremberg Trials have again attracted the attention of writers and, indeed, the general public: The war crimes tribunals for former Yugoslavia and Rwanda set up by the UN Security Council, the discussion concerning the establishment of the International Criminal Court in The Hague on March 11, 2003, and the trial, death sentence and subsequent execution of Saddam Hussein have all led to a heightening of interest in Nuremberg and its legacy.

What seems to fascinate writers most about Nuremberg is the city's multi-layered history: Nuremberg is the city of flourishing medieval and Renaissance culture: the city of Albrecht Dürer, and of Hans Sachs and the *Meistersinger*; it is the city of Nazi violence and Third Reich megalomania: the city of the *Reichsparteitage*, of the Nuremberg Laws and of Speer's monumental architecture; it is also a symbol of peace: the city of the Nuremberg Trials and the Nuremberg Principles, established by the International Law Commission of the United Nations in 1950.

As we will discover in this seminar, literature highlights the palimpsestuous nature of Nuremberg, it uncovers and foregrounds single layers of this palimpsest and establishes meaning(s) by combining different layers of the palimpsest. Among the texts we will consider are John Dos Passos' *Tour of Duty* (1946), Rebecca West's essays on the Nuremberg Trials from various historical perspectives, Julia Pascal's play *A Dead Woman on Holiday* (1991), David Edgar's play *Albert Speer* (2000), Richard Norton-Taylor's documentary play *Nuremberg* (1996) and the film *Judgment at Nuremberg* (Stanley Kramer, 1961).

Texts: Please buy (and read) Richard Norton-Taylor's *Nuremberg*, Julia Pascal's *The Holocaust Trilogy* and David Edgar's *Albert Speer* (all at BUGENO). The other texts will be made available on ILIAS.

Aims: To enhance the students' awareness of, and familiarity with, the socio-political potency of literature and the political agency of the writer; to familiarise them with texts from a variety of genres and to the concept of cultural memory.

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

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: 31 January 2016

Course Type:	Seminar
Title:	The Performance of Gender in Shakespeare's Comedies and on the Elizabethan Stage
Instructor:	N. Nyffenegger
Time:	Friday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: On the stages of Elizabethan England, the performance of gender was a multi-layered matter: all characters were played by male actors, and consequently, a female character disguised as a man within the play was actually a man playing a woman playing a man. This fact in itself and the cross-dressing involved has great comic potential on the modern stage. However, scholars have pointed out that this needn't have been the case in the Renaissance. With a queen that styled herself as a masculine ruler, and with pre-pubescent boy actors, gender boundaries may in fact have been more fluid than they are today and the performance of gender may therefore have been a different one.

In this course, we will read four of Shakespeare's comedies: *Twelfth Night*, *All's Well That Ends Well*, *As You Like It*, *Midsummer Night's Dream*. These plays feature female cross-dressers and effeminate men - all of whom are played by male actors. We will focus on the performance of gender both through the characters in Shakespeare's comedies and through the actors on the Elizabethan stage. Our readings will be informed by Judith Butler's theoretical paradigm of the performativity of gender as well as by further approaches proposed by scholars working in feminist, gender, and queer literary and drama studies. Students are invited to develop their own research focus throughout the course and to thus continuously work on their paper project.

Texts: The Oxford Shakespeare, an inexpensive edition of Shakespeare's complete works, will be available at the Bugeno. Students are asked to buy their copy before the first session.

Aims: To read and discuss Shakespeare's comedies with a focus on the performance of gender, to reflect on notions of naturalised and constructed sex and gender, to read some of the pertinent secondary and theoretical literature.

Evaluation (pass/fail): Regular attendance and active participation in class, as well as thorough preparation of the set texts for discussion are expected. In addition, a paper project description (5 pages: table of content, introduction, bibliography).

Grade Requirement: See pass/fail requirement; in addition, a written paper of 4000-5000 words.

Deadline for Submission of Assignment/Evaluation: 1 February 2016

Course Type: Lecture/Wahlbereich Lecture

Title: Stadtgemeinschaften – Stadtkulturen

Instructors: Medievalists of Berne 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 Bevölkerungen mittelalterlicher Städte waren sozial ausdifferenziert und organisierten sich in einer Vielzahl gesellschaftlicher Gruppierungen, so – neben den Institutionen der Führungsschichten wie Hof und Patriziat – in religiösen Gemeinschaften wie Orden und konfessionellen Gemeinden, in berufsständischen Korporationen wie Zünften und Gilden oder in Bruderschaften mit ihren karitativen Aufgaben. Diese ‚Stadtgemeinschaften‘ verantworteten Ordnung und Rechtmässigkeit des städtischen Lebens. Sie prägten damit zugleich die ‚Stadtkulturen‘, d.h. die mentalen Verfasstheiten des urbanen Zusammenlebens, welche äußerlich in Ritualen und gesellschaftlichen Einrichtungen (etwa Armenpflege), in literarischen und künstlerischen Aktivitäten sowie in architektonischen Massnahmen Ausdruck fanden. Der Bau von Residenzen, Kirchen und Synagogen, von Markt- und Versammlungshallen war stets auch Zeugnis des städtischen Selbstverständnisses. Die Ausstattung von Räumen mit Bildern, mit zeichenhaften Objekten wie etwa Fahnen und mit Silbergerät, das in performativen Situationen zum Einsatz kam, diente wirksam der Identitätsstiftung wie der Repräsentation. Die Zeichenhaftigkeit von Texten und deren regelmässige bzw. ausserordentliche Rezitation in spezifischen, oft von visuellen und auditiven Medien begleiteten Aufführungssituationen erfüllten dieselbe Funktion; als Beispiele wären etwa Hymnen, geistliche und weltliche Spiele oder Dichterkrönungen zu nennen. Die Städte und ihre Bevölkerung standen aber auch im Austausch mit ihrer Umgebung, zunächst dem ländlichen Umfeld, das für die Versorgung eine wichtige Rolle spielte, ferner im Verbund mit anderen Städten (Handel, Hanse) und im Rahmen von Fernkontakten (etwa im transalpinen und mediterranen Bereich). Dies führte dazu, dass die Stadtgemeinschaften und die von ihnen geprägten Kulturen auch von aussen wahrgenommen, kommentiert sowie kritisiert und attackiert wurden.

Die Vortragsreihe des Herbstsemesters wird die vielfältigen Aspekte mittelalterlicher Urbanität aus der Perspektive unterschiedlicher Disziplinen beleuchten.

Evaluation (pass/fail) and Grade Requirement:

- **As BA lecture (ungraded):** Requirements for this lecture are the participation in the preliminary meeting before the first lecture, 16.00 (HG 220), the lecture series, as well as three follow-up sessions, essay of 2800 words to be handed in to Kathrin Scheuchzer (scheuchzer@ens.unie.ch). Before term starts 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

Master Forums

Course Type:	Master Forum
Title:	Linguistics
Instructor:	D. Britain / C. Thurlow
Time:	Monday 16-18

Note: Sessions will begin at 16.15 but will last right up until 18.00. Please ensure, if choosing this Forum, that you are able to stay for the *entire* session.

Sessions:	14 September
	28 September
	19 October
	9 November
	23 November
	7 December

Credit Points:	4 ECTS
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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 MA 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 / N. Gernalzick
Time:	Thursday 10-12 (fortnightly)
First session:	24 September
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 they are writing their thesis with.**

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:	24 September
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 they are writing their thesis with.**

Evaluation (pass/fail): Cumulative coursework

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

PHD

PhD Colloquia

Course Type: PhD and Research Colloquium

Title: Language and Communication

Instructor: C. Thurlow

Time: Monday 12-14

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

Course Type: PhD and Research Colloquium

Title: Language Variation

Instructor: D. Britain

Time: Tuesday 9-12 and 14-16, except 6 October and 17 November 2015

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: Literature

Instructor: T. Claviez

Time: Monday 14-18

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: 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.

Staff Research Interests and Professional Activities

F. Andres Morrissey: Creative writing, performing poetry, dialects in rock vocals, minority languages; Member of NAWA (National Association of Writers in Education) and EFL consultant for Cambridge University Press.

M. Berger: Medieval English literature, medievalism, adaptation, film and representations of the past, cultural memory, national identity constructions, ideology critique.

D. Britain: Language variation and change, English dialectology (esp. of Southern England, East Anglia and the Anglophone Southern Hemisphere), sociophonology, dialect contact, new dialect formation and second dialect acquisition, language and dialect obsolescence, the emergent dialects of diaspora communities, and the interface between dialectology and human geography; Associate Editor of the *Journal of Sociolinguistics*.

C. Cavedon: Literary theory, American culture/ literature before and after 9/11, melancholia studies, trauma theory, cultural studies, American exceptionalism, American religious fundamentalism.

D. Bürki: Language variation and change, grammaticalisation, corpus linguistics and studies of contact languages, especially English as a lingua franca.

T. Claviez: Literary theory, aesthetics and ethics, 19th and 20th century American literature, American film, ecocriticism, native American literature, American history of ideas, postcolonial theory, representations of cosmopolitanism, hospitality and otherness.

J. Comer: Sociolinguistics of globalisation; global studies; language ideologies; language policy and planning; participatory and community development, discourses of the global periphery and global South; language documentation and revitalisation; intercultural communication; language and sexuality, and language, culture and cognition.

R. Critten: Late Medieval Literature in English and French, translation studies, manuscript studies, history of reading, autobiography.

M. Denger: Contemporary postcolonial literatures, postcolonial theory, ritual, hauntology, concepts of time, concepts of space, concepts of community, concepts of identity (construction), postmodern narrative strategies.

S. Fox: Language variation and change, urban multicultural dialectology and linguistic change, the language of adolescents from a variationist perspective, some areas of second language learning and teaching. Preferred methods: analysis of spoken corpora (pre-existing or self-collected) within the variationist paradigm or analysis of self-collected data (for second language learning and teaching).

N. Gernalzick: autobiography and automediality, transmediality and transculturality, history of cultural theory with special focus on transnational Hegel-reception, media philosophy, documentary film, genre theory, literary economies, planetarity, material and food cultures.

K. Gonçalves: Sociolinguistics, discourse analysis, English as a Lingua Franca, the history of English, historical linguistics, language change, language and gender, discourse and identity construction, narrative studies.

H. Hedegard: Forensic phonetics and sociolinguistics, Socio-Phonetics, Second Language Acquisition, World Englishes, Language, mobility and globalisation.

I. Huber: Fantastic literature, literary anthropology, gender studies, postcolonial studies, narratology, literary theory, comparative perspectives.

A. Kern-Stähler: Medieval literature and culture; concepts of space; concepts of authorship; text and image; gender studies; interrelations between science and literature and between bioethics and literature; fundamentalism and literature; Victorian literature; postmodern literature; British-German relations.

R. Kopaitich: Literary theory, analytic/continental philosophy, philosophy of language, contemporary literature, Anglophone and continental (post)modernism, narratology.

Z. Lehmann: literature and theology, Victorian literature, the long nineteenth century and literature and philosophy.

T. Leonhardt: Articulatory, acoustic and auditory phonetics; phonology; language variation and change; second language acquisition.

S. Lynch: Socio-pragmatics; politeness; second language acquisition; second language teaching and learning, Global Englishes; lesser known varieties of English, Irish English, language variation and change.

M. Mace-Tessler: Twentieth century literature written in English, comparative literature, narrative structure, film and film adaptations, ethics in literature.

G. Mapes: Media discourse; language ideology; class and elitist discourse; food studies; consumption studies; preferred method: critical discourse analysis of written and/or spoken language.

V. Marchi: Literary theory, contemporary American literature, native American literature, ethics and literature, postmodern fiction and aesthetics.

C. Neuenschwander: Language contact, Pidgins and Creoles, language ideologies, standardisation and prescriptivism, intercultural communication studies, cultural linguistics.

N. Nyffenegger: Medieval literature and history, especially questions of (authorial) identity, cultural contacts (e.g. travel and migration narratives), founding myths, representations of “self and other”, historiography.

E. Reichel: Cultural and medial alterity, sound and soundscape studies, visual culture, (inter)mediality, word and music, the political functions of music, literariness, and cultural anthropology.

V. Richter: British literature and culture in the Restoration and the Long Eighteenth Century; Victorianism; modernity; contemporary literature and film; literary and cultural theory; gender studies; postcolonial studies/cosmopolitanism; literature and science, especially Darwinism; literary representations of animals; literature and the environment, in particular the beach as an in-between space.

G. Rippl: Intermediality (text-image relations, ekphrasis in particular), graphic novels, cultural studies, literary theory, interculturality and postcolonialism, cosmopolitanism, transculturalism, history and anthropology of the media, literature and anthropology, early modernity (frühe Neuzeit), 19th and 20th century women writers in English, semiotics, autobiography research, feminist literary theory, transculturalism.

K. Scheuchzer: Medieval and early modern literature, especially Reformation and post-Reformation literature, Protestant martyrology, hagiography, early modern print culture, concepts of author and readership, gender studies.

J. Straub: Victorian literature, literature and photography, literature and philosophy, autobiography, contemporary British and American fiction.

A. Thiel: Sociophonetics, acoustic phonetics, English in the United States, and L2 varieties of English.

C. Thurlow: Critical discourse studies, critical intercultural studies, sociolinguistics, linguistic anthropology, meta-language, language ideology, multimodality (e.g. visibility, space/place, material culture), language and globalization, language and new media, youth and adolescent communication, sex/uality, class inequality.

L. Tresch: Language ideologies, language and the media, language variation and change, English dialectology (New Zealand English and 'Estuary English'), dialect contact, new dialect formation and legitimisation, multilingualism, code-switching.

W. Weber: Law and literature, philosophy of law, and literary theory.

Students' Committee

Website: www.facebook.com/Studentscommittee (no Facebook account required)

E-mail: fsanglistik@sub.unibe.ch

The Students' Committee is a group of students within the English Department acting as the students' representatives at a departmental level. We maintain regular contact with the staff and professors, as well as other university departments and the SUB, communicating the voice of the student body to the department.

Among other things, we call General Assemblies once each semester. This is when all the students of English are asked to meet and discuss topics of general concern, and to provide feedback about past activities and other matters.

It is our responsibility to assist you in study matters and, therefore, we organize information meetings about various topics – such as your stay abroad – to give you the opportunity to gather information. Check the notice boards as well as our website for announcements. However, you can always contact us if you need any kind of assistance concerning your English studies.

We meet regularly to keep up to date with what is going on. If you have any suggestions or complaints, talk to one of us or feel free to e-mail us.

Feel free to join the Committee, or if you are interested in finding out what the Students' Committee is all about, contact one of the current members and/or join in at one of our meetings.

Check our Facebook page regularly!

Staff Address List Spring Semester 2015

Office and telephone numbers are subject to change. Please consult the notice-boards and departmental website regularly.

Name	Office	Telephone #	Email Address
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TIMETABLE AUTUMN SEMESTER 2015

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08-10		Morrissey: Modern English Grammar I (Language Foundation Module) <i>9-12: Britain: Language Variation (PhD and Research Colloquium)</i>	Morrissey: Introduction to Linguistics (Core Curriculum Linguistics and History of English Lecture)	Mace-Tessler: Writing Skills I (Language Foundation Module)	
10-12	Mace-Tessler: Writing Skills I (Language Foundation Module) Thurlow: Tourism Discourse: Language and (Global) Mobility (FM Language on the Move Seminar) Britain: Foundations of Sociolinguistics (MA Foundation Lecture Linguistics)	Mace-Tessler: Writing Skills I (Language Foundation Module) Morrissey: Language Training for Global English (FM Language on the Move Seminar) Straub: Transatlantic Literary Encounters, 1620-1900 (FM Writing the Atlantic World Lecture and MA Lecture) Thurlow: Urban Communication: Language and Space/Place (MA Seminar)	Scheuchzer: Introduction to Literature (Core Curriculum Seminar) Fox: London English (FM Language on the Move Seminar) Kern-Stähler/Nyffenegger: Reading Medieval and Early Modern Drama (BA Workshop) Richter: Thomas Hardy's Fiction and Poetry (MA Seminar)	Mace-Tessler: Writing Skills I (Language Foundation Module) Nyffenegger: Writing Skills I (Language Foundation Module) Claviez/Gernalzick: Bachelor Colloquium Literature Kern-Stähler/Richter: Bachelor Colloquium Literature Claviez /Gernalzick: Master Forum Literature Kern-Stähler/Richter: Master Forum Literature	Nyffenegger: The Performance of Gender in Shakespeare's Comedies and on the Elizabethan Stage (MA Seminar)
12-14	Huber: Introduction to Literature (Core Curriculum Lecture) Mace-Tessler: Speechifying (BA Workshop) <i>Thurlow: Language and Communication (PhD and Research Colloquium)</i>	Fox: Global English (FM Language on the Move Lecture and MA Lecture)	Claviez: Literary Theory (MA Foundation Lecture Literature) Fox: Intra-speaker Variation (MA Seminar)	Bürki/Leonhardt/Lynch: Englishes of the Pacific (FM Language on the Move Seminar) Cavedon/Weber: God's Own Country? American Exceptionalism in Literature, Film and Law (FM Writing the Atlantic World Seminar) Morrissey: Creative Writing (BA Workshop)	Critten: Earlier Englishes (Core Curriculum Linguistics and History of English Seminar)
14-16	Kopaitich: Postmodernism and its Discontents (FM Writing the Atlantic World Seminar) Britain: East Anglian English (MA Seminar) <i>14-18: Claviez: Literature (PhD and Research Colloquium)</i>	Mace-Tessler: Introduction to Literature (Core Curriculum Seminar) Comer: Development in Discourse: Language, Policy and Poverty (FM Language on the Move Seminar) Gernalzick: The Black Atlantic and the Mediterranean of Colour (FM Writing the Atlantic World Seminar) <i>Britain: Language Variation (PhD and Research Colloquium)</i>	Gernalzick: Autobiography and Life Narratives (FM Writing Selves Lecture and MA Lecture) Nyffenegger: Reading the Bible (BA Workshop) Kern-Stähler: Medieval Ruins, the NS Party Rally Grounds, the Site of the Nazi War Crimes Trials : Literary Encounters with Nuremberg (MA Seminar)	Reichel: Transatlantic Artistic Encounters (FM Writing the Atlantic World Seminar) Nyffenegger: Medieval Self-Fashioning (FM Writing Selves Seminar)	Lehmann: Introduction to Literature (Core Curriculum Seminar)
16-18	Huber: 19th Century Autobiographical Poetry (FM Writing Selves Seminar) Britain/Thurlow: Bachelor Colloquium Linguistics Britain/Thurlow: Master Forum Linguistics	Gernalzick: Writing Skills I (Language Foundation Module)	Straub: Introduction to Literature (Core Curriculum Seminar) Claviez: Native Americans in Literature and Film (MA Seminar) <i>Kern-Stähler: Medieval Studies (PhD and Research Colloquium)</i>	Morrissey : Page to Stage (BA Workshop) 17-19: BMZ: Stadtgemeinschaften - Stadtkulturen (BA Wahlbereich Lecture and MA Lecture)	
18-20			Collegium Generale: Religionen: Toleranz und Intoleranz (BA Wahlbereich Lecture)		

Key:

Classes in **Bold** are for Master Students

Classes in *Italics* are for Doctoral Students

Language Foundation Modules:

Writing Skills & Modern English Grammar

Core Curricula:

Literature & Linguistics and History of English

Focus Modules:

Linguistics FM: Language on the Move

Literature FM: Writing the Atlantic World

Literature FM: Writing Selves