

# Information Booklet

Spring Semester 2011

21 February – 3 June 2011



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## INTRODUCTION

Dear Students, dear Members of Staff,

Regular readers of the Introduction to the Information Booklet will have come to look forward to Professor Virginia Richter's engaging, witty and thought-provoking entrées which combined hard facts and entertainment in perfect proportion. I'm afraid my creative writing skills are not nearly as honed as hers and so please forgive me, dear reader, if this introduction, my first as your new Head of Department, does not meet the usual high standards that you have come to expect. I'll do my best to improve. On behalf of the Department, I'd like to thank Professor Richter for steering the Department through the somewhat turbulent times when so many of the full-time teaching positions in the Department were vacant, and wish her a very productive and fruitful sabbatical leave for the Spring Semester.

Sadly, we have finally said farewell to Professor Beatrix Busse, who has left us to take up a Chair at the University of Heidelberg. I would like to thank her for the incredible application to duty she showed while here in Bern, single-handedly managing to run the linguistics programme during the hiatus between the retirement of Professor Richard Watts and my arrival in 2010, and for being so supportive to me in my first year here. The process of finding a replacement for Professor Busse as Assistant Professor of English Historical Linguistics has now begun, though this will undoubtedly take time. In the meantime, the linguistics programme will be supported this semester by courses taught by Dr Jürg Strässler, Dr Dorota Smyk-Bhattacharjee and Nicole Studer-Joho.

We also say farewell to our departmental librarian, Franziska Eberle, who has left to work in the main university library, and extend a warm welcome to her successor, Verena Breidenbach, who will now be working with us in Unitobler.

The new study plan, introduced in the Autumn of 2010, seems to be bedding down nicely. With only minor teething problems so far, we can sincerely thank Irmtraud Huber for the success of the transition. She has worked tirelessly not only to prepare, along with Melanie Mettler, for the transition in the first place, but also thereafter helping students and staff alike deal with issues arising. Having just said hello to one study plan, we now say goodbye to another, and I must notify you all that the Lizenziat system comes to an end soon, with all such students having one final opportunity, in the Autumn of 2011, to take their examinations in order to complete their studies in this programme. Such students should ensure they are prepared in a timely fashion for these examinations, and are in touch with their examiners well in advance, given that the exams take place shortly after the long summer break. This is your last chance!

Given all the changes to study programmes, I'd like to remind you all of two things. Firstly, I can't emphasise enough how important it is to sign up on ePhi (and where relevant on ILIAS) for your courses – if we need to contact you by email, for example to notify you of a class cancellation because of illness, doing so via ePhi or ILIAS is the quickest and most efficient way, but of course only reaches those who have signed up to these platforms. Secondly, the Department has now introduced a system of cover sheets that should be attached to each assignment you hand in, colour-coded depending on what sort of assessed work you are submitting. These cover sheets are to be found outside the secretaries' office, where there is

a list explaining which cover sheet to use for which assessment. Using them enables us to keep track much more easily than before of who has submitted what for which course.

There have been a few changes to the members of staff who deal with student counselling and other such matters:

**Study counselling for BA students:**

**Students with surnames A-M:** Irmtraud Huber

**Students with surnames N-Z:** Kathrin Reist

**Study counselling for MA students:** Dr Julia Straub

**Study counselling for LIZ students:** Dr Nicole Nyffenegger-Staub

**Practical module co-ordinator:** Dr Nicole Nyffenegger-Staub

**Enquiries about ePub:** Irmtraud Huber

**Diploma Supplements BA/MA – “Prokura”:** Irmtraud Huber

**International relations co-ordinator (Erasmus, Whitewater, Assistant teachers’ programme, Amity Programme, Stay Abroad):** Dr Kellie Gonçalves

On the research front, Bern plays host in May to the *Swiss Association of University Teachers of English* conference, with the theme ‘On the Move: mobilities in English language and literature’ – plenary speakers are Prof Crispin Thurlow from University of Washington and Prof Elleke Boehmer from the University of Oxford. You can find out more about the conference on the Department’s website.

The cover of this Semester’s booklet celebrates our BA Focus Module on Language Contact – the picture of a bilingual English-Maori road sign was taken in Wellington, New Zealand - the only capital city in the world where (Little Blue) penguins live alongside humans, possums, and other creatures.

Enjoy the Spring Semester!

Prof David Britain  
Head of Department

## STAFF

### Directors of Department

Prof. Dr. David Britain, Head of Department  
Modern English Linguistics  
Prof. Dr. Thomas Claviez  
Literary Theory  
Prof. Dr. Annette Kern-Stähler  
Medieval English Studies  
Prof. Dr. Virginia Richter  
Modern English Literature  
Prof. Dr. Gabriele Rippl  
North American Literature

### Assistant Professors

Prof. Dr. Barbara Buchenau  
Postcolonial Literature  
N.N.  
English Historical Linguistics

### Lecturers

Dr. Dorota Smyk-Bhattacharjee  
English Linguistics  
Dr. Jürg Strässler  
English Linguistics  
Nicole Studer-Joho  
English Linguistics

### Assistants

Lic.phil. Annie Cottier  
Literary Theory  
Nora Anna Escherle, M.A.  
Literary Theory  
Dr. Kellie Gonçalves  
Modern English Linguistics  
Stephanie Hoppeler, M.A.  
North American Literature  
Irmtraud Huber, M.A.  
Modern English Literature  
Dr. Ursula Kluwick  
Modern English Literature  
Dr. Nicole Nyffenegger-Staub (senior assistant)  
Medieval English Literature  
Kathrin Reist, M.A.  
Medieval English Literature  
Lic.phil. Christina Rickli  
Literary Theory  
Dr. Julia Straub  
North American Literature

### Consultation Times

For specific times check website  
and office door  
Wednesday 14-15 or by appt.  
Thursday 15-16 or by appt.  
On sabbatical (by appointment)  
Wednesday 10:30-12:30 or by appt.  
Tuesday 15-16  
By appointment  
By appointment  
By appointment  
Tuesday 15-17 or by appt.  
By appointment  
By appointment  
By appointment  
Wednesday 15-17 or by appt.  
Wednesday 15-16 or by appt.  
Please sign-up on office door  
By appointment  
By appointment  
Thursday 11-13 or by appt.

**Teaching Staff**

Dr. Franz Andres Morrissey  
Dr. Margaret Mace-Tessler

By appointment  
By appointment

**Secretaries**

Hilary Sharp

Monday 9-10, 13:45-15:15

Wednesday 9-10

Thursday 9-10, 13:45-15:15

Monika Iseli-Felder

Tuesday 9-10, 13:45-15:15

Wednesday 9-10

**Librarian**

Verena Breidenbach

Monday-Thursday 9-12:30

**Information is subject to change. Please consult the notice boards and the departmental website regularly.**

# BACHELOR STUDIES

## Language Foundation Module

<b>Course Type:</b>	<b>Language Course</b>
<b>Title:</b>	<b>Modern English Grammar II</b>
<b>Instructor:</b>	<b>F. Andres Morrissey</b>
<b>Time:</b>	Tuesday 8-10
<b>First Session:</b>	22.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them, in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, 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](http://www.morrissey.unibe.ch)). Furthermore, we offer tutorial sessions to help students work with the materials.

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Final module exam (the exam will be held in the first week of the term break).

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**Course Type:** Language Course  
**Title:** Writing Skills II  
**Instructors:** F. Andres Morrissey, M. Mace-Tessler  
**Times:** Tuesday 10-12 or  
Thursday 10-12  
**First Sessions:** 22.02.11 or 24.02.11  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This is the second part of the two-semester Writing Skills course. The emphasis this semester continues to be on acquiring and practising the skills required for academic writing, with a particular focus on incorporating secondary sources when formulating and supporting an academic argument. Students should expect to write each week, to rewrite, to work in groups, and to read each other's work critically. In the final weeks of the course, students will choose to write either a literature or a linguistics term paper for submission.

**Texts:** The materials needed for this course have been designed to meet the students' needs and will be made available during the course. They can also be downloaded from [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch).

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

**Evaluation (pass/fail):** Cumulative written work

**Grade Requirement:** Evaluation of written work

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## Focus Module: Language: Structure, Change, Analysis

<b>Course Type:</b>	<b>Lecture</b>
<b>Title:</b>	<b>Dialects in Contact</b>
<b>Instructor:</b>	<b>D. Britain</b>
<b>Time:</b>	Monday 10-12
<b>First Session:</b>	21.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture examines the linguistic outcomes of dialect contact - when different varieties of the same language are brought together as a result of migration (forced or otherwise), colonialism, urbanisation, land reclamation, or because of more mundane mobilities such as moving home and commuting. What sorts of linguistic processes take place in these contexts? Are there similarities in the linguistic outcomes of colonialism on the one hand, and commuting on the other? What sorts of changes take place when there is little or no contact with other varieties? Topics explored will include linguistic accommodation, second dialect acquisition, new dialect formation, and dialect levelling. We will look both at theoretical texts as well as some extensive case-studies from different kinds of dialect contact settings.

**Texts:** All relevant texts will be placed on ILIAS.

**Aims:** To present a state-of-the-art review of work on dialect contact and its linguistic consequences.

**Evaluation (pass/fail):** Cumulative course work

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

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**Course Type:** Seminar  
**Title:** Research Methods in Sociolinguistics

**Instructors:** D. Britain, K. Gonçalves

**Times:**

Monday	21 & 28 February	14-16
Monday	14 March	14-17*
Monday	21 & 28 March	14-16
Monday	18 April	14-17*
Monday	2 & 9 May	14-16
Monday	30 May	14-17*

\* NB: indicates a 3-hour conference block session from 14-17

**First Session:** 21.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this course we will be examining how sociolinguists go about the process of conducting fieldwork and collecting data suitable for sociolinguistic analysis. A major emphasis will be to enable students to gain both hands-on experience of linguistic fieldwork as well as a comprehensive understanding of what constitutes suitable sociolinguistic data, how to collect it appropriately and ethically, and how to manage it and store it in a format that is ready for analysis. Consequently, we examine data collection techniques for three types of data: an orally administered questionnaire, a collection of narratives from native speakers of English and a relaxed conversation by a Bernese speaker of English. The course is therefore divided up into three distinct blocks, with each data collection type being dealt with in a distinct block. Each block consists of teaching sessions, data collection time and a block-final conference session where students present their findings either orally or as a poster (see below). In collecting data of this kind, we will be able to begin the process of building up a corpus of different data types that can be used for subsequent analysis.

**Texts:** will be available on ILIAS

**Aims:** Students who have successfully completed this course will have acquired some understanding of how and why sociolinguists collect data for different types of linguistic analysis, and will have engaged themselves in a number of different data collection tasks.

**Evaluation (pass/fail):** Students will be expected to: a) Administer a questionnaire on US v UK lexical choice to Bernese speakers of English; b) Collect recordings of narratives from native speakers of English; c) Collect a recording of a casual informal conversation with a speaker of Bernese English. 7 ECTS students will be assessed through one oral presentation, two posters, a 3 page critical reflective report on their data collection experiences, and the submission of data based on a), b) and c) above. 4 ECTS students will be assessed on the basis of the presentation of 3 posters and the submission of data based on a), b) and c) above.

**Grade Requirement:** Coursework as above which will provide the grade for the whole Focus Module (lecture + seminar) for those taking this option for 7 ECTS.

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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**Course Type:** Seminar  
**Title:** English Lexicology  
**Instructor:** D. Smyk-Bhattacharjee  
**Time:** Monday 16-18  
**First Session:** 21.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** The vocabulary of a language is highly dynamic, and English is no exception. New words are constantly added and some old words fall into disuse, or undergo changes in response to the ever-growing need to label new ideas and/or to convey a special pragmatic effect. For example, in recent years we have witnessed the coinage and spread of terms like *speed dating*, *WMD*, *googlegänger*, *perfect storm*, *carbon footprint* or *He-Who-Must-Not-Be-Named*.

This seminar will provide a systematic introduction to modern English lexicology. We will investigate structural mechanisms responsible for the formation of new lexical items as well as their semantic and functional properties. Language-users often play with linguistic structures and conventions to produce desired communicative effects. Therefore, apart from discussing rule-governed (i.e. productive) lexical patterns, we will pay special attention to lexical creativity, that is, rule-breaking lexical patterns. We will read a number of empirical, data-driven studies, bringing together diverse themes and contexts.

**Texts:** Texts for each session will be available on ILIAS.

**Aims:** To introduce students to the study of the English lexicon and to familiarize them with the tools and methods used in lexical analysis.

**Evaluation (pass/fail):** Cumulative course work.

**Grade Requirement:** Final examination which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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**Course Type:** Seminar  
**Title:** Methods in Historical Linguistic Research  
**Instructor:** N. Studer-Joho  
**Time:** Thursday 12-14  
**First Session:** 24.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** William Labov famously described historical linguistics as “the art of making the best use of bad data” (1994: 11). Historical linguists indeed have to rely on whatever material happens to survive in written records – i.e. data that is relatively limited in scope, as well as unevenly distributed across time, space and social class. This course introduces students to key methods in the field of English historical linguistics and familiarizes them with data from various sources and periods. We will discuss both qualitative and quantitative research methods to assess whether the data really is as “bad” as it seems at first sight. Furthermore, students will get to know the most important English historical corpora and, above all, gain hands-on experience by applying the methods and tools discussed in class to real data, ranging from the Old English up to the (early) Modern English period.

**Texts:** Texts for each session will be available on ILIAS.

**Aims:** At the end of the course, students will be familiar with the most important methods in English historical linguistic research which they can apply to real data.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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## Focus Module: Language Contact

<b>Course Type:</b>	<b>Lecture</b>
<b>Title:</b>	<b>Languages in Contact</b>
<b>Instructor:</b>	<b>F. Andres Morrissey</b>
<b>Time:</b>	Wednesday 10-12
<b>First Session:</b>	23.02.11
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this lecture we will explore a variety of issues arising from languages in contact. On the level of national or transnational language contact situations, these issues will cover societal bilingualism, diglossia, language and educational politics, intergroup relations, language dominance, decline and death. On the level of individuals finding themselves in such contact situations, we will also look at individual bilingualism in a multilingual setting, at communication strategies and at code-switching/mixing.

**Texts:** The texts will be made available in downloadable format (PDF) on [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch)

**Aims:** To gain an overview of the sociological, political, educational and psychological implications of language contact situations.

**Evaluation (pass/fail):** Cumulative course work

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

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**Course Type:** Seminar  
**Title:** Life Writings in Multilingual Contexts  
**Instructor:** B. Buchenau  
**Time:** Wednesday 14-16  
**First Session:** 23.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This course will explore autobiographically inflected texts, which are located at the crossroads of at least two languages, and their respective dialects and social registers. Studying the texts of two Chicana writers, as well as those of one Somali and one Pakistani-British writer, we will be interested in two things:

- we will ask for the particular challenges involved in the study of literature that can be captured under the generic term of “life writings”
- we will study the impact of linguistic crossroads for the respective narrative

**Texts:** Our readings, Sandra Cisneros’ *The House on Mango Street* (1984), Gloria Anzaldúa’s *Borderlands / La Frontera* (1987), Nurrudin Farah’s *Yesterday, Tomorrow: Voices from the Somali Diaspora* (2000) and Hanif Kureishi’s *My Ear at His Heart* (2004) will be available at the Bugeno prior to the beginning of the term. The texts of Kureishi and Farah are preparatory reading (quiz in the first session).

**Aims:** To arrive at a critical assessment at the concept of “life writings” and to develop analytical tools for the study of texts that are located in multilingual contexts.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** Three written assignments (annotated bibliography, literary analysis, and generic contextualization), due week 5, 10 and 14 respectively.

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**Course Type:** Seminar  
**Title:** Second Language Acquisition  
**Instructor:** J. Strässler  
**Time:** Thursday 10-12  
**First Session:** 24.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** The general goal of this seminar is to make students familiar with cognitive and linguistic approaches to second language acquisition and to develop an understanding and appreciation of emerging commonalities and remaining differences between these approaches. We will start with an assessment of the learning mechanisms with which learners acquire linguistic knowledge by investigating the complex variables underlying second language acquisition. We will look at different theories, proposed by linguists as well as psychologists from various schools and their implications for second language teaching.

**Texts:** Reading material will be made available.

**Aims:** To introduce students to the study of second language acquisition.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Final examination which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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## Focus Module: Early North American Writings

**Course Type:** Lecture (not recommended for 1<sup>st</sup> year students)

**Title:** Early Writings in the Americas

**Instructor:** B. Buchenau

**Time:** Wednesday 8-10

**First Session:** 23.02.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture provides an introduction to the broad range of writings produced in the Americas between the late 15<sup>th</sup> and the early 18<sup>th</sup> century. At this time, people from a wide variety of national, cultural, social and professional backgrounds criss-crossed the Atlantic. They were Spanish, Portuguese, French, Dutch and English explorers, missionaries, military men, merchants and settlers, but also convicts and indentured servants, female orphans and other women sent off to marriage in the colonies or back to Europe for educational purposes, kidnapped Africans to be enslaved in the Americas and American Indians to be exhibited and trained in Europe. As these people moved or were forcefully moved between the continents and between colonies, they usually depended on written texts, maps, images and oral narratives to imagine what was awaiting them and they made sense of their experiences in writings of their own.

We will look at the compilations of Samuel Purchas and at travel reports, diaries and letters, at early proto-scientific writing, at visual material and at poetry and captivity tales by authors such as Christopher Columbus, Bartholomé de las Casas, the Jesuit missionaries, Jean de Léry, Garcilaso de la Vega, el Inca, Hans Staden, Richard Hakluyt Jr. and Sr., Sir Walter Raleigh, Samuel de Champlain, Pierre-Esprit Radisson, Francis Daniel Pastorius, John Smith, William Bradford, Mary Rowlandson, Sarah Kemble Knight, James Granger and Ebenezer Cook. Doing so, it is our aim to situate English-language writings from North America in the multi-lingual contexts of competing European colonial projects of their times. Since we tend to be less multi-lingual than readers in early colonial times, we will make use of the many translations available for non-English writings from the Americas.

**Texts:** The required reading for each session will be made available on ILIAS.

**Aims:** To become familiar with some of the most important canonical and non-canonical literature of the Americas in the early period of European colonization (1490 – 1730) and to understand the contribution of fictional and non-fictional literature and visual culture to competing projects of colonization.

**Evaluation (pass/fail):** Cumulative course work

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

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**Course Type:** Seminar

**Title:** Travelling Literature: 16th to 18th Century  
Exploration, Literature and the Sciences

**Instructor:** B. Buchenau

**Time:** Wednesday 16-18

**First Session:** 23.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This course explores a number of fictional and especially non-fictional texts loosely affiliated with the genre of travel narratives. These texts (by the French explorer and traveller Samuel de Champlain, the Scottish plantation owner in the Caribbean James Grainger, and the West African liberated slave Olaudah Equiano) have quite literally travelled themselves: they have contributed to a number of competing European and North American projects of exploration, they have been inserted into literary as well as scientific discourses and they are read today as contributions to the literary culture of British America, Great Britain and New France, respectively, even though they always had much wider audiences.

**Texts:** The texts of Champlain, the Hakluyts and Grainger will be made available on ILIAS during the term. The preparatory reading is the Norton Critical Edition of Olaudah Equiano's *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself* (1789), ISBN-10: 0375761152. It should be purchased at the Bugeno prior to the beginning of the term.

**Aims:** To examine how literature, both fictional and non-fictional, contributes to the exploration of new lands and to the formation of scientific discourses in early modern times.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** Three written assignments (annotated bibliography, literary analysis, and historical contextualization), due week 5, 10 and 14 respectively.

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**Course Type:** Seminar  
**Title:** The Early American Novel and the Nation  
**Instructor:** J. Straub  
**Time:** Thursday 8-10  
**First Session:** 24.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this seminar we will read three Early American novels: Royall Tyler's *The Algerine Captive* (1797), Susanna Rowson's *Charlotte Temple* (1791) and Charles Brockden Brown's *Edgar Huntly, or, Memoirs of a Sleep Walker* (1799). Belonging to three different subgenres – the picaresque novel, the sentimental novel, the Gothic novel – these texts will give us a multi-faceted insight into American society at the end of the eighteenth century. They provide ample evidence of social transformations, reflecting a concern with education, civility, slavery and the situation of women. The profound transatlantic investment of eighteenth-century writers is something we will look into as well as the political ideas these novels engage with, e.g. republicanism and democracy. Our approach to these texts will be informed by a more theoretical concern with the novel's implication in processes of community-building and the writing of history.

**Texts:** Copies of the three novels will be available at the Bugeno as of mid-December. Please buy the books there to ensure that we will be using the same editions. The order of our reading is Tyler, Rowson, Brown. Please read the three novels before the beginning of term. Secondary reading material will be made available via ILIAS and on the presence shelf.

**Aims:** To familiarize students with US-American literature of the late eighteenth century and the genre of the novel in particular. To raise awareness of theoretical aspects involved in a discussion of the novel as a genre.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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## Focus Module: Fantastic Literature

<b>Course Type:</b>	<b>Lecture</b>
<b>Title:</b>	<b>Introduction to the Fantastic in Literature</b>
<b>Instructors:</b>	<b>I. Huber, U. Kluwick</b>
<b>Time:</b>	Tuesday 14-16
<b>First Session:</b>	22.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This series of lectures provides a survey of the different modes in which the fantastic surfaces in literature. We will discuss a variety of literary forms – from myth to the Renaissance stage, from the Romantics to children’s literature and fantasy, from early travel writing to the gothic, from the fantastic to horror films, from the beginnings of detective fiction to magic realism. The course will develop a literary history of the fantastic, and intends to introduce students to the plethora of generic peculiarities of non-realist forms of literature. The interaction between “reality” and the supernatural, together with the difficulty of distinguishing between the two, has always held a special appeal for the human imagination; we will consider which epistemological and ontological frameworks underlie the various modes in which the realist and the fantastic meet and situate them in their cultural and historical context.

**Texts:** Angela Carter, *Nights at the Circus*; Henry James, *The Turn of the Screw*; William Shakespeare, *The Tempest*; Bram Stoker, *Dracula*. A collection of shorter texts, as well as excerpts from works by Lewis Carrol, Samuel Coleridge, Arthur Conan Doyle, Ian McEwan, Ovid, Poe, J.R.R. Tolkien, and others will be provided on ILIAS. Students are strongly advised to read all of the literature recommended for this course.

**Aims:** Students will be introduced to a variety of literary modes and genres which incorporate fantastic elements. They will learn to place different forms of non-realist writing in a socio-historical and cultural context, become familiar with relevant theoretical concepts and key terms, and develop an understanding of forms of the fantastic as parts of a literary tradition.

**Evaluation (pass/fail):** Cumulative course work

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

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**Course Type:** Seminar

**Title:** Real Magic or Magical Reality? The Ambivalences of Magic Realism

**Instructors:** I. Huber, U. Kluwick

**Time:** Wednesday 12-14

**First Session:** 23.02.11

**Credit Points:** 7 ECTS (ungraded 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Magic realism is a form of literature which combines realist and supernatural elements: ghosts appear in broad daylight, people can fly, children have magic powers, animals can speak. Magic realism is often associated with writers from the former colonies who supposedly “write back” to the Western realist tradition. Yet our corpus of texts will show that magic realism is, above all, also very much an international mode of writing. While we will focus on texts written in English, we will also discuss foundational magic realist literature from outside the English-speaking world. We will be concerned with how magic realism works and what forms it takes in different regional variants, or in the work of different authors. In particular, we will consider what epistemological and ontological questions magic realism addresses, negotiates, and plays with. We will also look into how the realist and the supernatural are combined structurally, the role of the reader and of reader expectations in magic realism, and the question of which – if any – political and cultural agendas might be associated with magic realist writing.

**Texts:** Angela Carter, *Nights at the Circus*; Franz Kafka, *The Metamorphosis* (*Die Verwandlung*); Toni Morrison, *Beloved*; Salman Rushdie, *The Satanic Verses*. A short story by Jorge Luis Borges and extracts from Gabriel García Márquez’s *One Hundred Years of Solitude*, as well as other texts, will be provided on ILIAS. Please start reading the novels before the term starts.

**Aims:** Students will gain a more in-depth knowledge of one of the non-realist modes of writing with which this focus module is concerned. They will gain insight into theories of magic realism, as well as with central theoretical issues connected with the mode, and acquire familiarity with key magic realist texts and writers.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructors

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**Course Type:** Seminar (not recommended for 1<sup>st</sup> year students)

**Title:** Giants, Dragons, and the Raucous Laughter of a Beheaded Green Knight: Precursors to the Fantastic in Medieval Literature

**Instructor:** N. Nyffenegger

**Time:** Thursday 14-16

**First Session:** 24.02.11

**Credit Points:** 7 ECTS (ungraded 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Many people, when thinking of the Middle Ages, will probably think of a dragon-slaying, virgin-rescuing knight. In medieval English literature, however, such knights are in fact quite rare and the major example is not just a knight but also a saint. Consequently, we will study the different forms and functions of (precursors to) the fantastic in the three major medieval genres: romance, historiography and hagiography. We will come across a beheaded green knight who walks away laughing and challenges Sir Gawain to follow suit, we will read about the resident giants of Albion whom Brut has to get rid of before being able to found Britain, and we will discuss the differences between a dragon slain by the virgin-rescuing St. George and another dragon slain by the virgin, St. Margaret, all by herself.

**Texts:** All primary and secondary texts will be available on ILIAS by the beginning of term.

**Aims:** To introduce students to the specificities of different medieval genres and to provide them with the critical tools necessary for a scholarly engagement with questions of fictitiousness, historicity, class and gender in connection with the fantastic in (medieval) literature.

**Evaluation (pass/fail):** Cumulative course work, active participation and thorough preparation of set texts.

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar). In addition, active participation and thorough preparation of set texts is expected.

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor in first session. In addition, active participation and thorough preparation of set texts is expected.

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## Focus Module: Cosmopolitanism

**Course Type:** Lecture (not recommended for 1<sup>st</sup> year students)

**Title:** Conceptualizing Cosmopolitanism and World Literature

**Instructor:** T. Claviez

**Time:** Tuesday 14-16

**First Session:** 22.02.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

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

**Evaluation (pass/fail):** Cumulative Course Work, Lecture Notes, Written Exam

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

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**Course Type:** Seminar

**Title:** Travelling Literature: 16th to 18th Century  
Exploration, Literature and the Sciences

**Instructor:** B. Buchenau

**Time:** Wednesday 16-18

**First Session:** 23.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This course explores a number of fictional and especially non-fictional texts loosely affiliated with the genre of travel narratives. These texts (by the French explorer and traveller Samuel de Champlain, the Scottish plantation owner in the Caribbean James Grainger, and the West African liberated slave Olaudah Equiano) have quite literally travelled themselves: they have contributed to a number of competing European and North American projects of exploration, they have been inserted into literary as well as scientific discourses and they are read today as contributions to the literary culture of British America, Great Britain and New France, respectively, even though they always had much wider audiences.

**Texts:** The texts of Champlain, the Hakluyts and Grainger will be made available on ILIAS during the term. The preparatory reading is the Norton Critical Edition of Olaudah Equiano's *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself* (1789), ISBN-10: 0375761152. It should be purchased at the Bugeno prior to the beginning of the term.

**Aims:** To examine how literature, both fictional and non-fictional, contributes to the exploration of new lands and to the formation of scientific discourses in early modern times.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** Three written assignments (annotated bibliography, literary analysis, and historical contextualization), due week 5, 10 and 14 respectively.

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**Course Type:** Seminar

**Title:** Cosmopolitan London in Literature and Film

**Instructor:** A. Cottier

**Time:** Tuesday 10-12

**First Session:** 22.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** For centuries people from all over the world have migrated to London, mainly during the colonial and postcolonial period. In this course it is the aim to study London's cosmopolitanism by considering historical as well as critical aspects of twentieth century novels and films that have as their main concern the life of immigrants in London. We will focus on the cultural background negotiated in the different works: Jewish immigrants from Russia in the East End, mid-twentieth century South Asian immigration, and more recent African and Eastern European immigration. The novels and films discussed in this course have in common their interest in the negotiation of the political, social and individual complexities that are specific to multicultural societies. We will contextualise, compare and criticize the works aesthetically as well as politically, and investigate the representation of the cosmopolitan city space in these novels and films.

**Texts:** *Journey Through a Small Planet* (1972) by Emanuel Litvinoff, *White Teeth* (2000) by Zadie Smith (please read these two books before the beginning of the term), and *Brick Lane* (2002) by Monica Ali. Films include *My Beautiful Laundrette* directed by Hanif Kureishi, *It's A Free World* (2007) by Ken Loach, *Dirty Pretty Things* (2002) by Stephen Frears (and possibly, if we have time, the filmic adaption of *Brick Lane* (2007) by Sarah Gavron). Books will be available at the Bugeno.

**Aims:** To learn about the literary and filmic history of immigrant London, to read critical texts and to practise criticism of literary texts and film.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper which will provide the grade for the whole Focus Module (lecture + seminar).

**Reduced Grade Requirement (for first Focus Module):** To be specified by instructor

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## Other Courses

**Course Type:** Workshop: One-day student conference

**Title:** Recent Trends in Medieval Studies

**Instructor:** A. Kern-Stähler

**Times:** **Block sessions:**  
Preparation for conference: Thursday 3 March 14-16  
Conference: Date tba

**First Session:** 03.03.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this workshop, you will explore recent trends in the field of medieval studies and present the results in a one-day student conference. This will give you the opportunity to develop special interests and possibly a few ideas for a future BA thesis.

**Texts:** tba

**Aims:** To enhance research and presentation skills.

**Evaluation (pass/fail):** Participation in, and co-organization of, student conference; presentation of research paper

**Grade Requirement:** Ungraded

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**Course Type:** Workshop  
**Title:** Reading Film  
**Instructor:** M. Mace-Tessler  
**Time:** Thursday 14-16  
**First Session:** 24.02.11  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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**Course Type:** Workshop  
**Title:** Speechifying  
**Instructor:** M. Mace-Tessler  
**Time:** Monday 14-16  
**First Session:** 21.02.11  
**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? This course will address these questions in two ways. First, it will provide opportunities to analyze the elements of effective speeches. Second, all class members will write and deliver speeches, practice formulating developed responses quickly, and conceive, research, organize and deliver oral presentations on a variety of topics.

**Texts:** To be provided in class.

**Aims:** To give additional practice and support for students' oral work.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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**Course Type:** Workshop  
**Title:** Creative Writing  
**Instructor:** F. Andres Morrissey  
**Time:** Thursday 12-14  
**First Session:** 24.02.11  
**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

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

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**Course Type:** Workshop  
**Title:** Page and Stage  
**Instructor:** F. Andres Morrissey  
**Time:** Thursday 16-18  
**First Session:** 24.02.11  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this course we will explore a number of excerpts from plays, both classic and contemporary, in terms of how they could be staged. Furthermore, we will also look at the performance of other genres. In order to do this, we will of course study the texts in some detail to gain a better understanding of what is being said.

However, we will also try to develop these insights into performances. This will be supplemented with activities to exercise impromptu acting, in order to promote poise and the use of movement, gesture and facial expression. Thus, participants will train both working with texts and what is required to bring them to the stage, as well as techniques to help them develop their voice, physical awareness and perform alone or in small group, skills that will be useful for presentations or public speaking.

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](http://www.morrissey.unibe.ch)).

**Aims:** To develop an understanding for literary texts as oral performance, to develop techniques that will be useful for presentation and/or public speaking.

**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 need to perform a passage from one of the texts to obtain credits.

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**Course Type:** Workshop  
**Title:** Use of English  
**Instructor:** F. Andres Morrissey  
**Time:** Wednesday 8-10  
**First Session:** 23.02.11  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This course deals with aspects of English which are not or only marginally covered by a study of grammar. This includes error recognition and correction, exploration of collocations, idioms, figures of speech, proverbs, etc. Aspects of style, clichés, and similar phenomena are part of lively English, in everyday language, in journalistic, artistic and academic writing and speech. We will also look at those areas of the English language which can trip up non-native speakers (and sometimes also native speakers), i.e. easily “confusable” words and avoidable errors based on interference from other languages. Finally, we will work towards improving word power, i.e. expanding our vocabulary.

**Texts:** Worksheets are handed out in the course and can be downloaded after the session from the Downloads Page [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch). Useful books are *Collins Cobuild English Usage*, the Penguin *Test your ...* series, the *Oxford Dictionary of Collocations for Students of English*, etc.

**Aims:** Familiarity with elements of language as they are covered in the course should enable the students to work towards a lively style, both in speech and in writing, but it should also help them get a better understanding of authentic English in the media, in literature and in daily usage.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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<b>Course Type:</b>	<b>BA Lecture/Wahlbereich Lecture</b>
<b>Title:</b>	<b>Streit und Konflikt im Mittelalter (Bernier Mittelalter Zentrum BMZ)</b>
<b>Instructors:</b>	<b>Medievalists of Berne University and guest speakers</b>
<b>Time:</b>	Thursday 17.15-18.45
<b>First Session:</b>	24.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Die Ringvorlesung des Berner Mittelalterzentrums beschäftigt sich im Frühjahrssemester 2011 mit dem Thema „Streit und Konflikt im Mittelalter“. Behandelt werden Konstellationen, Szenarien und konkrete Beispielfälle, in denen mittelalterliche Konflikte ausgetragen wurden. Zur Sprache kommen dabei Auseinandersetzungen mit eskalierender Gewalt, aber auch Konfliktformen, die nach bestimmten Regeln ablaufen, etwa im Turnier, in der universitären Disputatio oder in der literarischen Gestaltung des Streitgedichts.

Ein detailliertes Programm der Vorlesung wird per Aushang und im Internet ([www.bmz.unibe.ch](http://www.bmz.unibe.ch)) bekannt gegeben.

**Aims:** Ziel der Veranstaltung ist es, die interdisziplinäre Vernetzung der Mediävistik zu fördern und die Studierenden an einem fächerübergreifenden Gespräch zu beteiligen; diesem Zweck dienen vor allem die an die Vorträge anschliessenden Diskussionen.

**Evaluation (pass/fail) and Grade Requirement:**

- **As BA lecture (ungraded):** Preliminary meeting on 21.02.11 (room B 321), participation in the lecture series, three follow-up sessions (dates to be announced), essay of 2800 words to be handed in to Prof. Annette Kern-Stähler by end of term.
- **As Wahlbereich lecture (graded):** Under the supervision of BMZ director Prof. Dr. Michael Stolz, please check:  
[http://www.bmz.unibe.ch/pdf/Anforderungen\\_Wahlbereich.pdf](http://www.bmz.unibe.ch/pdf/Anforderungen_Wahlbereich.pdf)



**Course Type:** Wahlbereich Lecture

**Title:** Das Vermächtnis der Römer - Römisches Recht und Europa

**Instructors:** Collegium Generale

**Time:** Wednesday 18-20

**First Session:** 23.02.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:**

23.2.2011  
**Die Schweiz und das Römische Recht**  
 Prof. Dr. Pascal Pichonnaz, Lehrstuhl für Privatrecht und Römisches Recht, Universität Fribourg

2.3.2011  
**Römisches Recht und europäische Rechtskultur**  
 Prof. Dr. Dr. h.c. mult. Reinhard Zimmermann, Direktor des Max-Planck-Instituts für ausländisches und internationales Privatrecht, Hamburg

9.3.2011  
**Das Römische Recht auf hoher See. Die Kunst des Guten und Gerechten**  
 Prof. Dr. Christoph Krampe, Lehrstuhl für Bürgerliches Recht, Antike Rechtsgeschichte und Römisches Recht, Ruhr-Universität Bochum

16.3.2011  
**Der europäische Jurist. Römisches Recht und drittes Millennium**  
*Vorlesung in englischer Sprache*  
 Prof. Dr. Francesco Milazzo, Lehrstuhl für Römisches Recht, Universität Catania

23.3.2011  
**Europa und der Orient. Missverständnisse von der Antike bis zur Gegenwart**  
 Erich Gysling, Journalist, Zürich

30.3.2011  
**Die Rezeption des Römischen Rechts in den germanischen Rechtssystemen**  
*Vorlesung in englischer Sprache*  
 Prof. Dr. Peter Heather, Lehrstuhl für Geschichte des Mittelalters, King's College London

6.4.2011  
**Auf dem Weg zur Globalisierung des Rechts? Rechtsentwicklung vom mittelalterlichen zum heutigen Europa**  
*Vorlesung in französischer Sprache*  
 Prof. Dr. Antonio Padoa Schioppa, Lehrstuhl für Rechtsgeschichte, Universität Mailand

13.4.2011  
**Römisches Recht: Rezeption und literarische Repräsentation in der englischen Kultur und Literatur**  
 Prof. Dr. Uwe Baumann, Lehrstuhl für Englische Literatur und Kultur, Universität Bonn

20.4.2011  
**Sexualität im Römischen Recht der Spätantike**  
 Prof. Dr. Stefan Rebenich, Lehrstuhl für Alte Geschichte, Universität Bern

27.4.2011  
 keine Vorlesung (Frühlingsferien)

4.5.2011  
**Römisches Recht und Freiheit**  
 Prof. Dr. Wilfried Nippel, Lehrstuhl für Alte Geschichte, Humboldt-Universität zu Berlin

11.5.2011  
**Die Christen im Römischen Reich: das Neue Testament und das Römische Recht**  
 PD Dr. Peter-Ben Smit, Privatdozent für Allgemeine Kirchengeschichte und Geschichte des Altkatholizismus, Universität Bern

18.5.2011  
**„Ich bin unschuldig an seinem Blut“ (Mt 27, 24): Der Prozess Jesu im Spiegel des Römischen Rechts**  
 Prof. Dr. Heike Omerzu, Professorin für Neues Testament, Universität Kopenhagen

25.5.2011  
**Umweltschutz und Römisches Recht**  
 Prof. Dr. Iole Fargnoli, Lehrstuhl für Römisches Recht, Universität Bern

1.6.2011  
 keine Vorlesung (Tag vor Auffahrt)

**Texts:** Literaturhinweise werden laufend auf der Website des Collegium Generale aufgeschaltet: [www.collegiumgenerale.unibe.ch](http://www.collegiumgenerale.unibe.ch).

**Grade Requirement:** Die Studierenden verfassen von mindestens 3 der Einzelvorlesungen eine kritische Zusammenfassung und Stellungnahme à 3000 Zeichen und 1 schriftlichen Kommentar bezogen auf die gesamte Reihe à 6000 - 10000 Zeichen (Formulare für die Texte sind auf der Website des Collegium abrufbar). Jeder Text wird mit einer Note bewertet. Dann wird durch Mittelung und Rundung die Gesamtnote gebildet. Falls diese ungenügend ist, besteht die Möglichkeit, die Texte nachträglich 1 Mal zu verbessern. 3 der eingereichten Texte müssen bestanden werden.

**Note:** Bitte melden Sie sich in ILIAS für den Kurs an. Bitte für die Abfassung der Texte die dafür vorgesehenen Formulare verwenden, sie sind auf der Lernplattform ILIAS beim entsprechenden Kurs abrufbar. Abgabefrist für die Texte ist der 19. Juni 2011. Sie können die Texte auch laufend während der Vorlesungsreihe einreichen. Die Zusammenfassungen und der Kommentar sind in Einzelarbeit abzufassen (Kopieren/ Abschreiben gilt nicht) und im WORD-Format einzureichen (keine PDF-Dateien).

Prüfende: Prof. Dr. Iole Fagnoli (Romanistisches Institut), Prof. Dr. Stefan Rebenich (Historisches Institut)

Allfällige Nachfragen zur Leistungskontrolle (während und nach der Durchführung der Vorlesungsreihe) sind zu richten an Frau Sara Zwahlen: [cg@cg.unibe.ch](mailto:cg@cg.unibe.ch).

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<b>Title:</b>	<b>ASNEL Summer School: Spaces of Projection</b>
<b>Instructors:</b>	<b>Organised by students under the auspices of the Association for the Study of the New Literatures in English (ASNEL)</b>
<b>Time:</b>	5 – 9 September 2011
<b>Credit Points:</b>	tba

**Course Description:** Do you still need credit points and want to do something special? Here is the perfect solution:

‘Spaces of Projection’ is an international Summer School in postcolonial literatures, cultures and linguistics. The Summer School takes place biannually and is organised by students for students under the auspices of the Association for the Study of the New Literatures in English (ASNEL). In 2011, this event will be hosted at the Universities of Bern and Basel from 5 – 9 September 2011 and is organised by a group of students from both universities. As the theme ‘Spaces of Projection’ suggests, the Summer School will focus on the cultural, social, historical and topographical dimensions of space in postcolonial literatures. Central research questions include the following: How is space represented, constructed and projected? What role does mythology play with respect to cultural topographies? How are identity, ethnicity and the concept of belonging negotiated in relation to space? How are spatial boundaries and nationhood expressed, and what are their impacts? How is space textualised, visualised, and mapped? We were able to gain renowned scholars from the UK, Italy, Germany and Switzerland who will deal with such issues in their lectures and seminars.

The idea of the Summer School is to help you to broaden your horizon in postcolonial studies and at the same time to enable you to socialise with like-minded students from Switzerland and abroad. The Summer School is also a rewarding way to earn credit points!

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**Website:** <http://spacesofprojection.wordpress.com>

**Email:** [info@spacesofprojection.ch](mailto:info@spacesofprojection.ch)

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## Bachelor Colloquia

**Course Type:** Colloquium

**Title:** Linguistics Colloquium

**Instructor:** D. Britain

**Times:** Wednesday 2 March 10-12  
Wednesday 16 March 10-12  
Wednesday 30 March 10-12  
Wednesday 25 May 8-12

**First Session:** 02.03.11

**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):** Cumulative course work

**Grade Requirement:** Ungraded

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**Course Type:** Colloquium  
**Title:** Literature Colloquium  
**Instructor:** A. Kern-Stähler  
**Time:** Block course  
**First Session:** Preliminary meeting: Thursday, 24 February 9 a.m.  
Block course: Dates tba  
**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. The colloquium will be held as a block course. There will be an information session on 24 February at 9 a.m. when we will fix further dates.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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**Course Type:** Colloquium  
**Title:** Literature Colloquium  
**Instructor:** G. Rippl  
**Time:** Wednesday 14-16 (fortnightly)  
**First Session:** 23.02.11  
**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):** Cumulative course work

**Grade Requirement:** Ungraded

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# MASTER STUDIES

## Specialisation Linguistics

<b>Course Type:</b>	<b>Lecture</b>
<b>Title:</b>	<b>Dialects in Contact</b>
<b>Instructor:</b>	<b>D. Britain</b>
<b>Time:</b>	Monday 10-12
<b>First Session:</b>	21.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture examines the linguistic outcomes of dialect contact - when different varieties of the same language are brought together as a result of migration (forced or otherwise), colonialism, urbanisation, land reclamation, or because of more mundane mobilities such as moving home and commuting. What sorts of linguistic processes take place in these contexts? Are there similarities in the linguistic outcomes of colonialism on the one hand, and commuting on the other? What sorts of changes take place when there is little or no contact with other varieties? Topics explored will include linguistic accommodation, second dialect acquisition, new dialect formation, and dialect levelling. We will look both at theoretical texts as well as some extensive case-studies from different kinds of dialect contact setting.

**Texts:** All relevant texts will be placed on ILIAS.

**Aims:** To present a state-of-the-art review of work on dialect contact and its linguistic consequences.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Graded exam at the end of term

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**Course Type:** Seminar

**Title:** Analysing Grammatical Variation and Change

**Instructor:** D. Britain

**Times:**

**Block sessions:**

Tuesday	22 February	10-12
Tuesday	1 March	10-12
Tuesday	8 March	10-12
Tuesday	15 March	10-12
Tuesday	22 March	10-12
Tuesday	29 March	10-12
Tuesday	10 May	10-12

**Conference:**

Thursday,	26 May	14-18
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**First Session:** 22.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This course trains students to engage in the analysis of grammatical variation and change from a contemporary corpus of spoken language data. This 'engagement' involves: a) transcription and corpus preparation issues; b) the extraction of examples of the relevant grammatical features from the corpus; c) the classification of examples; d) the quantification of the analysis. For the course, students will have access to a digitised spoken language corpus from a speech community never before analysed systematically for grammatical variation. Some small parts of the corpus still require transcription, and this transcription forms one (very early) part of the course. We will discuss established techniques for analysing grammatical change, and consider some of the theoretical issues that are currently being addressed through such analyses. A small number of variables will be considered in some depth. Students will then choose one of these variables to analyse from the spoken corpus. A one-day mini-conference in May will be held at which students present, in conference format, the results of their analyses of the data.

**Texts:** A useful text for this course will be: Sali Tagliamonte (2006). *Analysing Sociolinguistic Variation*. Cambridge: Cambridge University Press. Other materials will be made available on ILIAS.

**Aims:** To provide opportunity for students to engage in an empirical analysis of grammatical variation and change, and present the results in a formal format.

**Evaluation (pass/fail):** Cumulative coursework.

**Grade Requirement:** Graded: Transcription work, oral conference presentation, written version of presentation. Ungraded: Transcription work, short written version of data analysis.



**Course Type:** Seminar  
**Title:** Discourse and Identity  
**Instructor:** K. Gonçalves

**Times:** This course will take place on the following dates and at times listed below. Please be aware of the block sessions scheduled in order for students to present their research projects and results:

Tuesday	22 February	14-16
Tuesday	1&8 March	14-16
Tuesday	29 March	14-17*
Tuesday	5&12 April	14-16
Tuesday	3 May	14-17*
Tuesday	10 May	14-16
Tuesday	31 May	14-17*

\* indicates a 3-hour block session from 14-17

**First Session:** 22.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Bucholtz and Hall define identity as the “positioning of self and other” (2005: 586). The concept of identity within the social sciences and especially within the field of linguistics has gained prominence within the last few decades. In fact, de Fina et al. claim that “the relationship between language, discourse, and identity has always been a major area of sociolinguistic investigation” (2006). This is not surprising since one of the ways individuals index their identities is through language in social interaction. Any post-modern account of identity considers it to be an intersubjective collaboration of social, cultural, gendered and linguistic practices. And while the approach taken in this course is indeed an interdisciplinary one, a major focus will be scrutinizing linguistic forms individuals employ to socially construct who they “are”. Students are expected to carry out three research projects in a variety of genres including narrative, conversation and interviews within numerous interactional settings, i.e. tourist settings, the workplace, education, etc. among different communities, i.e. immigrants, binational couples/friends and tourists etc. These projects entail conducting fieldwork while simultaneously being ethically sound. The course is therefore divided up into three blocks. Each block includes teaching sessions, data collection time and a block session where students present their findings via oral presentations.

**Texts:** Texts for each session will be provided on ILIAS.

**Aims:** To introduce students to various theories and models, which have attempted to conceptualize the complexity of identity and discourse in order to gain a better understanding of how ‘doing’ identity work is accomplished.

**Evaluation (pass/fail):** Research project

**Grade Requirement:** Students will be assessed based on their presentations as well as one seminar paper, which focuses on one of the three research projects.

<b>Title:</b>	<b>ASNEL Summer School: Spaces of Projection</b>
<b>Instructors:</b>	<b>Organised by students under the auspices of the Association for the Study of the New Literatures in English (ASNEL)</b>
<b>Time:</b>	5 – 9 September 2011
<b>Credit Points:</b>	tba

**Course Description:** Do you still need credit points and want to do something special? Here is the perfect solution:

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## Specialisation Literature

<b>Course Type:</b>	<b>Lecture</b>
<b>Title:</b>	<b>Early Writings in the Americas</b>
<b>Instructor:</b>	<b>B. Buchenau</b>
<b>Time:</b>	Wednesday 8-10
<b>First Session:</b>	23.02.11
<b>Credit Points:</b>	3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture provides an introduction to the broad range of writings produced in the Americas between the late 15<sup>th</sup> and the early 18<sup>th</sup> century. At this time, people from a wide variety of national, cultural, social and professional backgrounds criss-crossed the Atlantic. They were Spanish, Portuguese, French, Dutch and English explorers, missionaries, military men, merchants and settlers, but also convicts and indentured servants, female orphans and other women sent off to marriage in the colonies or back to Europe for educational purposes, kidnapped Africans to be enslaved in the Americas and American Indians to be exhibited and trained in Europe. As these people moved or were forcefully moved between the continents and between colonies, they usually depended on written texts, maps, images and oral narratives to imagine what was awaiting them and they made sense of their experiences in writings of their own.

We will look at the compilations of Samuel Purchas and at travel reports, diaries and letters, at early proto-scientific writing, at visual material and at poetry and captivity tales by authors such as Christopher Columbus, Bartholomé de las Casas, the Jesuit missionaries, Jean de Léry, Garcilaso de la Vega, el Inca, Hans Staden, Richard Hakluyt Jr. and Sr., Sir Walter Raleigh, Samuel de Champlain, Pierre-Esprit Radisson, Francis Daniel Pastorius, John Smith, William Bradford, Mary Rowlandson, Sarah Kemble Knight, James Granger and Ebenezer Cook. Doing so, it is our aim to situate English-language writings from North America in the multi-lingual contexts of competing European colonial projects of their times. Since we tend to be less multi-lingual than readers in early colonial times, we will make use of the many translations available for non-English writings from the Americas.

**Texts:** The required reading for each session will be made available on ILIAS.

**Aims:** To analyze some of the most important canonical and non-canonical literature of the Americas in the early period of European colonization (1490 – 1730) and to scrutinize the contribution of fictional and non-fictional literature and visual culture to competing projects of colonization.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Evaluation of course work

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**Course Type:** Lecture

**Title:** Conceptualizing Cosmopolitanism and World Literature

**Instructor:** T. Claviez

**Time:** Tuesday 14-16

**First Session:** 22.02.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

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

**Evaluation:** Cumulative Course Work, Lecture Notes

**Grade Requirement:** Written Exam

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**Course Type:** Lecture  
**Title:** Introduction to the Fantastic in Literature  
**Instructors:** I. Huber, U. Kluwick  
**Time:** Tuesday 14-16  
**First Session:** 22.02.11  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This series of lectures provides a survey of the different modes in which the fantastic surfaces in literature. We will discuss a variety of literary forms – from myth to the Renaissance stage, from the Romantics to children’s literature and fantasy, from early travel writing to the gothic, from the fantastic to horror films, from the beginnings of detective fiction to magic realism. The course will develop a literary history of the fantastic, and intends to introduce students to the plethora of generic peculiarities of non-realist forms of literature. The interaction between “reality” and the supernatural, together with the difficulty of distinguishing between the two, has always held a special appeal for the human imagination; we will consider which epistemological and ontological frameworks underlie the various modes in which the realist and the fantastic meet and situate them in their cultural and historical context.

**Texts:** Angela Carter, *Nights at the Circus*; Henry James, *The Turn of the Screw*; William Shakespeare, *The Tempest*; Bram Stoker, *Dracula*. A collection of shorter texts, as well as excerpts from works by Lewis Carrol, Samuel Coleridge, Arthur Conan Doyle, Ian McEwan, Ovid, Poe, J.R.R. Tolkien, and others will be provided on ILIAS. Students are strongly advised to read all of the literature recommended for this course.

**Aims:** Students will be introduced to a variety of literary modes and genres which incorporate fantastic elements. They will learn to place different forms of non-realist writing in a socio-historical and cultural context, become familiar with relevant theoretical concepts and key terms, and develop an understanding of forms of the fantastic as parts of a literary tradition.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** to be specified

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**Course Type:** Seminar  
**Title:** Native American Literature and Film  
**Instructor:** T. Claviez  
**Time:** Wednesday 10-12  
**First Session:** 23.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**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 familiarize us with the situation and perception of Native Americans in the US, with problems of orality and mytho-poetics, and Native American humor and environmental imagination. One of the questions we will investigate is how Native Americans perceive themselves in the light of the stereotypes they have met with since the first encounters with European settlers.

**Texts:**

Among 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

**Evaluation:** Cumulative Course Work, 1 Presentation in Class.

**Grade Requirement:** Written Paper 6500-7500 words.

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**Course Type:** Seminar with field trip

**Title:** Medieval York: Art and Literature

**Instructors:** A. Kern-Stähler / B. Schellewald

**Times:** Seminar: Wednesday 16-18  
Field trip: 10-14 May

**First Session:** 23.02.11

**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This seminar and study trip will bring together students of art history from the University of Basel (Prof. Dr. Barbara Schellewald) and students of English literature from the University of Bern (Prof. Dr. Annette Kern-Stähler). We will explore the art, architecture and literature of medieval York, one of the most important cities in medieval Europe. Special emphasis will be placed on interrelations between art and literature (particularly drama). A series of seminars (run in Bern and Basel) will be followed by a five-day study trip to York.

**Texts:** tba

**Aims:** To introduce students to interdisciplinary research.

**Evaluation (pass/fail):** Cumulative course work, presentation, participation in seminar AND study trip

**Grade Requirement:** Presentation with hand-out and bibliography

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**Course Type:** Seminar  
**Title:** The World of Charles Dickens  
**Instructor:** U. Kluwick  
**Time:** Wednesday 16-18  
**First Session:** 23.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This seminar will delve deeply into the world of Charles Dickens. We will look at his writing in relation to the historical context of the Victorian era, and read his novels from a variety of stances - as cultural products of a particular period, as historical echo chambers, and as great literary artefacts. Particular emphasis will be placed on how Dickens's oeuvre emerges from, reacts to and interacts with the literary, social and political currents and questions of his time. To this end, we will also look at some of his non-fictional writing, as well as other historical documents of the period. Our main research questions will concern the manner in which Dickens's writing was influenced by his particular Victorian context, but simultaneously also how Dickens's texts form stages on which to negotiate crucial problems of the age in a different cultural form.

**Texts:** Please note that, given the nature of Dickens's novels, this will be a rather reading-intensive seminar. Students will be expected to read three novels (*Our Mutual Friend*, *Great Expectations*, *The Old Curiosity Shop*) in their entirety. In addition, we will read passages from other novels, as well as historical and secondary material (all of which will be available on ILIAS).

**Aims:** To familiarise students with as much of the work of Dickens as possible, and to show them what context his writing emerged from. Approaching Dickens's novels as Victorian cultural products will allow students to employ a variety of techniques of literary analysis, as well as a wide range of literary theories.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper

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**Course Type:** Seminar  
**Title:** Gender and Text: Towards Liberation  
**Instructor:** M. Mace-Tessler  
**Time:** Monday 10-12  
**First Session:** 21.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** In this seminar, we will read works of 19th- and 20th-century women authors such as Harriet Beecher Stowe, Louisa May Alcott, Emily Dickinson, Willa Cather, Edith Wharton, Lorrie Moore, and Marilynne Robinson, in order to examine the ways in which they present women in the world. In addition, we will read a selection of critical texts to allow us to build an overview of feminist and gender critical theory.

**Texts:** These will probably include *Uncle Tom's Cabin*, *Little Women*, the poems of Emily Dickinson, *O Pioneers!*, *The House of Mirth*, *Housekeeping*, and short stories by Moore, Glaspell, and Gilman. The students who sign up for the course on ePhi by the end of January will be sent a final reading list.

**Aims:** To examine the concerns and techniques of women writers as well as those of feminist and gender criticism.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper

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**Course Type:** Seminar  
**Title:** Intermedial Narration  
**Instructor:** G. Rippl  
**Time:** Tuesday 12-14  
**First Session:** 22.02.11  
**Credit Points:** 7 ECTS (unmarked 4 ECTS)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** As the formal study of narrative, narratology has always played a crucial role in literary studies. As a consequence, the narrative structures of literary texts have received a lot of attention. This, however, is not true for literary texts which include pictures (e.g. illustrated novels), graphic novels and films. This seminar's aim is to read up on latest narratological approaches, which will then help us to tackle multi-medial art forms.

**Texts:** A list of primary sources (illustrated literary texts, graphic novels, films etc.) and secondary material will be uploaded under ILIAS in January.

**Aims:** Familiarize ourselves with latest developments in narratology.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Paper

**Remarks:** Please enroll on ILIAS and on ePhi as soon as possible so that we can inform you about uploads during the semester break.

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**Course Type:** Lecture

**Title:** Streit und Konflikt im Mittelalter  
(Bernese Mittelalter Zentrum BMZ)

**Instructors:** Medievalists of Berne University and guest speakers

**Time:** Thursday 17.15-18.45

**First Session:** 24.02.11

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Die Ringvorlesung des Berner Mittelalterzentrums beschäftigt sich im Frühjahrssemester 2011 mit dem Thema „Streit und Konflikt im Mittelalter“. Behandelt werden Konstellationen, Szenarien und konkrete Beispielfälle, in denen mittelalterliche Konflikte ausgetragen wurden. Zur Sprache kommen dabei Auseinandersetzungen mit eskalierender Gewalt, aber auch Konfliktformen, die nach bestimmten Regeln ablaufen, etwa im Turnier, in der universitären Disputatio oder in der literarischen Gestaltung des Streitgedichts.

Ein detailliertes Programm der Vorlesung wird per Aushang und im Internet ([www.bmz.unibe.ch](http://www.bmz.unibe.ch)) bekannt gegeben.

**Aims:** Ziel der Veranstaltung ist es, die interdisziplinäre Vernetzung der Mediävistik zu fördern und die Studierenden an einem fächerübergreifenden Gespräch zu beteiligen; diesem Zweck dienen vor allem die an die Vorträge anschliessenden Diskussionen.

**Evaluation (pass/fail):** Preliminary meeting on 21.02.11 (room B 321), participation in the lecture series, three follow-up sessions (dates to be announced), essay of 2800 words to be handed in to Prof. Annette Kern-Stähler by end of term.

**Grade Requirement:** Evaluation of course work

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<b>Title:</b>	<b>ASNEL Summer School: Spaces of Projection</b>
<b>Instructors:</b>	<b>Organised by students under the auspices of the Association for the Study of the New Literatures in English (ASNEL)</b>
<b>Time:</b>	5 – 9 September 2011
<b>Credit Points:</b>	tba

**Course Description:** Do you still need credit points and want to do something special? Here is the perfect solution:

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## Master Forums

**Course Type:** Linguistics

**Title:** Master Forum

**Instructor:** D. Britain

**Times:** Wednesday 23 February 10-12  
Wednesday 9 March 10-12  
Wednesday 23 March 10-12  
Wednesday 11 May 10-12  
Thursday 26 May 8-12

**First Session:** 23.02.11

**Credit Points:** 4 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** The Master Forum is a continual course over the duration of three terms. Students stay in the same Forum during the first three terms of their MA Studies. The Forum is a problem-oriented research colloquium in which students will have the chance to talk about their work and their problems, discuss theories and methodologies and peer-review their written work and presentation skills. Its format is variable (fortnightly, block-sessions) and will be announced by the conducting professors at the beginning of term.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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**Course Type:** Literature  
**Title:** Master Forum  
**Instructors:** A. Kern-Stähler, G. Rippl  
**Time:** Wednesday 14-16 (fortnightly)  
**First Session:** 02.03.11  
**Credit Points:** 4 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** The Master Forum is a continual course over the duration of three terms. Students stay in the same Forum during the first three terms of their MA Studies. The Forum is a problem-oriented research colloquium in which students will have the chance to talk about their work and their problems, discuss theories and methodologies and peer-review their written work and presentation skills. Its format is variable (fortnightly, block-sessions) and will be announced by the conducting professors at the beginning of term.

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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# PHD COLLOQUIA

<b>PhD Colloquium Linguistics</b>
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**Course Type:** Colloquium

**Title:** PhD Colloquium

**Instructor:** D. Britain

**Time:** tba

**First Session:** tba

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This colloquium is for doctoral and post-doctoral researchers who are working on a PhD thesis or a Habilitation. The aim of the colloquium is to provide a forum for the discussion of written work, upcoming conference and workshop presentations and other professional development activities.

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## PhD Colloquia Literature

**Course Type:** Colloquium

**Title:** Doctoral Colloquium

**Instructor:** A. Kern-Stähler

**Time:** tba

**First Session:** tba

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** The doctoral colloquium allows doctoral students in Medieval Studies to discuss new trends in the field and to receive feedback on their research.

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**Course Type:** Colloquium

**Title:** PhD and PostDoc Colloquium North American Literature

**Instructor:** G. Rippl

**Time:** Tuesday 18-20

**First Session:** 22.02.11

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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## 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.

**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*.

**B. Buchenau:** Colonial literary and cultural history of North America; Atlantic and inter-American studies; minority studies (theories, practices, pedagogies); historical fiction; travel writing; early modern scholarship and its arts (esp. cartographical maps and representational engravings); stereotypes (in words, pictures, and sounds); religious typology.

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

**A. Cottier:** Postcolonial literatures, contemporary British and North American literatures, historiography, history and politics, autobiography, narratology, gender studies, literary theory.

**N. A. Escherle:** South Asian anglophone literatures and cultures, religion and/in literature, conceptions and the staging of the other/alterity in literature, postcolonial literature and theory, cosmopolitanism, fictional and meta-fictional biography, intermediality, utopian and dystopian literature, satire.

**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.

**S. Hoppeler:** Contemporary American and Canadian literature, comics and graphic novels, intermediality, narratology, gender studies.

**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.

**U. Kluwick:** Postmodern fiction, postcolonial literatures, historiographic metafiction, magic realism, literary theories, ecocriticism, Victorian literature.

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

**N. Nyffenegger-Staub:** 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.

**K. Reist:** 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.

**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.

**C. Rickli:** Contemporary American literature, post-9/11 American culture, trauma studies, American dream, high modernism, cinema, apocalyptic culture.

**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.

**D. Smyk-Bhattacharjee:** Morphology, new media language, language change, especially present-day lexical change, corpus linguistics, sociolinguistics, language acquisition as well as e-learning and e-teaching.

**J. Strässler:** Syntax, especially lexically-driven parsing, generative grammar, computer linguistics, phonetics and phonology, forensic linguistics, time-tense relationships.

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

**N. Studer-Joho:** Old and Middle English (especially morphology and phonology), historical dialectology, language change, historical sociolinguistics, scribal variation.

## STUDENTS' COMMITTEE

Website: <http://www.englishstudents.ch>

e-mail: [fsanglistik@sub.unibe.ch](mailto: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.

### Members of the Students' Committee

Bettina Huber	<a href="mailto:bettina.huber@students.unibe.ch">bettina.huber@students.unibe.ch</a>
Benjamin Imobersteg	<a href="mailto:ben.imobersteg@students.unibe.ch">ben.imobersteg@students.unibe.ch</a>
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**Check our website regularly!**

## UNIVERSITY OF BERNE, ENGLISH DEPARTMENT: ADDRESS LIST

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B: Offices in the Länggassstrasse 49

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# TIMETABLE SPRING SEMESTER 2011

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-10		Morrissey: Modern English Grammar II	Morrissey: Use of English ( <i>Workshop</i> ) Buchenau: Early Writings in the Americas ( <i>FM Lecture/MA Lecture</i> )	Straub: The Early American Novel and the Nation ( <i>FM Seminar</i> )	
10-12	Britain: Dialects in Contact ( <i>FM Lecture/MA Lecture</i> ) <b>Mace-Tessler: Gender and Text: Towards Liberation (MA Seminar)</b>	Mace-Tessler/Morrissey: Writing Skills II Cottier: Cosmopolitan London in Literature and Film ( <i>FM Seminar</i> ) Britain: Analysing Grammatical Variation and Change ( <i>MA Seminar</i> ) for specific dates see below	Morrissey: Languages in Contact ( <i>FM Lecture</i> ) Britain: Bachelor Colloquium for specific dates see below Claviez: Native American Literature and Film ( <i>MA Seminar</i> ) Britain: Master Forum for specific dates see below	Mace-Tessler/Morrissey: Writing Skills II Strässler: Second Language Acquisition ( <i>FM Seminar</i> )	
12-14		Rippl: Intermedial Narration ( <i>MA Seminar</i> )	Huber/Kluwick: Real Magic or Magical Reality? The Ambivalences of Magic Realism ( <i>FM Seminar</i> )	Morrissey: Creative Writing ( <i>Workshop</i> ) Studer-Joho: Methods in Historical Linguistic Research ( <i>FM Seminar</i> )	
14-16	Britain/Gonçalves: Research Methods in Sociolinguistics ( <i>FM Seminar</i> ) for specific dates see below Mace-Tessler: Speechifying ( <i>Workshop</i> )	Huber/Kluwick: Introduction to the Fantastic in Literature ( <i>FM Lecture/MA Lecture</i> ) Claviez: Conceptualizing Cosmopolitanism and World Literature ( <i>FM Lecture/MA Lecture</i> ) Gonçalves: Discourse and Identity ( <i>MA Seminar</i> ) for specific dates see below	Rippl: Bachelor Colloquium Literature (fortnightly) Buchenau: Life Writings in Multilingual Contexts ( <i>FM Seminar</i> ) Kern-Stähler/Rippl: Master Forum (fortnightly)	Mace-Tessler: Reading Film ( <i>Workshop</i> ) Nyffenegger: Giants, Dragons, and the Raucous Laughter of a Beheaded Green Knight: Precursors to the Fantastic in Medieval Literature ( <i>FM Seminar</i> )	
16-18	Smyk-Bhattacharjee: English Lexicology ( <i>FM Seminar</i> )		Buchenau: Traveling Literature: 16th to 18th Century Exploration, Literature and the Sciences ( <i>FM Seminar</i> ) Kluwick: The World of Charles Dickens ( <i>MA Seminar</i> ) Kern-Stähler: Medieval York: Art and Literature ( <i>MA Seminar with Field Trip</i> ) for specific dates see below	Morrissey: Page and Stage ( <i>Workshop</i> ) 17.15-18.45: BMZ: Streit und Konflikt im Mittelalter ( <i>BA Lecture/Wahlbereich Lecture/MA Lecture</i> )	
18-20		Rippl: PhD Colloquium	Collegium Generale: Das Vermächtnis der Römer - Römische Recht und Europa ( <i>Wahlbereich Lecture</i> )		

## Key:

Classes in **bold** are for master students

Language Foundation Module

### Focus Modules (FM):

FM: Language: Structure, Change, Analysis

FM: Language Contact

FM: Early North American Writings

FM: Cosmopolitanism

FM: Fantastic Literature

## Single events and block sessions:

### Bachelor Courses

- Kern-Stähler: Recent Trends in Medieval Studies (*Workshop: One-day student conference*): Preliminary meeting: Thursday, 3 Mar 14-16; conference: date tba
- Britain/Gonçalves: Research Methods in Sociolinguistics (*FM Seminar*): Monday, 21 & 28 Feb 14-16; 14 Mar 14-17; 21 & 28 Mar 14-16, 18 Apr 14-17; 2 & 9 May 14-16, 30 May 14-17
- Britain: Bachelor Colloquium Linguistics: Wednesday 2, 16 & 30 Mar 10-12; 25 May 8-12
- Kern-Stähler: Bachelor Colloquium Literature: Preliminary meeting: Thursday, 24 Feb 9 a.m.; further sessions tba
- ASNEL Summer School: Spaces of Projection, 5-9 September 2011

### Master Courses

- Kern-Stähler: Medieval York: Art and Literature: Wednesday 16-18 (*MA Seminar with Field Trip*); note: participation in accompanying field trip is compulsory, date: 10-14 May
- Gonçalves: Discourse and Identity (*MA Seminar*): Tuesday, 22 Feb 14-16; 1 & 8 Mar 14-16; 29 Mar 14-17; 5 & 12 Apr 14-16; 3 May 14-17; 10 May 14-16; 31 May 14-17
- Britain: Analysing Grammatical Variation and Change: Tuesday 10-12 (in ISO weeks 8, 9, 10, 11, 12, 13, 19) and a one day conference on Thursday, 26 May 14-18
- Britain: Master Forum Linguistics: Wednesday, 23 Feb 10-12; 9 Mar 10-12; 23 Mar 10-12; 11 May 10-12; Thursday, 26 May 8-12
- ASNEL Summer School: Spaces of Projection, 5-9 September 2011

### PhD Courses

- Kern-Stähler: PhD Colloquium: dates tba
- Britain: PhD Colloquium: dates tba