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## INTRODUCTION

Dear Students, dear Members of Staff,

As Summer into Autumn slips  
And yet we sooner say  
“The Summer” than “the Autumn,” lest  
We turn the sun away,

so we return from our various holiday resorts to the Unitobler, not pining for the vacations that passed much too quickly but looking forward to the intellectual stimulus that will enlighten the short, dark days of the oncoming season. – At this point critical readers may object that this is a *very* cheesy beginning for an introduction from which you expect to learn hard facts about courses, credit points, counselling and all that. Well, you will find this information below, but from time to time I do like to remind all of us, from the first-year students who are not quite sure what to expect of their studies to the colleagues overburdened by teaching, marking and admin tasks, why we have chosen to dedicate a significant portion of our lives to the study of the English language and literature. One important motivation is the sheer pleasure in the beauty of language, enjoyed passively by reading a poem such as Emily Dickinson’s “As Summer into Autumn slips,” or actively by trying to express one’s own thoughts in just the right words. This ability to express oneself is one of the key skills we endeavour to teach at our department, and we do so in various formats ranging from the intensive writing courses offered to BA students to the research colloquium in which MA students have the opportunity to present their final theses. But this pedagogical aim is not restricted to the correct use of language and the proper marshalling of arguments in an academic paper. We also encourage the playful and creative use of language, and indeed it is long standing tradition at our department to offer creative writing courses and for students to write (and in some cases, publish) poetry and fiction, to stage plays – in some cases, written by themselves – and to engage in other cultural activities. All newcomers are cordially invited to join in!

A second, equally important incitement for choosing a subject within the humanities is the desire for knowledge, in other words, intellectual curiosity. This may begin with something as simple as the wish to know how Emily Dickinson’s poem continues and what it actually means. Is she really talking about changing seasons, or possibly about states of the mind, or memories of happier times, or ‘the seasons’ in a person’s life, when the summer of adulthood is followed by the autumn of middle age? Such questions, taking a single text as a starting point, may lead to larger reflections on the nature of art and beauty (aesthetics), on the generation of meaning and processes of communication (linguistics), on the formal organisation of the poem (structuralism), on the context of the poem (literary history) or its effects (reader response theory) – just some of the fields we encounter daily in our seminars. It is important that we continue to find the time and interest to discuss such questions, and preserve our ability to feel pleasure, curiosity and wonder, despite the exigencies of our busy agendas.

Now to the hard facts. If you feel mystified by the study plan or encounter any other problems, please contact your study counsellor:

**Julia Straub** who is responsible for **BA students** with surnames from **A-M** and for **MA students**,

**Nicole Nyffenegger** who is responsible for **BA students** with surnames from **N-Z** and for **Liz students**,

**Irmtraud Huber** who is responsible for **transfer students**.

They will be happy to answer your queries during the office hours they have set aside for this purpose (see page 3 of this booklet). Please consult the ‘Whom to Ask’ notice outside the secretaries’ office to know whom to consult about specific questions, such as the stay abroad, departmental exchanges, ETM proposals, etc. You will receive the swiftest answer if you ask the right person. If you have queries relating to particular courses, please address the course instructor in question.

May I remind all our BA/MA students (who are not transfer students) that they need to register in ‘ePUB’? If for any reason you have not done so yet, please follow the instructions concerning your ‘Selbstdeklaration’ on the homepage of [epub.unibe.ch](http://epub.unibe.ch). You do not need to sign up electronically there for any tests; these are organised within our department, so that your role within ePUB is confined to discovering the marks you have obtained for individual modules and checking which modules you still need to complete. Please register for courses in our department via **ePhi** (there won’t be any sign-up sheets on the notice-board this semester). This will facilitate the management of attendance, electronic communication etc. Please follow the instructions on the **ePhi homepage: <https://hidek1.unibe.ch/ephi>**).

For information concerning departmental exams please consult the notice-board and the departmental homepage [www.ens.unibe.ch](http://www.ens.unibe.ch). There you will also find updated information on current activities such as guest lectures and conferences. These are an important feature of academic life, and students are very welcome to attend.

As summer turns into autumn, we sadly have to bid farewell to esteemed colleagues and dear friends. Prof Christiane Schlote, for four years Assistant Professor in Postcolonial Studies at the English Department, left us at the end of the spring term. Very popular with students and colleagues alike, she will be widely missed. We wish her all the best for her future career! – Hecatombs of former and current students, colleagues, friends and admirers flocked to Prof Margaret Bridges’s farewell lecture on “The Medieval Author in Bed.” The sheer numbers – the lecture had to be moved to the largest lecture hall in the main building – testify to the outstanding role Margaret Bridges played, not only within the University of Berne, but in Swiss Medieval Studies as well as internationally. With her, we lose a truly exceptional colleague. Our best wishes for her retirement which, I am sure, will be replete with “mellow fruitfulness” (another autumn poem, this time by John Keats).

Heartfelt thanks go to the lecturers who cover teaching in Medieval Studies while the professorship remains vacant – Dr Nicole Nyffenegger, Dr Lucy Perry and Dr Fiona Tolhurst as well as to the tried and tested linguistic team, Prof Beatrix Busse, Kellie Gonçalves, Dr Franz Andres Morrissey, Dr Jürg Strässler, Dr Verena Haser and Dr Dorota Smyk-Bhattacharjee, who are joined this term by Prof Andreas Jucker from Zurich. We expect to fill the vacancies in Medieval Studies and Modern English Linguistics in the spring semester 2010.

Last but not least, I am happy to announce that Prof Thomas Claviez has taken up his position as Professor of Literary Theory. He will not only teach theory and American literature in our study programmes; in addition, he is in charge of the newly founded Centre for Cultural Studies. We are looking forward to his exciting contributions to research and teaching at the English Department. Prof Claviez will receive support from his new assistants, Annie Cottier and Nora Escherle.

Have a good start into an inspiring autumn term!

Professor Virginia Richter  
Head of Department

## STAFF

### Directors of Department

Prof. Dr. Virginia Richter      Head of Department  
    Modern English Literature  
Prof. Dr. Gabriele Rippl  
    Literatures in English  
Prof. Dr. Thomas Claviez  
    Literary Theory  
N.N.  
    Medieval English Language and Literature  
N.N.  
    Modern English Linguistics

### Consultation Times

Tuesday 14-15:30 or by appt.  
Monday 12-14 or by appt.  
By appointment  
To be announced  
To be announced

### Assistant Professors

Prof. Dr. Beatrix Busse  
    English Historical Linguistics  
N.N.  
    Postcolonial Literature

Tuesday 15-16 or by appt.  
To be announced

### Lecturers

Dr. Verena Haser  
    English Linguistics  
Prof. Dr. Andreas H. Jucker  
    English Linguistics  
Dr. Nicole Nyffenegger-Staub  
    Medieval English Literature  
Dr. Lucy Perry  
    Medieval English Literature  
Dr. Dorota Smyk-Bhattacharjee  
    English Linguistics  
Dr. Kirsten Stirling  
    English Literature  
Dr. Jürg Strässler  
    English Linguistics  
Dr. Fiona Tolhurst  
    Medieval English Literature

By appointment  
By appointment  
Sign up on door or by appt.  
By appointment  
By appointment  
By appointment  
By appointment  
By appointment

### Assistants

Nora Anna Escherle M.A.  
    Literary Theory  
Lic.phil. Kellie Gonçalves  
    Modern English Linguistics  
Irmtraud Huber M.A.  
    Modern English Literature  
Dr. Ursula Kluwick  
    Modern English Literature  
Lic.phil. Melanie Mettler  
    Modern English Literature  
Dr. Julia Straub  
    Literatures in English

By appointment  
By appointment  
Tuesday 10-12 or by appt.  
By appointment (Mon-Wed)  
By appointment  
Wednesday 14-16 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

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

Monika Iseli-Felder

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

Wednesday 9-10

**Librarian**

Franziska Eberle-Ek

Monday 8-12, 13:30-16:30

Tuesday 8-12, 13:30-16:30

Wednesday: 8-12, 13:30-17

Thursday: 9-12, 13:30-17

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

**BACHELOR STUDIES/LIZENTIAT BASIC STUDIES  
LANGUAGE AND PRACTICAL COURSES**

**BA Course Module:** FM1/I  
**LIZ:** Practical Course  
**Title:** Writing Skills I  
**Instructor(s):** M. Mace-Tessler, F. Andres Morrissey  
**Time(s):** Tuesday 10-12 (2 courses), Thursday 10-12 (2 courses)  
**First Session(s):** 15.09.09, 17.09.09  
**Level:** BA/MA: For 1st-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 3/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** This is the first of a two-part intensive writing course, which is obligatory for all first-year students. The two-term programme will consist of weekly workshops in which students, in small groups, will discuss and, above all, practise the skills required in writing for academic purposes. In the first term, the assignments will be in the form of short papers in which the emphasis will be on the appropriate and clear use of language, as well as the development of cohesion and logical structure. In the second term, students will be required to write two Term Papers, related to their work in their Module I courses. All written work will be corrected, assessed and discussed with the participants. As there are parallel courses running concurrently, students are asked to register their names via ePhi in the appropriate course list at once, in the first week of term.

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

**Aims:** To develop the basics for well-structured research papers based on close reading and detailed analysis of an issue, which is to be introduced clearly and argued through to a sensible conclusion.

**Credit:** Regular attendance and completion of all assignments.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**BA Course Module:** FM2/I  
**LIZ:** Practical Course  
**Title:** Modern English Grammar I  
**Instructor(s):** F. Andres Morrissey  
**Time(s):** Tuesday 8-10, Wednesday 8-10  
**First Session(s):** 15.09.09, 16.09.09  
**Level:** BA/MA: For 1st-year students  
 Liz: For students in their basic studies  
**Credit Points:** BA/MA: 2.5/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** This is the first part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will be looking at the grammar of the noun phrase as well as some aspects of English verb forms.

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

**Texts:** Handouts which will be distributed in class, but material can also be downloaded from [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch). Notice also that this course will be available as a podcast and can be downloaded either from the regular downloads page [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch) or from the podcast server <http://podcast.unibe.ch/podcastserver/Morrissey>.

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

**Aims:** To develop a better insight into how English works, improve the grasp of English in spoken and written form, link the understanding of structures to aspects covered in the linguistics classes and raise awareness of grammatical subtleties used to create specific effects in literary texts.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Throughout semester              | <input type="checkbox"/> Last week of semester |
| <input checked="" type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                           |  |
-



**BA Course Module:** PTM  
**LIZ:** Practical Course  
**Title:** Creative Writing Workshop  
**Instructor(s):** F. Andres Morrissey  
**Time(s):** Thursday 12-14  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For all students  
Liz: For all students  
**Credit Points:** BA/MA: 2.5/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** 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 some 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 into account the feedback, e.g. from the rest of the group. 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).

**Credit:** Credits for the course are based on regular attendance and completion of all course work.

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s)   |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work  |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input checked="" type="checkbox"/> Other: This course will not be evaluated with a mark |
-

**BA Course Module:** PTM  
**LIZ:** Practical Course  
**Title:** Use of English  
**Instructor(s):** F. Andres Morrissey  
**Time(s):** Thursday 8-10  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For all students  
Liz: For all students  
**Credit Points:** BA/MA: 2.5/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** 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.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s)            |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work                 |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |
| <b>Date of Evaluation:</b>  |   |
| <input type="checkbox"/> Throughout semester                                | <input checked="" type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break                              | <input type="checkbox"/> To be advised                    |
| <input type="checkbox"/> Other:   |   |

**Remarks:** Open as *Wahlbereich* only if whole practical module (4 units) is involved. Please consult the study plan.

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**BA Course Module:** PTM  
**LIZ:** Practical Course  
**Title:** "Speechifying": Preparing and Analyzing Speeches  
**Instructor(s):** M. Mace-Tessler  
**Time(s):** Monday 10-12  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For all students  
Liz: For all students  
**Credit Points:** BA/MA: 2.5/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** 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.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input checked="" type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**BA Course Module:** PTM  
**LIZ:** Practical Course  
**Title:** Textual Analysis  
**Instructor(s):** M. Mace-Tessler  
**Time(s):** Tuesday 14-16  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For all students  
Liz: For all students  
**Credit Points:** BA/MA: 2.5/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** The world of literature, or the culture of a place and time, can only begin to be discovered on a page of print through analysis. In this course, we will concentrate on looking closely at short texts from many eras and diverse media. The concept of analysis will be both examined and practiced, and, in the practicing, design and care, thought and belief, and yes, beauty, will be found.

**Texts:** To be provided in class

**Aims:** To develop the skills of textual analysis

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input checked="" type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

## LITERATURE COURSES

<b>BA Course Module:</b>	<b>Lit M1</b>
<b>LIZ:</b>	<b>Proseminar</b>
<b>Title:</b>	<b>Introduction to Literatures in English</b>
<b>Instructor(s):</b>	<b>U. Kluwick, N. Nyffenegger-Staub, J. Straub</b>
<b>Time(s):</b>	Monday 12-14, Tuesday 12-14, Friday 10-12
<b>First Session(s):</b>	14.09.09, 15.09.09, 18.09.09
<b>Level:</b>	BA/MA: For 1st-year students
<b>Credit Points:</b>	BA/MA: 3.5

**Open to students as Wahlbereich?** Yes  No

**Content:** The interpretation of literary texts and their discussion in both written and oral form is a central element of the study of literature. There are methods, concepts and tools students of literatures in English should use when approaching literary texts. They will help them to obtain a fuller understanding of texts and to express themselves clearly and competently. In this course we will look at literature as a particular form of communication, i.e. we will consider the specificity of literary texts, and its various genres: drama, narrative fiction, poetry. We will consider literary texts from different periods and cultural contexts or traditions.

**Texts:** Texts for the course will be made available on ILIAS.

**Aims:** This course aims to provide students with a first understanding of the thematic and formal breadth of literatures in English. Students will be introduced to the analysis of literary texts of various genres and periods using analytical tools for textual interpretation.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

### **Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Test/Exam                    | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

### **Date of Evaluation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Throughout semester  | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break  | <input type="checkbox"/> To be advised         |
| <input checked="" type="checkbox"/> Other: The exam will take place on Saturday, 12 December. |  |
-

**BA Course Module:** Lit M2/I  
**Module Name:** Close Reading of Literary Texts  
**LIZ:** Proseminar  
**Title:** Short Cuts: Analyzing Narrative Texts  
**Instructor(s):** V. Richter  
**Time(s):** Tuesday 16-18  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For 1st-year major and 2nd-year minor students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** “True! – nervous – very, very dreadfully nervous I had been and am; but why *will* you say that I am mad?” This, the first sentence of Edgar Allan Poe’s short story “The Tell-Tale Heart,” sets the tone for the entire narrative. The opening exclamation, the broken syntax, the repetition of the adverb “very” and the adjective “nervous,” the concluding question – all of these elements provide the reader with information about the narrator (unreliable), the story’s theme (an overwrought psychological state, possibly madness), and its historical context (the Romantic period). Poe’s opening sentence raises very different expectations from the beginnings of, say, a story written by Henry James, James Joyce, or Ernest Hemingway. The practice of close reading shows us how formal features are connected to a text’s content, how stylistic choices produce a particular mode of writing, such as the fantastic or the realistic mode. To be able to recognize and differentiate such textual practices constitutes the very foundation of literary criticism. In this seminar, we will analyse a wide range of texts from the nineteenth and twentieth centuries, in order to give the participants an overview of styles, periods, and aesthetic schools, and to provide them with a solid knowledge of the tools of the trade. The focus on short narratives will allow us to have in-depth discussions of the entire text, connecting analysis on the micro-level (a sentence, a paragraph) with an exploration of the text’s overall composition. Students wishing to participate in this seminar have to be prepared to read a lot (one text per session), and to engage themselves actively in the discussions.

**Texts:** The set texts will be available in a reader, to be picked up at the secretaries’ office at cost price.

**Aims:** To practise close reading of narrative texts and to familiarize students with the main methods and terms used in narratology, rhetorics and stylistic analysis.

**Credit:** Credits for the course are based on regular attendance and completion of all course work. Evaluation upon completion of all three parts of Lit M2.

**Evaluation (Leistungskontrolle):**

- |   |   |
|---|---|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s)    |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work         |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                   |
| <b>Date of Evaluation:</b>  |   |
| <input type="checkbox"/> Throughout semester                                | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break                              | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:   |   |

**BA Course Module:** Lit M2/I  
**Module Name:** Close Reading of Literary Texts  
**LIZ:** Proseminar  
**Title:** The Political Ian McEwan  
**Instructor(s):** M. Mettler  
**Time(s):** Monday 14-16  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For 1st-year major and 2nd-year minor students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** The difficult relationship between art and politics has never ceased to interest literary scholars. Especially when dealing with authors openly professing political awareness, the interpretation of literary texts presents a challenge. Are these texts to be read as works of art, as political manifestoes, as contemporary sociological documents? Ian McEwan is an acclaimed contemporary author who plays with these interrelations throughout the body of his work. Along with a few short stories, we will read his Cold War novel *The Innocent* (1990), as well as the post-9/11 novel *Saturday* (2005). Ian McEwan's non-fictional writing will also be taken into account. In this course, the focus is on the manner in which narratological methods of text analysis can serve as a solid scholarly basis for our interpretation of primary texts.

**Texts:** *The Innocent* (1990) and *Saturday* (2005). Vintage Paperback editions are available for both novels. A few short stories and secondary material will be available on ILIAS. Students should also purchase Shlomith Rimmon-Kenan's *Narrative Fiction. Contemporary Poetics*. London and New York: Routledge, 2004.

**Aims:** To become familiar with methods of close reading, as well as being able to create and develop academic arguments.

**Credit:** Credits for the course are based on regular attendance and completion of all course work. Evaluation upon completion of all three parts of Lit M2.

**Evaluation (Leistungskontrolle):**

- |   |   |
|---|---|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s)    |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work         |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                   |
| <b>Date of Evaluation:</b>  |   |
| <input type="checkbox"/> Throughout semester                                | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break                              | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:   |   |
-

**BA Course Module:** Lit M2/II  
**Module Name:** Literature in Historical Perspective  
**LIZ:** Proseminar  
**Title:** “Tell all the Truth but tell it Slant”: Truth and Lies in 19th Century American Literature  
**Instructor(s):** M. Mace-Tessler  
**Time(s):** Wednesday 10-12  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For 2nd-year major and 3rd-year minor students  
 Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** In many 19th-century American texts, telling the truth and living authentically are seen as admirable behavior. At the same time, these texts present characters or narrators who, although sympathetic, equivocate, lie, or remain silent rather than tell the truth. In this course, we will read parts of Thoreau’s *Walden* and his essays, short stories by Melville and Hawthorne, poems by Dickinson, and Twain’s *The Adventures of Huckleberry Finn* to discover the variety of ways the works negotiate the territory between reality and fiction, truth and lies.

**Texts:** Copies of short story collections of Melville and Hawthorne and *The Adventures of Huckleberry Finn* will be on sale in the Bugeno. Other texts will be posted on ILIAS. It would be very wise to read *Huckleberry Finn* before the term begins.

**Aims:** To develop close reading skills and to gain a sense of the literature of this period and place.

**Credit:** Credits for the course are based on regular attendance and completion of all course work. Evaluation upon completion of all three parts of Lit M2.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-



**BA Course Module:** Lit M2/II  
**Module Name:** Literature in Historical Perspective  
**LIZ:** Proseminar  
**Title:** Heroes and Villains in Old English Literature  
**Instructor(s):** L. Perry  
**Time(s):** Thursday 10-12  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For 2nd-year major and 3rd-year minor students  
 Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** The literature of Anglo-Saxon England from 700 to 1100, as the earliest vernacular literature of Medieval Europe, provides a window onto a society founded upon a Germanic warrior ethos tempered by a devout Christian faith. This course will focus on representations of heroes, be they combatants or saints, and villains, be they invading armies or monsters. Some insights into attitudes to kingship will be available from tales of feuding families in the eighth century from the *Anglo-Saxon Chronicle*. In the epic poem *Beowulf* the exploits of the hero are treated alongside accounts of women who suffer the consequences of the feuds of men. Attitudes to violence can be explored in the torture and murder of the saintly king, Edmund, by vikings, as told by the Anglo-Saxon monk Aelfric. And the magnificent dream-vision *The Dream of the Rood* gives an account of Christ's crucifixion from the point of view of the instrument of torture, the Cross. This course aims also to open the way to reading some of these early treasures of English literature as you will learn to read short extracts in the original language while longer pieces will be studied in translation.

**Texts:** Richard Marsden, *The Cambridge Old English Reader* (Cambridge: Cambridge University Press, 2004). Translations of longer works will be available for download.

**Aims:** Knowledge and appreciation of some key literary texts of Anglo-Saxon England. Awareness of the cultural and social background. Sufficient knowledge of Old English to translate short texts. Understanding of the principles of Old English poetic style.

**Credit:** Credits for the course are based on regular attendance, active participation, and completion of all course work. Evaluation upon completion of all three parts of Lit M2.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-

**BA Course Module:** Lit M3/I  
**Module Name:** Introduction to Literatures in English  
**LIZ:** Lecture  
**Title:** Theoretical Approaches to Literary History up to 1800  
**Instructor(s):** V. Richter, G. Rippl, N. Nyffenegger-Staub  
**Time(s):** Monday 10-12  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For 2nd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 3/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** This course is designed as an introduction to some selected chapters of the literary history of Britain and the U.S.

**Texts:** A reader with the relevant primary and critical texts will be made available in the library, for students to copy.

**Aims:** To lay the ground for a theoretical understanding of critical discourses about literature and to familiarize students with some concepts and problems of literary history.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluation. For BA students taking part one of this module only, there will be a revision test on 14 December. Students who go on to take the second part of this module will be tested (on both parts) at the end of the spring term 2010.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Throughout semester  | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break  | <input type="checkbox"/> To be advised         |
| <input checked="" type="checkbox"/> Other: 14 December 2009 (for students taking only Lit M3/I) |  |
-

**BA Course Module:** Lit M4  
**Module Name:** Advanced Studies in Literature  
**LIZ:** Proseminar  
**Title:** Writing the Other  
**Instructor(s):** I. Huber  
**Time(s):** Monday 14-16  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For 3rd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4.5/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** The concept of the Other pervades literary criticism, especially since it underwent a so-called ethical turn that is marked by an increasing concern for representations of the marginalized and repressed. Gender studies and postcolonial theory in particular have been concerned with representations of the Other and the ways in which these are deeply implicated in power and identity struggles. The Other in these discourses stands for the speechless and dominated, those who enter colonial and patriarchal representation but are not allowed to speak for themselves. At the same time, the Other has played a key role in deconstruction, both in philosophy (e.g. in Jaques Derrida and Emmanuel Levinas) and in psychology (e.g. in Julia Kristeva and Jaques Lacan). Here, the Other implies both an inaccessible and inevitable excess of representation and an ethical responsibility towards our fellow beings. Engaging with these different theories, we will explore the ways in which the Other enters into literature and question our own encounters with alterity, facing Otherness as readers. This will confront us with processes of identity formation, politics of representation and representational limits as well as with our own acts of reading and understanding literary texts.

**Texts:** We will analyse representations of the Other in Shakespeare's *Othello* and Toni Morrison's *Beloved*. Further primary texts (mainly short stories and poems) and secondary material will be made available on ILIAS. You will be expected to have read *Othello* by the start of term.

**Aims:** Students visiting this class will learn to critically engage and work with complex theoretical and philosophical concepts in a literary context.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluation.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |
| <b>Date of Evaluation:</b>                                       |   |
| <input type="checkbox"/> Throughout semester                     | <input type="checkbox"/> Last week of semester            |
| <input type="checkbox"/> During semester break                   | <input checked="" type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                                  |   |
-

**BA Course Module:** Lit M4  
**Module Name:** Advanced Studies in Literature  
**LIZ:** Proseminar  
**Title:** ‘What mischief made you become a bloody Muslim?’ – Religion and Violence in contemporary South Asian English Novels  
**Instructor(s):** N. A. Escherle  
**Time(s):** Thursday 14-16  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For 3rd-year students  
 Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4.5/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** The view that religion, especially in “the Mystic East,” often operates in close proximity with violence, either as the object of, or the motivator of violence, is prevalent in public discourse. It is often accompanied by equally well-established ‘truths,’ which all struggle for ascendancy: that religion is morally valuable and only produces conflict and violence when it is misappropriated, that some religions are inherently peaceful while others are essentially violent, that religious affiliation is a property which determines all other aspects of an individual’s identity in some cultures but not in others. ‘Truths’ like these are staged and scrutinized in novels such as *No God in Sight* (2006) by Altaf Tyrewala, *The Reluctant Fundamentalist* (2007) by Mohsin Hamid, *God’s Little Soldier* (2006) by Kiran Nagarkar, *Riot* (2001) by Shashi Tharoor, *Fireproof* (2006) by Raj Kamal Jha and *Cracking India* (1991) by Bapsi Sidhwa. The reading and discussion of these fictional texts (or excerpts from them) will be complemented by the study of critical texts which thematise the origins of the conceptual entanglement of religion and violence (E. Said, P. van der Veer, R. King, A. Sen).

**Texts:** Copies of the primary texts will be on sale at the Bugeno. A reader with the relevant secondary texts and excerpts from primary texts will be made available.

**Aims:** To familiarize students with contemporary Anglophone novels from South Asian background and to develop a critical stance towards the discourse of religion and violence, especially in post-colonial contexts.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluation.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |
| <b>Date of Evaluation:</b>                                       |   |
| <input type="checkbox"/> Throughout semester                     | <input type="checkbox"/> Last week of semester            |
| <input type="checkbox"/> During semester break                   | <input type="checkbox"/> To be advised                    |
| <input type="checkbox"/> Other:                                  |   |

**Remarks:** This course is open for Master-students of “World Literature” (M3: Literature II) and “World Arts and Music”.

**BA Course Module:** Lit M5/I  
**Module Name:** Topics in Literature I  
**LIZ:** Lecture  
**Title:** After the Linguistic Turn: Literary Theory in the 20th Century  
**Instructor(s):** T. Claviez  
**Time(s):** Tuesday 12-14  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For 3rd-year students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 2/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

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

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

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

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Test/Exam                    | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Throughout semester | <input checked="" type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised                    |
| <input type="checkbox"/> Other:                         |   |
-

**BA Course Module:** Lit M5/I  
**Module Name:** Topics in Literature I  
**LIZ:** Lecture  
**Title:** Wars and Wonders: from Medieval Chronicles to Romance  
**Instructor(s):** L. Perry  
**Time(s):** Thursday 14-16  
**First Session(s):** 17.9.08  
**Level:** BA/MA: For 3rd-year students  
Liz: For all students  
**Credit Points:** BA/MA: 2/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** The boundaries between the genres of medieval historiography and medieval romance are fluid. Indeed, it was Geoffrey of Monmouth's *History of the Kings of Britain*, written in Latin, which was to provide the seeds of much vernacular romance, endowing, as it does, the legendary King Arthur with a full biography, inspiring writers of Arthurian romance and fantasy up to the present day. It also spawned the genre of Brut chronicles, historical writings which told the legendary history of Britain from its foundation by Brutus, the great-grandson of Aeneas of Troy. In this course we will explore the relationship between chronicle and romance of medieval England by reading some key historiographical texts of the period, including extracts from Lawman's *Brut* and other Brut chronicles, and studying romances, such as the Alliterative *Morte Arthure*, *Sir Gawain and the Green Knight*, and Malory's *Morte d'Arthur*. The first lectures will consider historical writing as a genre in Medieval England, both before and after the Norman conquest, so looking at texts such as the Anglo-Saxon Chronicle, Bede's *Ecclesiastical History of the English People*, and historiographers of the twelfth century, before engaging more closely with the Middle English texts of the later medieval period. We will explore the importance of the prologue for the articulation of the author's intention thereby locating the author in relation to the material. Of particular interest here is Caxton's prologue to his edition of Malory's *Morte d'Arthur* and Robert Mannyng's preamble to *The Chronicle*. Key topics will include ideas of nation, issues of truth and fiction, the author's choice of language (Latin v vernacular, English v French), and important themes such as kingship, violence, and women.

**Texts:** Extracts of Anglo-Saxon texts and Latin texts will be available in translation for download. Extracts of Lawman's *Brut* and Robert Mannyng's *Chronicle* will also be available for download. Other recommended editions: *The Alliterative Morte Arthure*, ed. by Larry D. Benson, revised by Edward E. Forster (Kalamazoo, Michigan: Medieval Institute Publications, 1994), available on-line in the TEAMS Texts series:

<http://www.lib.rochester.edu/camelot/teams/allitfrm.htm>

Sir Thomas Malory, *Le Morte Darthur*, ed. by Stephen H. A. Shepherd, a Norton Critical Edition (New York: Norton, 2004).

*Sir Gawain and the Green Knight*, ed. by J. R. R. Tolkien and E. V. Gordon, 2nd edition, ed. by Norman Davis (Oxford: Clarendon Press, 1967).

**Aims:** An appreciation of the relationship between Chronicle and Romance in medieval England. An ability to read and offer an interpretation of the Middle English texts. An engagement with the major critical and theoretical issues that emerge. An awareness of the critical debate around the texts.

**Credit:** Credits for the course are based on regular attendance, active participation and on the assessment of students' notes covering the subject matter of four individual lectures of each student's choice, to be handed in no later than the week after courses have finished.

**Evaluation (Leistungskontrolle):**

- Test/Exam
- Oral Presentation
- Evaluation at end of entire Module only

- Written Assignment(s)
- Other Class Work
- Other:

**Date of Evaluation:**

- Throughout semester
- During semester break
- Other:

- Last week of semester
  - To be advised
-

**BA Course Module:** Collegium Generale  
**Module Name:** Wahlbereich Lecture  
**LIZ:** Lecture  
**Title:** Wovon man nicht sprechen kann, darüber muss man  
schweigen: Natürliche und formale Sprachen in den  
Wissenschaften  
**Instructor(s):** Collegium Generale  
**Time(s):** Wednesday 18-20  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For all students  
Liz: For all students  
**Credit Points:** BA/MA: 3/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:**

16.09.2009 <b>Ursprung von Sprache</b> Dr. Simone Pika	04.11.2009 <b>Der genetische Code – die Sprache des Lebens</b> Prof. Dr. André Schneider
23.09.2009 <b>Gibt es Sprachen ohne Grammatik?</b> Prof. Dr. Elke Hentschel	11.11.2009 <b>Ist Mathematik die Sprache der Natur?</b> Prof. Dr. Ehrhard Behrends
30.09.2009 <b>The language of logic from a philosophical perspective</b> Prof. Dr. Johan van Benthem	18.11.2009 <b>Sprachliche Generierung neuer Moleküle</b> Prof. Dr. Jean-Louis Reymond,
07.10.2009 <b>The language of logic from a mathematical point of view</b> Prof. Dr. Stanley Wainer	25.11.2009 <b>Die Sprache des Rechts</b> Prof. DDr. Dr. h.c. Johannes Michael
14.10.2009 <b>Gebärdensprachen</b> Dr. Penny Boyes Braem	02.12.2009 <b>Die Sprache der Wirtschaft und die Wirtschaft der Sprache</b> Prof. Dr. Florian Coulmas
21.10.2009 <b>Minderheitensprachen</b> Prof. Dr. Iwar Werlen	09.12.2009 <b>Sprache und Macht – zum Diskursiven des (Post-)kolonialismus</b> Prof. Dr. Ina Kerner
28.10.2009 <b>Die Evolution von Programmiersprachen</b> Prof. Dr. Oscar Nierstrasz	16.12.2009 <b>Quanteninformation</b> Prof. Dr. Renato Renner

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

**Credit:** 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.

**Evaluation (Leistungskontrolle):**

Test/Exam  
 Oral Presentation  
 Evaluation at end of entire Module only  
 Written Assignment(s)  
 Other Class Work  
 Other:



**Date of Evaluation:**

- Throughout semester  
 During semester break  
 Other:

- Last week of semester  
 To be advised

**Remarks:** see [www.collegiumgenerale.unibe.ch](http://www.collegiumgenerale.unibe.ch)

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**BA Course Module:** Berner Mittelalter Zentrum Ringvorlesung  
**Module Name:** Wahlbereich Lecture  
**LIZ:** Lecture Medieval English  
**Title:** Antike im Mittelalter  
**Instructor(s):** M. Stolz und Lehrende des BMZ  
**Time(s):** Thursday 17-19  
**First Session(s):** 24.09.09  
**Level:** BA/MA: For BA students  
 Liz: For all students  
**Credit Points:** BA/MA: 3/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** Die Ringvorlesung des Berner Mittelalterzentrums beschäftigt sich im Herbstsemester 2009 mit dem Thema „Antike im Mittelalter“. Dabei geht es um die Aneignung antiker Stoffe, Denkweisen und Methoden in mittelalterlichen Kontexten. Ein detailliertes Programm 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 zu den Vorträgen gehörenden Diskussionen.

**Credit:** Um die 3 KP im freien Wahlbereich zu erwerben, müssen Studierende, neben regelmässigem Besuch von Vorlesung und Diskussion (nicht mehr als 2 Absenzen), sich einer schriftlichen, benoteten Leistungskontrolle unter der Verantwortung des Geschäftsführers (Prof. M. Stolz) unterziehen. Inhalt der Arbeit ist ein vergleichender kritischer Überblick dreier, frei wählbarer Einzelvorträge der Ringvorlesung. Der erwartete Umfang beträgt 2000-2500 Wörter. Die Arbeit muss bis spätestens 17.12.2009 bei Professor Michael Stolz eingereicht werden.

**Evaluation (Leistungskontrolle):**

- Test/Exam  
 Oral Presentation  
 Evaluation at end of entire Module only

- Written Assignment(s)  
 Other Class Work  
 Other:

**Date of Evaluation:**

- Throughout semester  
 During semester break  
 Other:

- Last week of semester  
 To be advised

**Remarks:** see [www.bmz.unibe.ch](http://www.bmz.unibe.ch)

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**BA/MA Course Module:** M8  
**LIZ:** Colloquium  
**Title:** Key Issues in North American Studies  
**Instructor(s):** G. Rippl  
**Time(s):** Tuesday 16-18  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For BA and MA students in their final year  
Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** This colloquium is concerned with key issues in North American Studies. The sessions will be dedicated to discussions of excerpts from latest theoretical publications, primary sources as well as chapters from students' work-in-progress/theses. All students who would like to write their BA, MA or Liz theses with me are advised to attend this course.

**Texts:** Texts will be available on ILIAS as of the beginning of term.

**Credit:** Regular attendance and active participation.

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |
- Date of Evaluation:**
- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-

**BA/MA Course Module:** M8  
**LIZ:** Colloquium  
**Title:** Research Colloquium: New Approaches in Gender Studies  
**Instructor(s):** V. Richter  
**Time(s):** Wednesday 14-16  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For BA and MA students in their final year  
Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** In the 1980s and '90s, Gender Studies were dominated by social constructionism, i.e. the assumption that not only gendered identities but even the bodies themselves are socio-linguistically constituted. This approach, whose foremost proponent is Judith Butler, has come under increasing criticism in recent years. The claim is being made with growing persistency that the real, material body has to be taken into account. In the colloquium we will discuss some of the recent publications in this field, with a special emphasis on the 'material turn' in Gender Studies as well as new developments in Queer Studies and Masculinity Studies – the two latter fields having suffered, so far, utter neglect at our department. The colloquium is open to all students interested in the topic. As usual, students working on their final theses (Lizentiatsarbeiten, BA theses, MA theses and PhD theses) will be given the opportunity to present their projects, irrespective of the fact whether they choose a topic related to Gender Studies or not. Students who intend to write their BA, MA or Liz thesis with me, or who want to take their final exam with me, would be well advised to attend this colloquium.

**Texts:** The set texts will be available in a reader, to be picked up at the secretaries' office at cost price.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |
| <b>Date of Evaluation:</b>                                       |   |
| <input type="checkbox"/> Throughout semester                     | <input type="checkbox"/> Last week of semester            |
| <input type="checkbox"/> During semester break                   | <input checked="" type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                                  |   |
-

## LINGUISTICS COURSES

**BA Course Module:** Ling M1  
**LIZ:** Proseminar  
**Title:** Introduction to English Linguistics  
**Instructor(s):** B. Busse  
**Time(s):** Tuesday 8-10  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For 1st-year students and PH students  
**Credit Points:** BA/MA: 3.5

**Open to students as Wahlbereich?** Yes  No

**Content:** This is an introduction to the central areas, theories, methods and models of modern English linguistics. It provides an overview of the core levels of linguistic description, such as phonetics and phonology, morphology, syntax and semantics, which will then be used to analyse and discuss the structure and functions of the English language. Different approaches and major schools of thought will also be presented. This course serves as a basic grounding for more detailed studies in English linguistics.

**Texts:** A reader will be made available. See notice-board.

**Aims:** To become familiar with the basic concepts of linguistics; to understand the major levels of linguistic description and to analyse the structure of the English language.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

### **Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Test/Exam                    | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |
- Date of Evaluation:**
- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                |  |

**Remarks:** There will be an exam at the end of this course. Date: Tuesday, 8 December 2009, 8-10 a.m.

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**BA Course Module:** Ling M1  
**LIZ:** Proseminar  
**Title:** Introduction to English Linguistics  
**Instructor(s):** D. Smyk-Bhattacharjee  
**Time(s):** Thursday 12-14  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For 1st-year students and PH students  
**Credit Points:** BA/MA: 3.5

**Open to students as Wahlbereich?** Yes  No

**Content:** This is an introduction to the central areas, theories, methods and models of modern English linguistics. It provides an overview of the core levels of linguistic description, such as phonetics and phonology, morphology, syntax and semantics, which will then be used to analyse and discuss the structure and functions of the English language. Different approaches and major schools of thought will also be presented. This course serves as a basic grounding for more detailed studies in English linguistics.

**Texts:** A reader will be made available. See notice-boards.

**Aims:** To become familiar with the basic concepts of linguistics; to understand the major levels of linguistic description and to analyse the structure of the English language.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations. There will be an exam at the end of this course (date: Thursday, 10 December 2009, 12-14).

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Test/Exam                    | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester                       | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break                     | <input type="checkbox"/> To be advised         |
| <input checked="" type="checkbox"/> Other: 10 December 2009, 12-14 |  |
-

**BA Course Module:** Ling M2/I  
**LIZ:** Proseminar  
**Title:** Syntax and Semantics  
**Instructor(s):** V. Haser  
**Time(s):** Tuesday 12-14, Tuesday 14-16  
**First Session(s):** 15.09.09 (2 courses)  
**Level:** BA/MA: For 1st-year major and 2nd-year minor students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** This is the first part of a three-part module in English linguistics. The entire module Ling M2 has three aims: firstly, to deepen students' understanding of the range of work done in linguistics; secondly, to help students acquire strategies for more detailed (and relatively independent) study of linguistic topics; finally, to enable students to examine and discuss phenomena of language, linguistic theory and research results critically. In this first part of the module, we will focus on two important areas in the systematic micro-analysis of English, namely syntax and semantics. Students will be required to do preparatory reading for each session and to complete assignments on specific topics.

**Texts:** For syntax: Burton-Roberts, Noel. 1997. *Analyzing Sentences: An Introduction to English Syntax* (Second Edition). London: Longman. For semantics: Hurford, James, Brendan Heasley and Michael Smith. 2007. *Semantics: A Coursebook* (Second Edition). Cambridge: Cambridge University Press.

**Aims:** To introduce students to the study of syntax and semantics.

**Credit:** Credits for the course are based on regular attendance and completion of all course work. Evaluation upon completion of all three parts of Ling M2.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |

**Remarks:** The test will take the form of an evaluated two-hour written examination on completion of all three parts of Ling M2.

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**BA Course Module:** Ling M2/II  
**LIZ:** Proseminar  
**Title:** Historical Linguistics  
**Instructor(s):** K. Gonçalves  
**Time(s):** Monday 14-16  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For 2nd-year major and 3rd-year minor students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** The focus of the second part of this three-part module Ling M2 in English linguistics aims at introducing students to the wide field of historical linguistics. In particular, we shall be examining reasons for language change, both language internal and language external. In other words we will be looking at a) different levels of the linguistic system (in this case English) to understand in what ways phonetics, phonology, morphology, syntax and semantics are subject to variation, adaptation and change over time, and b) how social economic, and anthropological factors involving speakers' mobility and contact between languages and language varieties are at the heart of variation and change. Although the main focus will be on English, data from other languages will also be considered.

**Texts:** A reading pack will be prepared which students are expected to pick up before the beginning of the course.

**Aims:** To introduce students to the historical aspects of language change and the language internal and external factors inducing that change.

**Credit:** Credits for the course are based on regular attendance and completion of all course work. Evaluation upon completion of all three parts of Ling M2.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-

**BA Course Module:** Ling M3/I  
**LIZ:** Proseminar  
**Title:** Phonetics and Phonology  
**Instructor(s):** F. Andres Morrissey  
**Time(s):** Wednesday 10-12  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For 2nd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 3/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** This course focuses on the sound system of English but will take into consideration the speech sounds of other languages which the students may be familiar with. We will begin by exploring how speech sounds are produced, how they can be described systematically and how they are represented in the International Phonetic Alphabet (IPA). We will then move on to looking at how speech sounds, mainly in English, influence each other in spoken language, how fluent speech affects pronunciation and what effect this has on possible combinations of speech sounds in English words. Going beyond individual sounds we will consider the nature of syllable formation in English, of rhythm and intonation. To round off the course we will look at applications of phonetics and phonology in practical research, for example in the reconstruction of older forms of the language and in dialects of English.

**Texts:** Handouts will be distributed in the course. Students are free to consult introductory text books. However, all the material that needs to be covered for the exam will be in the handouts. Notice also that this course will be available as a podcast and can be downloaded either from the regular downloads page [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch) or from the podcast server <http://podcast.unibe.ch/podcastserver/>.

**Aims:** At the end of the course students should be able to describe speech sounds in English as well as understand the basics of speech production; transcribe words, phrases and short passages in IPA; be able to discern phonological patterns from data given and formulate simple phonological rules; show how syllabification works on the basis of phonotactics and have a basic understanding of stress and intonation.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Test/Exam                    | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Throughout semester              | <input type="checkbox"/> Last week of semester |
| <input checked="" type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                           |  |
-



**BA Course Module:** Ling M4  
**Module Name:** Advanced Studies in Linguistics  
**LIZ:** Proseminar  
**Title:** Discourse and Identity  
**Instructor(s):** K. Gonçalves  
**Time(s):** Wednesday 14-16  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For 3rd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4.5/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** 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. 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”.

**Texts:** *Discourse and Identity* by Bethan Benwell & Elizabeth Stokoe (2006). Additional texts will be provided online for specific sessions.

**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 identity is accomplished.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**BA Course Module:** Ling M4  
**Module Name:** Advanced Studies in Linguistics  
**LIZ:** Proseminar  
**Title:** New Media Language  
**Instructor(s):** D. Smyk-Bhattacharjee  
**Time(s):** Thursday 10-12  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For 3rd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA/MA: 4.5/Liz.: 6

**Open to students as Wahlbereich?** Yes  No

**Content:** This course will provide an insight into the different ways in which computer technology facilitates interaction and modifies communication patterns. We will explore various manifestations of new media language such as in email, chats, blogs, websites, YouTube, online newspapers etc., and will discuss the impact of the medium on the use and spread of the English language. We will particularly focus on aspects related to message construction, interactional patterns, language of proximity and distance, Netiquette, and language innovations. We will also discuss the influence of the technical restrictions on linguistic choices.

**Texts:** A reader will be made available online.

**Aims:** To introduce students to the study of new media language with particular focus on the use of English on the Internet; to familiarize students with various methodological approaches to new media, which they could then apply to their own research projects.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**BA Course Module:** Ling M5/I  
**Module Name:** Survey of Selected Areas of English Linguistics  
**LIZ:** Lecture  
**Title:** From Early Modern English to Modern English  
**Instructor(s):** B. Busse  
**Time(s):** Wednesday 10-12  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For 3rd-year students  
Liz: For students in their basic studies  
**Credit Points:** BA: 2/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** This lecture will introduce you to the most important linguistic developments the English language has experienced since the Early Modern English period until today. The focus will be not only on the linguistic levels of phonology, morphology, syntax and lexis and their intersections, but also on pragmatic and sociolinguistic features. Furthermore, the characteristics of selected grammars, dictionaries, and language or rhetorical manuals will be described and situated within their contexts of production.

Within a broader framework, the lecture will illustrate how, for example, historical, social, cultural or political factors influence the change as well as stability of English. We shall also discuss how and when varieties of English evolved and how these advances interrelate with concepts of English as a Lingua Franca, standardisation, language change, prescriptivism and descriptivism.

Methodological issues, such as the question of how we make our interpretation valid when analysing historical data or of the relationship between quantitative and qualitative investigations will also be addressed.

**Texts:** You will be referred to relevant reading material.

**Aims:** To learn about the major linguistic developments from Early Modern English to Modern English.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                |  |
-

**BA/MA Course Module:** M8  
**LIZ:** Colloquium  
**Title:** Research Colloquium  
**Instructor(s):** B. Busse  
**Time(s):** Tuesday 16-18  
**First Session(s):** 15.09.2009  
**Level:** BA/MA: For BA and MA students in their final year  
Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Open to students Masterstudiengang Soziolinguistik (Center for the Study of Language and Society)**

**Content:** In this colloquium, we will discuss key theoretical and methodological approaches in English studies, as well as students' final theses (Lizentiatsarbeiten, BA theses, MA theses and PhD theses). Students who intend to write their final theses with me would be well advised to attend this colloquium.

**Texts:** To be announced.

**Credit:** Regular attendance and active participation. Evaluation for MA students of a written paper of approximately 6,000 words.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                |  |
-

**MASTER STUDIES/LIZENTIAT MAIN STUDIES  
MEDIEVAL AND EARLY MODERN ENGLISH LITERATURE**

**MA Course Module:** M1  
**Master Programme:** Medieval and Early Modern English Literature or  
Modern and Contemporary Literatures  
**LIZ:** Seminar  
**Title:** Research Methodology  
**Instructor(s):** K. Stirling  
**Time(s):** Monday 10-12  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** How do you find a research topic? Which theoretical approach do you choose? How do you recognise the innovative potential of your selected subject? How do you structure your material? This course is aimed at students who are in the planning stage of their MA thesis or Lizentiat paper. We will discuss research methods, literary theories and tools and strategies employed in medieval and early modern literary and cultural studies, with the preparation of an extended academic paper in mind. Our review of the formal aspects of research and writing will range from the selection and definition of a research topic to the collection and review of material and its structuring. Presentations by participants will be centred on critical movements and theories (e.g., new historicism, gender issues, cultural materialism, the history of the book, psychoanalytical and other interpretative approaches) and their application to selected texts.

**Texts:** In addition to an assortment of handouts, texts for the presentations are to be provided by participants.

**Aims:** To provide students with the formal tools of planning and carrying out research projects.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**MA Course Module:** M2/5  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Lecture  
**Title:** After the Linguistic Turn: Literary Theory in the 20th  
 Century  
**Instructor(s):** T. Claviez  
**Time(s):** Tuesday 12-14  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 4/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

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

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

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

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Test/Exam                    | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Throughout semester | <input checked="" type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised                    |
| <input type="checkbox"/> Other:                         |   |
-

**MA Course Module:** M2/5  
**Master Programme:** Medieval and Early Modern English Literature  
**LIZ:** Lecture  
**Title:** Wars and Wonders: from Medieval Chronicles to Romance  
**Instructor(s):** L. Perry  
**Time(s):** Thursday 14-16  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 4/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Content:** The boundaries between the genres of medieval historiography and medieval romance are fluid. Indeed, it was Geoffrey of Monmouth's *History of the Kings of Britain*, written in Latin, which was to provide the seeds of much vernacular romance, endowing, as it does, the legendary King Arthur with a full biography, inspiring writers of Arthurian romance and fantasy up to the present day. It also spawned the genre of Brut chronicles, historical writings which told the legendary history of Britain from its foundation by Brutus, the great-grandson of Aeneas of Troy. In this course we will explore the relationship between chronicle and romance of medieval England by reading some key historiographical texts of the period, including extracts from Lawman's *Brut* and other Brut chronicles, and studying romances, such as the Alliterative *Morte Arthure*, *Sir Gawain and the Green Knight*, and Malory's *Morte d'Arthur*. The first lectures will consider historical writing as a genre in Medieval England, both before and after the Norman conquest, so looking at texts such as the Anglo-Saxon Chronicle, Bede's *Ecclesiastical History of the English People*, and historiographers of the twelfth century, before engaging more closely with the Middle English texts of the later medieval period. We will explore the importance of the prologue for the articulation of the author's intention thereby locating the author in relation to the material. Of particular interest here is Caxton's prologue to his edition of Malory's *Morte d'Arthur* and Robert Mannyng's preamble to *The Chronicle*. Key topics will include ideas of nation, issues of truth and fiction, the author's choice of language (Latin v vernacular, English v French), and important themes such as kingship, violence, and women.

**Texts:** Extracts of Anglo-Saxon texts and Latin texts will be available in translation for download. Extracts of Lawman's *Brut* and Robert Mannyng's *Chronicle* will also be available for download. Other recommended editions: *The Alliterative Morte Arthure*, ed. by Larry D. Benson, revised by Edward E. Forster (Kalamazoo, Michigan: Medieval Institute Publications, 1994), available on-line in the TEAMS Texts series:

<http://www.lib.rochester.edu/camelot/teams/allitfrm.htm>

Sir Thomas Malory, *Le Morte Darthur*, ed. by Stephen H. A. Shepherd, a Norton Critical Edition (New York: Norton, 2004).

*Sir Gawain and the Green Knight*, ed. by J. R. R. Tolkien and E. V. Gordon, 2nd edition, ed. by Norman Davis (Oxford: Clarendon Press, 1967).

**Aims:** An appreciation of the relationship between Chronicle and Romance in medieval England. An ability to read and offer an interpretation of the Middle English texts. An engagement with the major critical and theoretical issues that emerge. An awareness of the critical debate around the texts.

**Credit:** Credits for the course are based on regular attendance, active participation, and completion of all course work and evaluations.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-



**MA Course Module:** M3/4/6/9  
**Master Programme:** Medieval and Early Modern English Literature  
**LIZ:** Seminar  
**Title:** Gender Issues in Chaucer's Major Works  
**Instructor(s):** F. Tolhurst  
**Time(s):** Thursday 10-12  
**First Session(s):** 17.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** In this seminar, we will read Geoffrey Chaucer's *The Legend of Good Women*, selected *Canterbury Tales*, and *Troilus and Criseyde* in the context of feminist and gender studies criticism. By focusing upon Chaucer's female figures and his presentation of gender roles and gender relations, we will have the opportunity to analyse his major works from a variety of critical perspectives.

**Texts:** Primary Text: *The Riverside Chaucer*, Paperback edition, ISBN 978-0-19-955209-2, Oxford University Press, 2008 (reissued 3rd edition), available at Bugeno. Earlier editions of the textbook are also acceptable.

All literary critical readings will be provided in electronic form by the beginning of September (please visit the ILIAS platform at the University Berne). Critics will include Morton W. Bloomfield, Susan Crane, Sheila Delany, Carolyn Dinshaw, Louise O. Fradenburg, Maureen Fries, Elaine Tuttle Hansen, Jill Mann, and Lee Patterson. Students will receive a guide to pronouncing Chaucerian English.

**Aims:** To familiarize students with a range of feminist and gender studies approaches to Chaucer's major works and to explore the interpretive possibilities of key passages in these works.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |

**MA Course Module:** M3/4/6/9  
**Master Programme:** Medieval and Early Modern English Literature or English Linguistics  
**LIZ:** Seminar  
**Title:** Writing about Writing, Talking about Tale-telling: medieval authors' reflections on what they do  
**Instructor(s):** N. Nyffenegger-Staub  
**Time(s):** Tuesday 14-16  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** Medieval authors' reflections on their production of literature range from the despair of being unable to write (Margery Kempe, seeking a scribe to express herself), to the anxiety of losing control over the written words (which assume an existence independent from the writer once on parchment) to the assertion that, after them, there will be no tales left to tell (Geoffrey Chaucer, in the words of one of his fellow pilgrims).

These examples already open the wide spectre of questions we will discuss in the context of the specificities of medieval literary production: patronage and authority, female authorship, writing in a manuscript culture, language use in multilingual England and the tensions between orality, aurality and literacy (e.g. authorial self-presentations as tale-tellers and reciters rather than as writers).

**Texts:** All the primary and secondary material will be made available on ILIAS as of the beginning of term.

**Aims:** To explore the wide variety of literary and linguistic issues in medieval authors' representations of (their role in) medieval literary production.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |

**MA Course Module:** M3/4/6/9  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Seminar  
**Title:** A Theatre of Cruelty: Violence on the Early Modern  
 Stage  
**Instructor(s):** V. Richter  
**Time(s):** Monday 14-16  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** According to Aristotle's classical definition, tragedy is an imitation of an action that is serious, complete, and of a certain magnitude. This exalted view clashes, at least in part, with the actual practice on the early modern stage. Shakespeare's plays, for instance, are not only dissonant and irregular, containing multiple plots and stylistic registers, but marked by many scenes of excessive violence and cruelty. Even the play considered by many his greatest tragedy, *King Lear*, contains the extremely harrowing scene of Gloucester's blinding which happens on stage, in full view of the audience. In the seminar, we will discuss questions such as: How is the explicit and outrageous representation of violence connected to the play's other themes, e.g. the issue of legitimacy and sovereignty? Does cruelty separate the civilized from the barbarians? What role does it play for the constitution of a community (polis), and the exclusion of outsiders? Who are the victims of cruelty, and what is their function in the play? What are the aesthetic and theoretical implications of the direct representation of violence?

**Texts:** Shakespeare, *King Lear* and *Titus Andronicus*; Marlowe, *Edward II*; Webster, *The Duchess of Malfi*. The plays will be available at the Bugeno; additional reading will be available on ILIAS. Students are expected to have read ALL the primary texts BEFORE THE BEGINNING OF TERM.

**Aims:** To explore a wide range of issues associated with the representation of violence. To give students insight into a literary period (Early Modernity) and a genre (the tragedy).

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- Test/Exam
- Oral Presentation
- Evaluation at end of entire Module only
- Written Assignment(s)
- Other Class Work
- Other:

**Date of Evaluation:**

- Throughout semester  
 During semester break  
 Other:

- Last week of semester  
 To be advised
- 

**MA Course Module:**  
**Master Programme:**

**M8**  
**Medieval and Early Modern English Literature or**  
**Modern and Contemporary Literatures in English**  
**Colloquium**

**LIZ:****Title:****Instructor(s):****Time(s):****First Session(s):****Level:****Key Issues in North American Studies****G. Rippl**

Tuesday 16-18

15.09.09

BA/MA: For BA and MA students in their final year

Liz: For students in their final year, PhD students

**Credit Points:**

BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** This colloquium is concerned with key issues in North American Studies. The sessions will be dedicated to discussions of excerpts from latest theoretical publications, primary sources as well as chapters from students' work-in-progress/theses. All students who would like to write their BA, MA or Liz theses with me are advised to attend this course.

**Texts:** Texts will be available on ILIAS as of the beginning of term.

**Credit:** Regular attendance and active participation.

**Fields Covered by this Course:**

- Old and Middle English Literature  
 Early Modern to Nineteenth Century Literature  
 Early Modern English Literature / Colonial American Literature  
 Twentieth-Century and Contemporary Literature  
 Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- Test/Exam  
 Oral Presentation  
 Evaluation at end of entire Module only

- Written Assignment(s)  
 Other Class Work  
 Other:

**Date of Evaluation:**

- Throughout semester  
 During semester break  
 Other:

- Last week of semester  
 To be advised
-

**MA Course Module:** M8  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Colloquium  
**Title:** Research Colloquium: New Approaches in Gender  
 Studies  
**Instructor(s):** V. Richter  
**Time(s):** Wednesday 14-16  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For BA and MA students in their final year  
 Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** In the 1980s and '90s, Gender Studies were dominated by social constructionism, i.e. the assumption that not only gendered identities but even the bodies themselves are socio-linguistically constituted. This approach, whose foremost proponent is Judith Butler, has come under increasing criticism in recent years. The claim is being made with growing persistency that the real, material body has to be taken into account. In the colloquium we will discuss some of the recent publications in this field, with a special emphasis on the 'material turn' in Gender Studies as well as new developments in Queer Studies and Masculinity Studies – the two latter fields having suffered, so far, utter neglect at our department. The colloquium is open to all students interested in the topic. As usual, students working on their final theses (Lizentiatsarbeiten, BA theses, MA theses and PhD theses) will be given the opportunity to present their projects, irrespective of the fact whether they choose a topic related to Gender Studies or not. Students who intend to write their BA, MA or Liz thesis with me, or who want to take their final exam with me, would be well advised to attend this colloquium.

**Texts:** The set texts will be available in a reader, to be picked up at the secretaries' office at cost price.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |

## MODERN AND CONTEMPORARY LITERATURES IN ENGLISH

**MA Course Module:** M1  
**Master Programme:** Medieval and Early Modern English Literature or  
Modern and Contemporary Literatures  
**LIZ:** Seminar  
**Title:** Research Methodology  
**Instructor(s):** K. Stirling  
**Time(s):** Monday 10-12  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** How do you find a research topic? Which theoretical approach do you choose? How do you recognise the innovative potential of your selected subject? How do you structure your material? This course is aimed at students who are in the planning stage of their MA thesis or Lizentiat paper. We will discuss research methods, literary theories and tools and strategies employed in medieval and early modern literary and cultural studies, with the preparation of an extended academic paper in mind. Our review of the formal aspects of research and writing will range from the selection and definition of a research topic to the collection and review of material and its structuring. Presentations by participants will be centred on critical movements and theories (e.g., new historicism, gender issues, cultural materialism, the history of the book, psychoanalytical and other interpretative approaches) and their application to selected texts.

**Texts:** In addition to an assortment of handouts, texts for the presentations are to be provided by participants.

**Aims:** To provide students with the formal tools of planning and carrying out research projects.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

### **Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

### **Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**MA Course Module:** M2/5  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Lecture  
**Title:** After the Linguistic Turn: Literary Theory in the 20th  
 Century  
**Instructor(s):** T. Claviez  
**Time(s):** Tuesday 12-14  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 4/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

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

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

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

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Test/Exam                    | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Throughout semester | <input checked="" type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised                    |
| <input type="checkbox"/> Other:                         |   |
-

**MA Course Module:** M3/4/6/9  
**Master Programme:** Modern and Contemporary Literatures in English  
**LIZ:** Seminar  
**Title:** Ethics and Justice in American Literature and Film  
**Instructor(s):** T. Claviez  
**Time(s):** Wednesday 10-12  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** After a discussion of the most influential texts on ethics and aesthetics (Levinas, Lyotard, Nussbaum), the seminar will discuss some of the most important texts in American Literature (*Billy Budd*, *An American Tragedy*, *To Kill a Mockingbird*, *Native Son*), as well as some of the filmic adaptations of these texts and other influential movies (*The Caine Mutiny*, *12 Angry Men*, *A Time to Kill*). It will focus especially on the representation and moral status of otherness and strategies to overcome it (knowledge, creation of empathy), as well as the question what effects visualization has in this regard.

**Texts:** Literature: Herman Melville, *Billy Budd*; William Faulkner, "Dry September;" Richard Wright, *Native Son*; Lee Harper, *To Kill a Mockingbird*. Movies: *The Caine Mutiny*, *To Kill a Mockingbird*, *12 Angry Men*, *A Time to Kill*. The movies will be screened Tuesdays, 14-16. Attendance for the screening is obligatory.

**Aims:** The students will be made familiar with the most influential, contemporary moral-philosophical theories, as well as strategies of close reading in regard to ethical questions, especially as connected to otherness. They will also learn how to analyse the narrative and visual aspects of the movies, and the effect these have on the representation of both justice and otherness.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s)                             |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                                  |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input checked="" type="checkbox"/> Other: Paper at the end of the seminar |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input checked="" type="checkbox"/> Other               |  |



**MA Course Module:** M3/4/6/9  
**Master Programme:** Modern and Contemporary Literatures in English  
**LIZ:** Seminar  
**Title:** New York - New York: Visions of the City in American Literature  
**Instructor(s):** G. Rippl, J. Straub  
**Time(s):** Wednesday 12-14  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** There is a whole plethora of literary texts, films, songs, paintings and photographs that have New York City as their setting or subject. Unlike any other city, New York has been reinventing itself over the centuries – and has constantly been reinvented by writers and artists. The image of the city as we find it in literary texts and other documents is mythical: it is the image of (failed) romance, of (broken) dreams and promises, of progress and prosperity as well as, more recently, destruction and collective trauma. New York has always been a city of singular vitality offering artists, writers and intellectuals space to create cultural and countercultural visions of human existence – and life in the United States in particular. It has also always been a very cosmopolitan city attracting people from different parts of the world.

**Texts:** We will read poems, novels, plays and short stories by writers as diverse as Henry James, Edith Wharton, Theodore Dreiser, John Dos Passos, Claude McKay, Ralph Ellison, Eugene O’Neill, Arthur Miller, Paul Auster, Siri Hustvedt, and Charles Simic.

**Aims:** This seminar will introduce students to a variety of literary texts and other medial representations of New York, such as films and photographs (e.g. by Dorothea Lange and Walker Evans). Focussing on literature ranging from the late nineteenth century to the present day, we will explore the ways in which writers have built their own visions of the city, thereby providing not only individual perspectives, but also portrayals of the city’s cultural momentum at particular moments in history. While focussing on the analysis of these texts, we will also try to theorize this myth of a city and the way in which it psychologizes space.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- Throughout semester  
 During semester break  
 Other:

- Last week of semester  
 To be advised

**Remarks:** A reading list and the shorter texts will be available on ILIAS as of 15 August 09. Copies of the novels will be available at the Bugeno.

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**MA Course Module:** M3/4/6/9  
**Master Programme:** Medieval and Early Modern English Literature or Modern and Contemporary Literatures in English  
**LIZ:** Seminar  
**Title:** A Theatre of Cruelty: Violence on the Early Modern Stage  
**Instructor(s):** V. Richter  
**Time(s):** Monday 14-16  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** According to Aristotle's classical definition, tragedy is an imitation of an action that is serious, complete, and of a certain magnitude. This exalted view clashes, at least in part, with the actual practice on the early modern stage. Shakespeare's plays, for instance, are not only dissonant and irregular, containing multiple plots and stylistic registers, but marked by many scenes of excessive violence and cruelty. Even the play considered by many his greatest tragedy, *King Lear*, contains the extremely harrowing scene of Gloucester's blinding which happens on stage, in full view of the audience. In the seminar, we will discuss questions such as: How is the explicit and outrageous representation of violence connected to the play's other themes, e.g. the issue of legitimacy and sovereignty? Does cruelty separate the civilized from the barbarians? What role does it play for the constitution of a community (polis), and the exclusion of outsiders? Who are the victims of cruelty, and what is their function in the play? What are the aesthetic and theoretical implications of the direct representation of violence?

**Texts:** Shakespeare, *King Lear* and *Titus Andronicus*; Marlowe, *Edward II*; Webster, *The Duchess of Malfi*. The plays will be available at the Bugeno; additional reading will be available on ILIAS. Students are expected to have read ALL the primary texts BEFORE THE BEGINNING OF TERM.

**Aims:** To explore a wide range of issues associated with the representation of violence. To give students insight into a literary period (Early Modernity) and a genre (the tragedy).

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- Test/Exam
- Oral Presentation
- Evaluation at end of entire Module only
- Written Assignment(s)
- Other Class Work
- Other:

**Date of Evaluation:**

- Throughout semester
  - During semester break
  - Other:
  - Last week of semester
  - To be advised
-

**MA Course Module:** M3/4/6/9  
**Master Programme:** Modern and Contemporary Literatures in English  
**LIZ:** Seminar  
**Title:** Myth for a 'Country without a Mythology'? – Canadian Literature and Classical Antiquity  
**Instructor(s):** G. Rippl  
**Time(s):** Tuesday 10-12  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** In the 1982 edition of *The Oxford Book of Canadian Verse*, Douglas le Pan asked the question whether Canada is a country without mythology. Our seminar will discuss this question in detail and investigate how Canadian literature refers back to Greco-Roman mythology and, by doing so, develops its own mythology. Especially Greek mythology played an important role in the emergence of literary modernism in the anglophone world in general, but how did the Canadian poets, short story writers, novelists and playwrights react to the classical tradition? How did their response to the classical tradition shift from reverent imitation to playful parody?

**Texts:** Texts will include poetry by Margaret Atwood, Anne Carson and Michael Ondaatje; short stories by Sheila Watson; plays by Gwendolyn MacEwen as well as a novel by Margaret Atwood (*The Penelopiad*). The shorter material will be uploaded under ILIAS, the novel ordered at the Bugeno. Students are expected to buy and prepare the longer texts.

**Aims:** This seminar aims at a thorough discussion of cultural memory, myth and the influence of classical mythology on Canadian literature. It will refamiliarize students with classical mythology and introduce to them poetry, fiction and drama of some of Canada's foremost writers.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |

**MA Course Module:** M8  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Colloquium  
**Title:** Key Issues in North American Studies  
**Instructor(s):** G. Rippl  
**Time(s):** Tuesday 16-18  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For BA and MA students in their final year  
 Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** This colloquium is concerned with key issues in North American Studies. The sessions will be dedicated to discussions of excerpts from latest theoretical publications, primary sources as well as chapters from students' work-in-progress/theses. All students who would like to write their BA, MA or Liz theses with me are advised to attend this course.

**Texts:** Texts will be available on ILIAS as of the beginning of term.

**Credit:** Regular attendance and active participation.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |  |
|--|--|
| <input type="checkbox"/> Test/Exam                               | <input type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |
-

**MA Course Module:** M8  
**Master Programme:** Medieval and Early Modern English Literature or  
 Modern and Contemporary Literatures in English  
**LIZ:** Colloquium  
**Title:** Research Colloquium: New Approaches in Gender  
 Studies  
**Instructor(s):** V. Richter  
**Time(s):** Wednesday 14-16  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For BA and MA students in their final year  
 Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** In the 1980s and '90s, Gender Studies were dominated by social constructionism, i.e. the assumption that not only gendered identities but even the bodies themselves are socio-linguistically constituted. This approach, whose foremost proponent is Judith Butler, has come under increasing criticism in recent years. The claim is being made with growing persistency that the real, material body has to be taken into account. In the colloquium we will discuss some of the recent publications in this field, with a special emphasis on the 'material turn' in Gender Studies as well as new developments in Queer Studies and Masculinity Studies – the two latter fields having suffered, so far, utter neglect at our department. The colloquium is open to all students interested in the topic. As usual, students working on their final theses (Lizentiatsarbeiten, BA theses, MA theses and PhD theses) will be given the opportunity to present their projects, irrespective of the fact whether they choose a topic related to Gender Studies or not. Students who intend to write their BA, MA or Liz thesis with me, or who want to take their final exam with me, would be well advised to attend this colloquium.

**Texts:** The set texts will be available in a reader, to be picked up at the secretaries' office at cost price.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Fields Covered by this Course:**

- Old and Middle English Literature
- Early Modern to Nineteenth Century Literature
- Early Modern English Literature / Colonial American Literature
- Twentieth-Century and Contemporary Literature
- Literary and Cultural Theory

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |   |
|--|---|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester    |
| <input type="checkbox"/> During semester break | <input checked="" type="checkbox"/> To be advised |
| <input type="checkbox"/> Other:                |   |

## ENGLISH LINGUISTICS

<b>MA Course Module:</b>	<b>M1</b>
<b>Master Programme:</b>	<b>English Linguistics</b>
<b>LIZ:</b>	<b>Seminar</b>
<b>Title:</b>	<b>Research Methodology in Linguistics</b>
<b>Instructor(s):</b>	<b>J. Strässler</b>
<b>Time(s):</b>	Thursday 10-12
<b>First Session(s):</b>	17.09.09
<b>Level:</b>	BA/MA: For MA students Liz: For students in their main studies
<b>Credit Points:</b>	BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** The course is designed as a seminar for Lizentiat students and as the first module in the MA programme “English Linguistics”. We shall consider the problem of research design, methodology and data analysis required at the level of the Master’s degree and above. We will discuss work on theoretical aspects of language structure, empirical work of an experimental nature, fieldwork of all kinds, the techniques of transcription and data analysis, statistical analysis, etc. We will consider issues such as the goals of the research, criteria of analysis, the kinds of data we might need for an analysis, the structure and design of research projects, the gathering and analysis of data and the presentation of results.

**Texts:** A reader with relevant texts will be provided.

**Aims:** Active class participation in class is essential. Students are also required to give a presentation in class as well as to perform a number of written assignments.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

### **Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input checked="" type="checkbox"/> Other Class Work      |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

### **Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**MA Course Module:** M2/5  
**Master Programme:** English Linguistics  
**LIZ:** Lecture  
**Title:** From Early Modern English to Modern English  
**Instructor(s):** B. Busse  
**Time(s):** Wednesday 10-12  
**First Session(s):** 16.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their basic studies  
**Credit Points:** MA: 4/Liz.: 3

**Open to students as Wahlbereich?** Yes  No

**Open to students Masterstudiengang Soziolinguistik (Center for the Study of Language and Society)**

**Content:** This lecture will introduce you to the most important linguistic developments the English language has experienced since the Early Modern English period until today. The focus will be not only on the linguistic levels of phonology, morphology, syntax and lexis and their intersections, but also on pragmatic and sociolinguistic features. Furthermore, the characteristics of selected grammars, dictionaries, and language or rhetorical manuals will be described and situated within their contexts of production.

Within a broader framework, the lecture will illustrate how, for example, historical, social, cultural or political factors influence the change as well as stability of English. We shall also discuss how and when varieties of English evolved and how these advances interrelate which concepts of English as a Lingua Franca, standardisation, language change, prescriptivism and descriptivism.

Methodological issues, such as the question of how we make our interpretation valid when analysing historical data or of the relationship between quantitative and qualitative investigations will also be addressed.

**Texts:** You will be referred to relevant reading material.

**Aims:** To learn about the major linguistic developments from Early Modern English to Modern English.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations.

**Evaluation (Leistungskontrolle):**

- |   |  |
|---|--|
| <input type="checkbox"/> Test/Exam  | <input type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                                  | <input type="checkbox"/> Other Class Work      |
| <input checked="" type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                |

**Date of Evaluation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                |  |
-



**MA Course Module:** M3/9  
**Master Programme:** English Linguistics  
**LIZ:** Seminar  
**Title:** Speech Act Theory and Pragmatic Research: The Case of Compliments  
**Instructor(s):** Andreas H. Jucker  
**Time(s):** Monday 16-18  
**First Session(s):** 14.09.09  
**Level:** BA/MA: For MA students  
 Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

Open to students as Wahlbereich? Yes  No

**Open to students Masterstudiengang Soziolinguistik (Center for the Study of Language and Society)**

**Content:** Ever since the seminal work of Austin and Searle in the 1960s, speech act theory has had a central position within pragmatic research. Austin and Searle were both philosophers and used philosophical methods to analyse speech acts. Today researchers have supplemented these methods with various tools of empirical investigation, from discourse completion tasks and role-plays to corpus linguistic search techniques. Such methods and techniques will be the focus of this seminar. As a case study, we will concentrate on compliments and compliment responses, a pair of speech acts that have recently enjoyed a considerable amount of scholarly interest.

**Texts:** All participants are required to have read the following article before the first meeting: Sadock, Jerrold. (2004) Speech acts. In: Laurence R. Horn and Gregory Ward (eds). *The Handbook of Pragmatics*. Oxford: Blackwell, 53-73.  
 Additional course materials and resources will be available online (ILIAS).

**Aims:** This course will give participants a thorough understanding of the methodologies used in current pragmatic research, in particular in the investigation of speech acts such as compliments, and it will enable them to carry out such research projects themselves.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |

**Remarks:** A provisional syllabus and a list of references are available at [http://es-jucker.uzh.ch/seminar09A\\_Bern.htm](http://es-jucker.uzh.ch/seminar09A_Bern.htm). In addition to booking the course as normal, please, also sign up for it by sending an email to [daniela.landert@es.uzh.ch](mailto:daniela.landert@es.uzh.ch) no later than September 1, 2009. Please indicate which course you are signing up for and give three topics of your choice so that we can assign groups of presenters to each topic.

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**MA Course Module:** M3/9  
**Master Programme:** English Linguistics  
**LIZ:** Seminar  
**Title:** Stylistics  
**Instructor(s):** B. Busse  
**Time(s):** Tuesday 10-12  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Open to students Masterstudiengang Soziolinguistik (Center for the Study of Language and Society)**

**Content:** Stylistics, a discipline at the crossroads between literary criticism and linguistics, analyses the various forms, patterns and levels that constitute linguistic structure and interprets their functions, meanings, and effects in context. One goal of this course is to give a historical overview of the traditions and developments of stylistics and to explore its principal theoretical underpinnings. Another goal will be to introduce a set of analytical stylistic tools which will be critically applied to texts from the three main literary genres: lyric poetry, narrative fiction, and drama; but we shall also be looking at other text types and various historical periods. Following this introduction the course will then focus on specific areas of stylistics, such as language, cognition and the mind (cognitive stylistics), historical stylistics, corpus stylistics, multimodality and the stylistic analysis of film.

**Texts:** All participants are expected to read the following texts to prepare for the first meeting:

Leech, Geoffrey, and Short, Mick. *Style in Fiction*. 2<sup>nd</sup> ed. London: Longman, 2007. 282-304.

Wales, Katie. "Stylistics." *Encyclopedia of Language and Linguistics*. Ed. Keith Brown. Vol. 12. Oxford: Elsevier, 2006. 213-217.

Course Books:

Simpson, Paul. *Stylistics. A Resource Book for Students*. London and New York: Routledge, 2004.

Short, Mick. *Exploring the Language of Poems, Plays and Prose*. London and New York: Longman, 1996.

Further course material will be made available.

**Credit:** Credits for the course are based on regular attendance and completion of all course work and evaluations. Students are required to give a presentation in class as well as to produce a written term paper (to be submitted no later than the first week of the spring term 2010).

**Evaluation (Leistungskontrolle):**

- Test/Exam
- Oral Presentation
- Evaluation at end of entire Module only

- Written Assignment(s)
- Other Class Work
- Other:

**Date of Evaluation:**

- Throughout semester
- During semester break
- Other:

- Last week of semester
  - To be advised
-

**MA Course Module:** M3/4/6/9  
**Master Programme:** Medieval and Early Modern English Literature or English Linguistics  
**LIZ:** Seminar  
**Title:** Writing about Writing, Talking about Tale-telling: medieval authors' reflections on what they do  
**Instructor(s):** N. Nyffenegger-Staub  
**Time(s):** Tuesday 14-16  
**First Session(s):** 15.09.09  
**Level:** BA/MA: For MA students  
Liz: For students in their main studies  
**Credit Points:** BA/MA: 6/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Content:** Medieval authors' reflections on their production of literature range from the despair of being unable to write (Margery Kempe, seeking a scribe to express herself), to the anxiety of losing control over the written words (which assume an existence independent from the writer once on parchment) to the assertion that, after them, there will be no tales left to tell (Geoffrey Chaucer, in the words of one of his fellow pilgrims).

These examples already open the wide spectre of questions we will discuss in the context of the specificities of medieval literary production: patronage and authority, female authorship, writing in a manuscript culture, language use in multilingual England and the tensions between orality, aurality and literacy (e.g. authorial self-presentations as tale-tellers and reciters rather than as writers).

**Texts:** All the primary and secondary material will be made available on ILIAS as of the beginning of term.

**Aims:** To explore the wide variety of literary and linguistic issues in medieval authors' representations of (their role in) medieval literary production.

**Credit:** Regular attendance and active participation. For MA students evaluation of a written paper of approximately 6,000 words.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input checked="" type="checkbox"/> Oral Presentation            | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Throughout semester | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break          | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                         |  |
-

**MA Course Module:** M8  
**Master Programme:** English Linguistics  
**LIZ:** Colloquium  
**Title:** Research Colloquium  
**Instructor(s):** B. Busse  
**Time(s):** Tuesday 16-18  
**First Session(s):** 15.09.2009  
**Level:** BA/MA: For BA and MA students in their final year  
Liz: For students in their final year, PhD students  
**Credit Points:** BA/MA: 7/Liz.: 7

**Open to students as Wahlbereich?** Yes  No

**Open to students Masterstudiengang Soziolinguistik (Center for the Study of Language and Society)**

**Content:** In this colloquium, we will discuss key theoretical and methodological approaches in English studies, as well as students' final theses (Lizentiatsarbeiten, BA theses, MA theses and PhD theses). Students who intend to write their final theses with me would be well advised to attend this colloquium.

**Texts:** To be announced.

**Credit:** Regular attendance and active participation. Evaluation for MA students of a written paper of approximately 6,000 words.

**Evaluation (Leistungskontrolle):**

- |  |   |
|--|---|
| <input type="checkbox"/> Test/Exam                               | <input checked="" type="checkbox"/> Written Assignment(s) |
| <input type="checkbox"/> Oral Presentation                       | <input type="checkbox"/> Other Class Work                 |
| <input type="checkbox"/> Evaluation at end of entire Module only | <input type="checkbox"/> Other:                           |

**Date of Evaluation:**

- |  |  |
|--|--|
| <input type="checkbox"/> Throughout semester   | <input type="checkbox"/> Last week of semester |
| <input type="checkbox"/> During semester break | <input type="checkbox"/> To be advised         |
| <input type="checkbox"/> Other:                |  |
-

## RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

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

**B. Busse:** Her scholarly interests include the history of English, Early Modern English, historical pragmatics, corpus linguistics, systemic functional grammar, Shakespeare studies, stylistics, narratology, cognitive linguistics, ecolinguistics as well as e-learning and e-teaching. She is a member of the committee of the *Poetics and Linguistics Association* (PALA).

**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.

**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 und dystopian literature, satire.

**K. Gonçalves:** Discourse Analysis, English as a Lingua Franca, the history of English, language change, language and gender, discourse and identity construction, narrative studies.

**V. Haser:** Semantics, Philosophy of Language, Cognitive Linguistics, Psycholinguistics, Pragmatics, Functionalist approaches to Syntax, and Language Impairments.

**I. Huber:** Nineteenth and twentieth century literature, comparative perspectives, gender studies, postcolonial theory, intermediality, intertextuality, metafiction, narratology.

**A. H. Jucker:** Andreas H. Jucker's current research interests focus on historical pragmatics, cognitive pragmatics and hypertextlinguistics, but he has also published on various aspects of the language of mass media, electronic research tools in linguistics and on the syntax of Middle English. Recent publications include *Diachronic Perspectives of Address Term Systems* (co-ed, 2003), *Mediality/Intermediality* (co-ed., 2008), *Speech Acts in the History of English* (co-ed., 2008), *Corpora: Pragmatics and Discourse* (co-ed., 2009), *Early Modern English News Discourse* (ed., 2009).

**U. Kluwick:** Contemporary literature (especially fiction), postcolonial literatures and cultures, ecocriticism, non-realist forms of writing (especially magic realism and the fantastic), eighteenth- and nineteenth-century writing on water.

**M. Mace-Tessler:** Twentieth century literature written in English, comparative literature, narrative structure, ethics in literature, Principal Examiner for the International Baccalaureate Org.

**M. Mettler:** Cosmopolitanism, second generation South Asian diaspora, the transcultural family, hermeneutics, narrators and storytelling, identity creation, the (post)modern and the contemporary novel.

**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.

**L. Perry:** Old English and Middle English, with a particular interest in language and literature before 1300 and questions of gender and genre; medieval historiography and romance, especially Arthurian literature.

**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, esp. the beach as an in-between space.

**G. Rippl:** Literary and cultural theory; early modern, nineteenth and twentieth century American and British literature and culture; intermediality (esp. the interrelation between literary and visual culture); gender studies; postcolonial studies; the reception of classical literature in Anglo-American literature; the history of the media; literature and anthropology.

**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.

**K. Stirling:** Early modern literature, especially John Donne; religious poetry; word and image; Scottish literature; children's literature.

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

**J. Straub:** British and North American literature 1800-present, literature and philosophy, internationalism in literature, intertextuality, intermediality, gender theory.

**F. Tolhurst:** Medieval Arthurian literature, especially Geoffrey of Monmouth and Sir Thomas Malory; medieval women writers, especially Julian of Norwich and Margery Kempe; modern Arthurian literature and Arthurian films.

## **STUDENTS' COMMITTEE**

Website: <http://www.englishstudents.ch>  
<http://www.sub.unibe.ch/fs/anglistik>

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 obligatory stay abroad – to give you the possibility 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**

Gino Brenni	<a href="mailto:ginobrenni@gmail.com">ginobrenni@gmail.com</a>
Benjamin Imobersteg	<a href="mailto:ben.imobersteg@students.unibe.ch">ben.imobersteg@students.unibe.ch</a>
Kevin McLoughlin	<a href="mailto:k.mcloughlin@students.unibe.ch">k.mcloughlin@students.unibe.ch</a>
Bettina Müller	<a href="mailto:bettina.mueller@students.unibe.ch">bettina.mueller@students.unibe.ch</a>
Gabriel Roth	<a href="mailto:gabrielroth@students.unibe.ch">gabrielroth@students.unibe.ch</a>
Naomi Shepherd	<a href="mailto:nshepherd@students.unibe.ch">nshepherd@students.unibe.ch</a>

**Check our website regularly!**