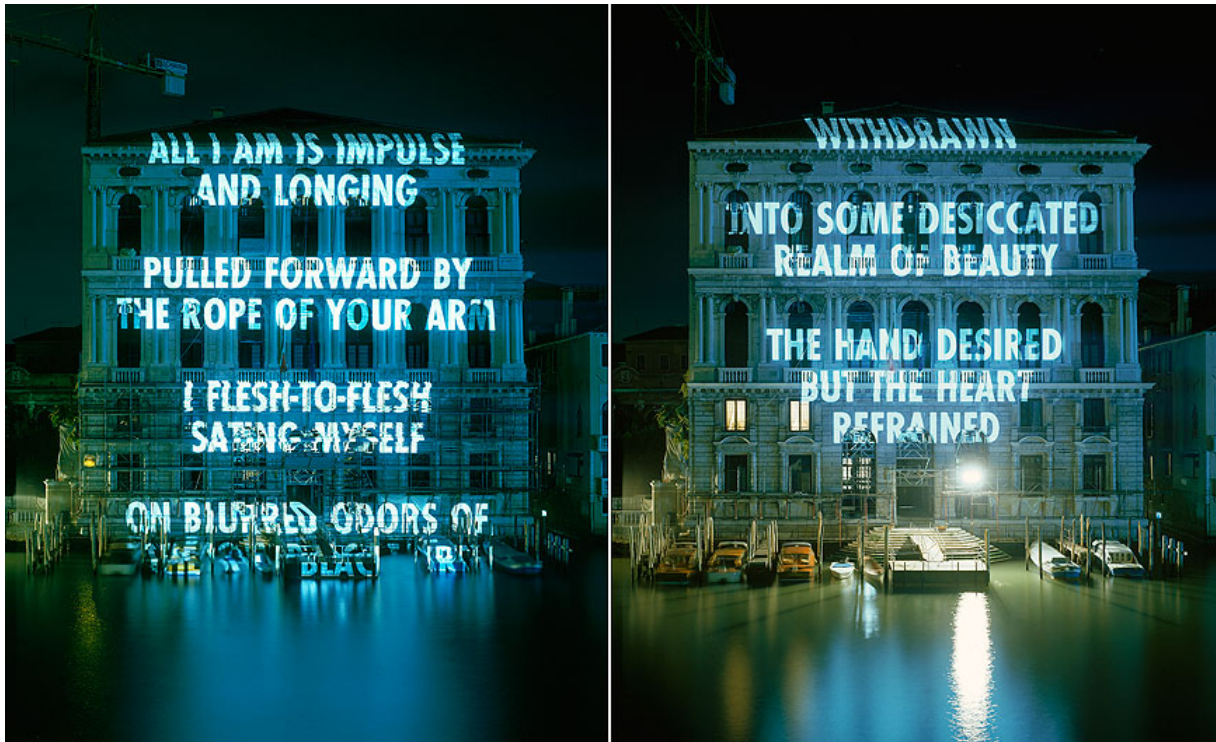


Course Booklet

Autumn Semester 2017

19 September – 23 December 2017



Department of English
University of Bern
Länggassstrasse 49
CH-3000 Bern 9
Tel: 031 631 82 45
Fax: 031 631 36 36
www.ens.unibe.ch

The Jenny Holzer images on the cover are from her 2003 work titled *Xenon for the Peggy Guggenheim*; it featured poems by Henri Cole projected onto the Palazzo Corner della Ca' Granda in Venice.

Table of Contents

Introduction	6-7
Key Dates & Deadlines	8-9
Study Plan 2017 – Key Points	10
General Information	11
Who to Ask	12
Academic Staff	13
Administrative Staff	14
A week in the life of your instructor	15-16

BA STUDIES	18
-------------------	-----------

Language Module	18
Grammar I	18
Writing Skills I	19

Core Curriculum	20
Lecture: Introduction to Language and Linguistics	20
Lecture: Earlier Englishes	21
Lecture: Introduction to Literature	22

Focus Module Language and Linguistics: Contact: Globalising Language	23
Lecture: Global English	23
Seminar: Linguistic Landscapes	24
Seminar: Language and Diversity	25-26
Seminar: Dialect Contact in North American and Australian English	27

Focus Module Literature: Early America	28
Lecture: American Genesis 1620-1865 (Flagged as Pre-1800)	28
Seminar: The Early American Novel and the Nation	29
Seminar: Of Genocide	30
Seminar: American Literature in the 19th Century: An Ecocritical Approach	31

Free-Standing Lectures and Seminar	32
Lecture Language and Linguistics: Performing ‘Realities’	32
Lecture Language and Linguistics: Language Policy	33
Lecture Literature: Hot Topics in Medieval Studies: An Introduction	34
Seminar BA Literature: Mind as Machine? Altered Cognition in Science Fiction	35
Seminar BA Literature: Chaucer's Troy and the Fabric of Time	36

Optional Courses	37
BA Workshop: Shakespeare at the Movies	37
BA Workshop: Creative Writing	38
BA Workshop: Text in Performance	39
Lecture / Wahlbereich Lecture: BMZ: tba	40

Wahlbereich Lecture: Collegium Generale: tba	41
Research Module	42
BA Colloquium: Language and Linguistics	42
BA Colloquium: North American Literature I	43
BA Colloquium: North American Literature II	44
BA Colloquium: Medieval and Modern English Literature	45
Advanced Readings Examination in Language and Linguistics and Literature	46
Advanced Readings in Linguistics and Literature	46
MA STUDIES	47
Specialisation Language and Linguistics	47
Foundation Lecture: Language and Society	47
Lecture: Global English	48
Lecture: Performing 'Realities'	49
Lecture: Language Policy	50
Seminar: Fieldwork Methods in Sociolinguistic Dialectology	51
Seminar: Sensing the City: Introduction to Nonverbal Communication (Excursion)	52-53
Seminar: Intercultural Discourse and Communication	54
Specialisation Literature	55
Foundation Lecture: Literary Theory	55
Lecture: American Genesis 1620-1865 (Flagged as Pre-1800)	56
Lecture: Hot Topics in Medieval Studies: An Introduction	57
Lecture: BMZ: tba	58
Seminar: North American Literature and Photography	59
Seminar: Writing the Mediterranean	60
Seminar: American Gothic 1780-1910	61
Optional Courses	62
MA Workshop: Sensing the Middle Ages	62
MA Workshop: Anglophone World Literature (Fiction)	63
MA Workshop: Literary Reviewing	64
Research Module	65
MA Colloquium: Language and Linguistics	65
MA Colloquium: North American Literature I	66
MA Colloquium: North American Literature II	67
MA Colloquium: Medieval and Modern English Literature	68

PhD Colloquia	69
PhD and Research Colloquium: Modern English Linguistics	69
PhD and Research Colloquium: Language and Communication	70
PhD and Research Colloquium: Literary Theory	71
PhD and Research Colloquium: Key Issues in American Studies	72-73
PhD and Research Colloquium: Modern English Literature	74
PhD and Research Colloquium: Medieval Studies	75
Staff Research Interests and Professional Activities	76-78
Students' Committee	79
Staff Address List Autumn Semester 2017	80
Timetable Autumn Semester 2017	81-82

Welcome from the Head of Department

ALL THINGS ARE DELICATELY INTERCONNECTED

The image on the cover of this semester's course book is offered as a gentle homage to our colleague Margaret Mace-Tessler who retired at the end of the spring semester. The images are photographic stills from an artwork created by the famous US-American artist Jenny Holzer. This is an artist for whom Dr Mace-Tessler and I share a great admiration; an artist known for playing with the look and shape of words as they are projected into the darkness and onto vast built environments. Holzer's artworks appear in all sorts of other forms as well; one example of which was a postcard Dr Mace-Tessler gifted me about a year after I had joined the department. In true Holzer-style, the card simply read, "All things are delicately interconnected".

What Dr Mace-Tessler and I discovered was not only our shared appreciation for Jenny Holzer, but that Holzer's art nicely represents the connection between the scholarly pursuits of both literature and linguistics. Indeed, at the heart of our work in this department, we all have at least one important phenomenon in common: language. More than this, however, we are connected through the varied, creative uses of language which are sometimes spectacular, sometimes banal; sometimes highly poetic, sometimes utterly practical; sometimes deep and meaningful, sometimes trite and foolish. We also know that language may appear to be locked in the pages of texts and the practices of institutions, but that its true power and resonance are only properly realized when circulating freely in the world about us.

It is against this backdrop – the beauty, power and ubiquity of words – that I am pleased to welcome you to the 2017 autumn semester. My colleagues and I invite you to continue seeking the connections between literature and linguistics, and, in turn, seeking out their enduring, inevitable connectedness to the rest of life. And, as you will discover, there are many such connections to be made in the diverse range of lectures, seminars, workshops, excursions on offer this next semester.

This is a good moment for me to bring to your attention some other news and updates on the staff front. As well as saying goodbye to Dr Mace-Tessler, we bid farewell to senior assistant Dr Kathrin Scheuchzer who has been a highly valued member of the department for many years. We are especially sad also be saying goodbye to our directors' assistant Ms Bettina

Muller who, having only so recently returned to the fold, is taking up a teaching appointment at Gymnasium Thun. We are delighted that Rahel Braunschweig will be stepping in almost immediately as the new Directors' Assistant. We say a hearty bon voyage to Professor Virginia Richter who now begins a much-deserved one-year sabbatical after three years as Dean of Humanities. Professor Richter's sabbatical also includes a stint as visiting scholar at the University of Edinburgh. We say bon voyage also to Ms Sofie Behluli who now starts her doctoral studies at Oxford University. Amidst these farewells, we are thankfully now welcoming back Professor Gabi Rippl from her Morphomata fellowship at the University of Cologne. We also offer a heartfelt welcome to Dr Beatriz Lorente who joins us as the new Academic Writing Instructor. Dr Lorente will bring to the department not only her international expertise in teaching writing and research skills, but also a rich research agenda on the sociolinguistics of globalization; as a taster, she will be teaching this semester Language Policy, a free-standing lecture for BA and MA students. Last but not least, we are pleased to see the return of Mr Edward Wright in his new capacity as assistant to Professor Rippl. Mr Edward Wright will be teaching a BA focus module seminar this next semester titled "American Literature in the 19th Century: An Ecocritical Approach" – a perfect example of the delicate but powerful interconnectedness of our academic work to the world at large.

A handwritten signature in black ink, appearing to read "Ursula Thun". The signature is written in a cursive style with a horizontal line underneath the name.

Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

You need to register in KSL for every course you take. Exceptions are the BA/MA thesis, the Stay Abroad, Independent Studies and guest lectures.

There may be more than one version of the same course in KSL (graded/ungraded, old/new study plan), so make sure you register for the right version.

DEADLINES

Autumn Semester	15 October
Spring Semester	15 March

You cannot change your registration after the deadline. If you do not want to take the course, you need to deregister by the deadline.

Assessment Registration & Deregistration

For graded courses, you need to register in KSL for the course AND for the course assessment, which is usually a paper or an exam.

DEADLINES

Autumn Semester	15 November
Spring Semester	15 April

You cannot change your registration after the deadline. If you do not want a graded assessment, you need to deregister by the deadline.

Global Resit Date

If you fail an exam, you can resit the exam once. Our department has global resit dates when most resits take place (exceptions will be communicated). Global resits take place on Wednesday in the penultimate week of semester break. The global resits for AS 2017 and SS 2018 are:

Wednesday, 7 February 2018

Wednesday, 5 September 2018

Advanced Readings (examination)

The exam for Advanced Readings in Linguistics and Literature is offered once every semester. It takes place in the penultimate week of the semester (11-15 December 2017; 21-25 May 2018).

You can choose between three specializations: (A) Medieval and Modern English, (B) North American Literature, (C) Language and Linguistics. You register for the exam by registering for the Advanced Readings in Linguistics and Literature (A),(B) or (C) in KSL.

Notes:

How to register and deregister in KSL: see http://www.ens.unibe.ch/studies/ksl_registration.

Advanced Readings: see http://www.ens.unibe.ch/studies/course_types_and_modules.

BA Thesis Registration

The registration for the BA thesis is a two-step process. First, you register your thesis with your supervisor. Second, you get the ok from your study counsellor and hand in the signed Registration for Thesis (BA & MA) form to the secretariat.

The Registration for Thesis (BA & MA) form can be found on our website (see link at bottom of page).

The submission deadline for BA theses is usually the last day of the semester, but please adhere to the specific deadline agreed on with your supervisor.

SUBMISSION IN AUTUMN

Supervisor deadline	30 April
Study counsellor and secretariat deadline	30 September
Thesis submission deadline	Date on registration form

SUBMISSION IN SPRING

Supervisor deadline	15 November
Study counsellor and secretariat deadline	1 March
Thesis submission deadline	Date on registration form

MA Thesis Registration

MA theses need to be registered with the Department of English as well as with the Dean's Office. Please consult the website of the Dean's Office for information about how to register your MA thesis there. To register your MA thesis with the department you must complete the Registration for Thesis (BA & MA) form and include your supervisor's and study counsellor's signatures before handing in the form to the secretariat.

The Registration for Thesis (BA & MA) form can be found on our website (see link at bottom of page).

GRADUATION IN SPRING 2018

Department registration deadline	31 May 2017
Dean's Office registration deadline	31 May 2017
Thesis submission deadline	4 December 2017

GRADUATION IN AUTUMN 2018

Department registration deadline	7 December 2017
Dean's Office registration deadline	7 December 2017
Thesis submission deadline	11 June 2018

Notes:

How to register your thesis:

see http://www.ens.unibe.ch/studies/course_types_and_modules/thesis_information.

How to register your MA thesis with the Dean's Office:

see http://www.philhist.unibe.ch/studies/master/master_s_degree.

Study Plan 2017 – Key Points

Degrees

The titles of the degrees are now more in line with international universities. They are:

- Bachelor of Arts in English
- Master of Arts in English with special qualification in Language and Linguistics
- Master of Arts in English with special qualification in Literary Studies

BA: Changes to obligatory courses

- The Core Curriculum now encompasses 2 more courses. Analysing Language and Literary History.
- There are less Focus Modules, but more free-standing lectures and seminars to give you more choice.
- The BA Colloquium now earns students 4 ECTS in total.

BA: Changes to optional courses

- 60-ECTS minor students can extend their Stay Abroad to 6 months, earning up to 10 ECTS.
- Single ECTS points can be earned by completing a 1-ECTS Workshop or Independent Studies for 1 ECTS.
- Only 2 tutorials can be taken for credit, earning a maximum of 2 ECTS.

MA: Changes to obligatory courses

- Major and minor students attend three guest lectures for credit (1 ECTS in total).
- MA major students complete both Foundation Lectures.
- The MA Colloquium (formerly the MA Forum) earns students 6 ECTS in three semesters.
- MA minor students need to complete 3 graded lectures and 1 graded seminar.

MA: Changes to optional courses

Single ECTS points can be earned by completing:

- a 1-ECTS Workshop
- Independent Studies for 1 ECTS
- 1 MA tutorial

General Information

KSL Registration: General information

Visit http://www.ens.unibe.ch/studies/ksl_registration/index_eng for more information on how to register (and deregister) for courses and assessments.

KSL Registration: Special cases

FOCUS MODULES:

When you register for a Focus Module, you need to register for 2 courses and the assessment: the Focus Module Lecture, the seminar connected to the lecture as well as the assessment.

BA COLLOQUIA:

There are three KSL versions for BA Colloquia with different ECTS credits. Make sure you sign up for the correct version.

Students studying with Study Plan 2017 register for the "BA Colloquium (New Study Plan)" course.

If you are studying with an older study plan (pre-2017), in your first semester of the BA Colloquium, you need to register for the "BA Colloquium (First Semester – Old Study Plan)"

In your second semester of the BA Colloquium, you need to register for the "BA Colloquium (First Semester – Old Study Plan)" **and** for the "BA Colloquium (Second Semester Presentation – Old Study Plan)"

MA COLLOQUIA:

There are two KSL versions for MA Colloquia (formerly MA Forum) with different ECTS credits. Make sure you sign up for the correct version.

Students studying with Study Plan 2017 register for the "MA Colloquium (New Study Plan)".

Students studying with an older study plan (pre-2017) register for the "MA Colloquium (Old Study Plan)" course.

MA Requirements

MA major students have to acquire a minimum of 72 credits within the specialization (e.g. Language and Linguistics), and another 14-18 in the other field (e.g. Literature).

MA minor students can acquire up to 9 credits in the other field, but they do not have to.

Attendance

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

Communicating with the Secretariat and Study Counsellors

When you email the secretariat or your study counsellor, please include: your name, your matriculation number and the title of the course or the course number if you ask about a specific course.

Who to Ask – Autumn Semester 2017

Study Counselling for BA Students

Students with surnames A-K

Dr. Zoë Lehmann

D 211

zoe.lehmann@ens.unibe.ch

Students with surnames L-Z

Ryan Kopaitich

B 273

ryan.kopaitich@ens.unibe.ch

Study Counselling for MA Students

Students with surnames A-K

Hannah Hedegard

B 266

hannah.hedegard@ens.unibe.ch

Students with surnames L-Z

Dr. Ursula Kluwick

B 267

ursula.kluwick@ens.unibe.ch

International Coordinator (Stay Abroad Enquiries)

Students with surnames A-K

Joseph Comer

031 631 45 09 / B 272

joseph.comer@ens.unibe.ch

Students with surnames L-Z

Dr. Rory Critten

031 631 55 15 / B 267

rory.critten@ens.unibe.ch

Admission Enquiries

Viola Marchi

B 273

viola.marchi@ens.unibe.ch

Independent Studies Proposals

Contact any member of teaching staff

Independent Studies Coordinator

Anja Thiel

B 266

anja.thiel@ens.unibe.ch

Assessment of Courses and Information about your Results

Individual course instructors and Notice Boards

KSL Enquiries

Sarah Zürcher

031 631 82 45 / D 201

sarah.zuercher@ens.unibe.ch

Rahel Braunschweig

031 631 37 56 / D 202

rahel.braunschweig@ens.unibe.ch

Diploma Supplements BA / MA (Studienleitung)

Dr. Zoë Lehmann

D 211

zoe.lehmann@ens.unibe.ch

Enrolment for Theses and Exams

Sarah Zürcher

031 631 82 45 / D 201

sarah.zuercher@ens.unibe.ch

Library Enquiries

Nina Müller

031 631 83 72 / B 271

nina.mueller@ub.unibe.ch

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

Academic Staff (AS17)

Professors

- Prof. Dr. Thomas Claviez*
Literary Theory & World Literature/American Studies
- Prof. Dr. David Britain*
Modern English Linguistics
- Prof. Dr. Annette Kern-Stähler*
Medieval English Studies
- Prof. Dr. Virginia Richter
Modern English Literature
- Prof. Dr. Gabriele Rippl*
Literatures in English/North American Studies
- Prof. Dr. Crispin Thurlow*
Language and Communication, Head of Department

Lecturers

- Dr. Franz Andres Morrissey*
Language and Linguistics
- Dr. Sue Fox *
Language and Linguistics
- Dr. Beatriz Lorente*
Academic Writing
- Dr. Nicole Nyffenegger*
Medieval and Early Modern Literature and Culture
- PD Dr. Julia Straub*
Literatures in English/North American Studies

Senior/Post-Doc Assistants

- Dr. Rory Critten*
Medieval English Studies
- Dr. des. Marijke Denger
Modern English Literature
- Dr. Ursula Kluwick*
Modern English Literature
- Dr. Zoë Lehmann
Modern English Literature

Assistants/Doctoral Researchers

- Mr Matthias Berger, M.A.
Medieval English Studies
- Ms Maida Bilkic, M.A.*
Language and Communication
- Ms Claudine Bollinger, M.A.*
Modern English Literature
- Mr Joseph Comer, M. Soc. Sci.
Language and Communication
- Ms Sarah Grossenbacher, M.A.
Modern English Linguistics
- Ms Dominique Hess Bürki, M.A.
Modern English Linguistics
- Ms Hannah Hedegard, M.A.*
Modern English Linguistics
- Ms Vanessa Jaroski, M.A.
Language and Communication
- Mr Ryan Kopaitich, M.A.*
Literary Theory
- Ms Eva Kuske
Modern English Linguistics
- Mr Tobias Leonhardt, M.A.
Modern English Linguistics
- Ms Sara Lynch, M.A.
Modern English Linguistics
- Ms Gwynne Mapes, M.A.
Language and Communication
- Ms Viola Marchi, M.A.*
Literary Theory
- Ms Jakhan Pirhulyieva, M.A.
Modern English Literature
- Ms Anja Thiel, M.A.*
Modern English Linguistics
- Mr Ed Wright*
Literatures in English/North American Studies

* *Teaching this semester*

Administrative Staff (AS17)

Secretaries

Sarah Zürcher	Monday	9-10, 14-15:30
	Wednesday	9-10
	Thursday	14-15:30

Monika Iseli-Felder	Tuesday	9-10, 14-15:30
	Wednesday	9-10

Directors' Assistant

Rahel Braunschweig	By appointment
--------------------	----------------

IT Coordinator & Web Administrator

Fayaz Ali Khan	By appointment
----------------	----------------

Librarian

Nina Müller	Monday-Thursday
-------------	-----------------

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

A week in the life of your instructor

by Professor Crispin Thurlow

One of the biggest challenges in the staff-student relationship is an unavoidable mismatch of expectations. While academic staff have all been students, students have rarely been full-time, professional academics. Having said which, it may have been many years ago – and under very different circumstances – that some academic staff were students. Nonetheless, it's understandably difficult for students to know sometimes where they stand in their instructor's larger schedule of work commitments. This can lead to misunderstanding and, sometimes, frustration.

Well, to make things a little more transparent, I have pulled together a snapshot impression of a typical working week for a full-time member of academic staff. I've based this on an *ad hoc* survey of my colleagues over the years. What follows is a sample (sic) of the range of activities your professors and other instructors will regularly be trying to get done during any typical working week. The hours or days listed are indicative of how much time might be spent on each activity during a regular week; this is not necessarily how long each takes to complete. Far from it.

Teaching/mentoring-related activities ¹

- prepping for lectures for one course (4 hours)
- reading/reviewing a graduate thesis proposal (3 hours)
- grading undergraduate papers for one course (20 hours)
- course-related office hours (2 hours)
- lectures, seminars and colloquia (8 hours)
- course preparation and administration (6 hours)
- reading/reviewing a dissertation chapter (3 hours)
- examination and coursework grading (6 hours)
- writing a letter of recommendation (1 hour)
- helping with a graduate fellowship proposal (2 hours)
- supervisory meetings with graduate students (4 hours)
- supervisory meetings with undergrad thesis students (2 hours)

Admin-related activities

- reviewing a journal article/conference paper (3 hours)
- reviewing a book for a publisher (5 hours)

¹ In addition to lectures and seminars, most full-time academic staff mentor (aka supervise) students on their BA, MA and PhD research projects or on BA and MA independent studies.

- journal editorship/board-membership work (5 hours)
- monitoring and replying to email correspondence (5 hours)
- attending a Directors/Faculty/Mittelbau meeting (2 hours)
- professional association committees/correspondence (2 hours)
- reading a graduate application with writing samples (4 hours)
- writing a letter of recommendation (1 hour)
- reviewing a promotion case for another academic (4 hours minimum)
- conducting a course evaluation or peer observation (2 hours)
- serving on a promotion or hiring committee (1 hour)
- attending a campus lecture or event (3 hrs)
- reviewing another department's external review (2 days)
- participating on and/or chairing a Faculty committee (2 hours)
- participating on and/or chairing a departmental committee (2 hour)

Research-related activities

- writing an initial draft for a grant application (3 days)
- revising and resubmitting an article (2 days)
- editing a book manuscript (4 days)
- attending a colloquium presentation (1 hour)
- finalizing a grant application (5 hours)
- reviewing proofs of an article (2 hours)
- supervising/meeting with Research Assistants (2 hour)
- preparing a talk or keynote presentation (1 day)
- preparing and revising an ethics review application (2 hours)

Contrary to many people's outside impressions, academic staff seldom spend the day reading and writing. Many will tell you that the last time they had the luxury of 'just' or 'really' reading was when they were students. There's certainly very little time for standing around chatting about grand ideas and the finer points of theory. In fact, during the regular teaching semester, academic staff really struggle to prioritize their research even though this is one of the main ways we are assessed by the university's central administration and by the Cantonal government. The reality is that research and writing invariably get done on weekends, late at night and during the summer months.

Autumn Semester 2017

BA STUDIES

Language Module

Course Type: Language Module
Title: Grammar I
Instructor: Franz Andres Morrissey
Time: Tuesday 8-10
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the first part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will be looking at the grammar of the noun phrase as well as some aspects of English verb forms. The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them, in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, in which some students will find themselves involved, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts. It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason the entire course is also podcasted and the solutions to the practical exercises are available online (link on www.morrissey.unibe.ch). Furthermore, we offer tutorial sessions in the second term to help students work with the materials. It is urgently recommended that students who cannot attend the course for timetable reasons take part in the tutorials.

Texts: The course script for the entire course will be sold for CHF 25.– in the first session. The course is also available as a podcast and can be downloaded from the regular downloads page www.morrissey.unibe.ch. Useful textbooks include *Rediscover Grammar* by David Crystal, and McCarthy and Carter's *English Grammar* (CUP).

Learning Outcomes: To gain an overview of the grammar of contemporary English and to explore the way in which it functions. This will at times be linked to how English grammar can be taught as some present students may become future teachers. In addition the lecture course also aims to hone the advanced knowledge students must bring to the study of English.

Resit Date: 5 September 2018

Deadline for Submission of Assignment/Evaluation: 5 June 2018

Course Type: Language Module Seminar

Title: Writing Skills I

Instructors: Beatriz Lorente / Nicole Nyffenegger

Times: Monday 14-16 & 16-18; Tuesday 12-14 & 14-16;
Wednesday 12-14 & 14-16; Thursday 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Texts: Materials will be posted on ILIAS.

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

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

Grade Requirement: Evaluation of written work

Deadline for Submission of Assignment/Evaluation: Throughout the term

Core Curriculum

Course Type: Core Curriculum Lecture

Title: Introduction to Language and Linguistics

Instructor: Franz Andres Morrissey

Time: Wednesday 8-10

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Texts: We are using a script designed for this course, which will be sold in the first session for 25 Fr. However, students are advised to buy either or both of the following books:

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

Learning Outcomes: To gain an overview of the workings of language and how we can approach these. To develop a basic understanding of the areas of linguistics discussed in the lecture, in order to be able to build on these in future seminars, lectures and individual research.

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

Grade Requirement: This lecture is part of the Core Curriculum Linguistics and History of English module. The other part of this module is **Earlier Englishes**. The two courses will be assessed in ONE examination at the end of the course. Students must pass both parts individually.

Resit Date: 7 February 2018

Deadline for Submission of Assignment/Evaluation: 9 January 2018

Course Type: Core Curriculum Lecture

Title: Earlier Englishes

Instructor: Rory Critten

Time: Tuesday 10-12

Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course introduces students to the English Middle Ages (c.400-c.1500) and aims to provide them with the philological skills required in order to engage with some of the vernacular cultures that flourished during this period. The most basic principles of Old and Middle English grammar will be taught with a view to making texts written in these languages accessible; we will also devote attention to the various material, historical, and intellectual contexts in which these texts were produced and which they, in turn, helped to shape.

Learning Outcomes: Students who successfully complete the course will have a good reading facility in Old and Middle English and they will have a preliminary understanding of the worlds that these languages were used to describe. They will be ready and, it is hoped, excited to take up the Department's medieval offerings in the course of their subsequent studies.

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

Grade Requirement: Students must pass Earlier Englishes (with a grade "4" or higher) in order to complete the propaedeuticum phase of the English BA (majors and minors). Students may resit the exam only once.

Exam Date: The Earlier Englishes exam will take place in the last class of the term.

Course Type: Core Curriculum Lecture

Title: Introduction to Literature

Instructor: Nicole Nyffenegger

Time: Wednesday 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This lecture introduces students of literatures in English to the methods, concepts, and tools they are advised to use when they approach literary texts. These will help them to obtain a fuller understanding of the works and to express themselves clearly and competently when discussing literature. Furthermore, we will look at the specificities of literary texts in various genres: drama, narrative fiction, and poetry.

Texts: All students are requested to have read *Hamlet* in the 2016 Arden edition by the third week of term. References will be made also to other works on the departmental reading list. Please make sure to have a personal copy of all "Core texts" on that list: (http://www.ens.unibe.ch/studies/course_types_and_modules/reading_list/index_eng.html).

Learning Outcomes: By the end of this lecture, students will be familiar with central concepts and tools for the analysis of literary texts in various genres. They will have obtained a clear idea of diverse approaches to literature, of methods and strategies of literary interpretation, as well as of some central terminology. The lecture course will be accompanied by a weekly tutorial (date tba).

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

Grade Requirement: This course will be assessed in a written exam on 20 December 2017.

Resit date: 7 February 2018.

Focus Module Language and Linguistics: Contact: Globalising Language

Course Type: Focus Module Lecture (and MA Lecture)

Title: Global English

Instructor: Sue Fox

Time: Wednesday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

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

Learning Outcomes: The learning goals for this Focus Module Lecture course are:

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

Evaluation (pass/fail): Your engagement and learning in this Focus Module Lecture will be assessed by ONE examination on Wednesday, 6 December 2017.

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

Resit Date: 20 December 2017

Deadline for Submission of Assignment/Evaluation: 6 December 2017

Course Type: Focus Module Seminar

Title: Linguistic Landscapes

Instructor: Maida Bilkic

Time: Tuesday 16-18

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This seminar focuses offers students an introduction to linguistic landscapes theory and research. Initiated exactly twenty years ago in a now "classic" paper (see Landry & Bourhis, 1997), this field has grown rapidly and established itself as a core intellectual project within the broader fields of multilingualism studies, applied linguistics, sociolinguistics, discourse studies and linguistic anthropology. Investigating the intersection of language, communication and space/place, the field is sometimes also known by the labels "semiotic landscapes" and/or "geosemiotics". In all this work, scholars recognize how linguistic practice can only be properly understood in the context of its emplacement – in other words, its physical setting and location. By the same token, we recognize how the physical location and public visibility of language and especially of different languages has deep social and political implications. Through the study of linguistic landscapes, students will be introduced to a range of topical and theoretical issues; for example: language and identity, language ideologies, language policy and politics, linguistic commodification, language contact, and language education. In doing so, students will be invited to consider – and apply – some of the core methods used in the investigation, documentation, analysis, and interpretation of linguistic (and semiotic) landscapes.

Texts: Readings will be made available on ILIAS.

Learning Outcomes: The seminar will introduce students to major themes, key theoretical perspectives and methodological approaches in the study of linguistic (and semiotic) landscapes. In considering linguistic landscapes from a range of local, regional and international perspectives and sites, this seminar will enhance students' understanding of the relationship between linguistic/communicative practice and space/place. Students will likewise come to appreciate how urban space and public space are symbolically constructed and organized.

Evaluation (pass/fail): Regular attendance, active participation (e.g. completing assigned readings), and an in-class presentation based on some first-hand linguistic landscape research.

Grade Requirement: All of the above and a written paper/project report of approximately 4000 words.

Deadline for Submission of Assignment/Evaluation: 7 January 2017

Course Type: Focus Module Seminar
Title: Language and Diversity
Instructor: Joseph Comer
Time: Wednesday 14-16
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In the introduction to her 2012 book ‘On Being Included’, the feminist scholar Sara Ahmed poses two questions: “*What does diversity do?*” and; “*What are we doing when we use the language of diversity?*” In other words, what does it mean to be different; to speak, act or see the world differently? What does it mean to highlight difference, to acknowledge it, and why would (or should) we do so? And how is difference/diversity used for various strategic and/or political ends?

In this seminar you will address all of these questions, using sociolinguistic, linguistic anthropological and critical discourse-analytical frameworks. Through this seminar, you will be introduced to studies of linguistic (and cultural and societal) diversity, and given an insight into what this diversity can inform us about language’s relationship with society and ‘humanness’ as a whole. You will explore how powerful institutions such as states and the media respond to diversity – positively or negatively, inclusively or prejudicially, etc. – and why. Lastly, you will learn more about critical debates about discourses of diversity and difference (linguistic or otherwise) in the contemporary world – such as Ahmed’s questioning of what it is to be *included*.

In this seminar you will use a number of case studies to examine intersections and contact between ‘diverse’ languages, cultures, identities and ideologies in various transnational and national contexts. In particular, you will explore the political and (literal) linguistic landscape of multilingual, “proudly diverse” Switzerland. Overall, this course will outline two important questions to consider when describing contact between ‘diverse’ people: how is diversity recognised and valued, and how is it regulated, stylized and/or commodified? In so doing, it will provide (some) answers to the questions Sara Ahmed has posed; i.e. noting that diversity *does* a great deal, and that we ourselves *do* a great deal – knowingly and unknowingly – when we speak about, discriminate against, tolerate, and otherwise address ‘diversity’ in society.

Texts: The course will rely on articles made available on ILIAS. You will be expected to pursue this reading material independently, before class each week.

Learning Outcomes: The primary goals of this seminar are for students:

- to recognise and explain the significance of cultural and linguistic diversity in the contemporary world;
- to analyse and understand the role of language and social interaction in building ideologies and sustaining inequalities between ‘diverse’ populations;

- to apply critical sociolinguistic approaches to linguistic landscapes, language and political economy, and broadly, 'discourses of diversity'.

On the basis of this seminar's introduction to language, power, and social difference, students will be able to develop their own research questions on the role of language in the reproduction of social inequality.

Evaluation (pass/fail): Regular, respectful participation in seminar discussions and cumulative coursework. In order to pass this class (for 4 ECTS ungraded) you must fulfil the following requirements:

- complete a series of readings that constitute the theoretical and methodological framing for the seminar;
- complete a fieldwork assignment introducing the study of linguistic landscapes;
- participate in in-class exercises and contribute well to discussion;
- complete five reading quizzes related to these readings (in order to pass this course you must have achieved at least 60% for each reading quiz).

NB: Explicit directions for the fieldwork assignment will be given during the semester. In short, this assignment will require you to collect data relating to linguistic diversity in the landscape of Switzerland, and analyse it via a short presentation in class (1 November).

Grade Requirement: If you are taking this seminar as a graded 7 ECTS seminar, you must complete the aforementioned coursework (fieldwork assignment and reading quizzes), and additionally complete a final exam in the last week of the semester. This review exam will address the material and key ideas/concepts/issues covered in each of the readings.

Your grade will be calculated on the following basis: 30% for the reading quizzes, 20% for the fieldwork assignment, 40% for the final exam and 10% made up through engagement with in-class exercises and discussion.

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

Deadline for Submission of Assignment/Evaluation: All assessment must be completed and submitted one week after the last day of the seminar at the latest.

Course Type: Focus Module Seminar

Title: Dialect Contact in North American and Australian English

Instructor: Hannah Hedegard / Anja Thiel

Time: Wednesday 10-12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Scholars have long been intrigued by the idea that although unnecessary for successful communication, contact between two mutually-intelligible varieties of English can induce linguistic change, in one or both dialects. In this seminar, we focus on the where, why and how of this phenomenon, through an overview of existing theoretical frameworks for contact-induced change that has been applied to varieties of English spoken in North America and Australia.

When looking at both regions, we will draw on theories on contact at the micro and macro level, first discussing how change happens on an individual speaker level in face-to-face interaction, and then exploring how different variants spread as a result of contact situations such as migration, but also identity, class and linguistic constraints. Themes such as ethnic identity, in-group/out-group communication, and socio-economic status will be highlighted in both North American and Australian English sessions, as well as in guest talks given on case studies such as the English spoken on Guam, and the role of British English in Australia. We will also examine and compare in detail the various methodologies that have been employed in research into contact induced change in North American and Australian English dialects, and end-of-semester student presentations will combine an analysis of these with their sociolinguistic theoretical underpinnings.

Texts: Readings will be made available on ILIAS.

Learning Outcomes: Students should gain a good understanding of the fundamental theories of, and the methodology used in research into, dialect variation and change. They will also be familiarized with the linguistic processes (and socio-cultural factors influencing them) that have occurred, or are ongoing, in several North American and Australian speech communities.

Evaluation (pass/fail): Regular attendance, active participation, in-class presentation

Grade Requirement: Same as above, plus a report

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

Deadline for Submission of Assignment/Evaluation: 3 January 2018

Focus Module Literature: Early America

Course Type: Focus Module Lecture (and MA Lecture)

Title: American Genesis 1620-1865 (Flagged as Pre-1800)

Instructor: Thomas Claviez

Time: Tuesday 14-16

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The lecture will give – American Studies like – an overview of the main literary, political and historical events between 1620-1865.

Texts: Texts be uploaded on ILIAS.

Learning Outcomes: To familiarize the students with important events and developments – literary, political, historical – of the founding phase of the US, and to provide some context for the literary texts that we'll be dealing with.

Evaluation (pass/fail): Final exam

Grade Requirement: Lecture exam. The grade for the whole focus module (lecture + one seminar) is acquired in the respective seminar.

Resit Date: 7 February 2018

Deadline for Submission of Assignment/Evaluation: Exam last session in AS 2017

Course Type: Focus Module Seminar
Title: The Early American Novel and the Nation
Instructor: Julia Straub
Time: Tuesday 8-10
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

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

Texts: The order of our reading is Tyler, Rowson, Brown. Please read the three novels before the beginning of term. Secondary reading material will be made available via ILIAS and on the presence shelf. Editions used:

- Royall Tyler. *The Algerine Captive*. Ed. Caleb Crain. New York: Modern Library, 2002. ISBN-13: 978-0375760341
- Susanna Rowson. *Charlotte Temple*. Ed. Marion L. Rust. New York: Norton, 2010. ISBN-13: 978-0393925388
- Charles Brockden Brown. *Edgar Huntly; or, Memoirs of a Sleep-Walker*. Indianapolis: Hackett, 2006. ISBN-13: 978-087220853

Learning Outcomes: Students are able to give persuasive accounts of the formation of the novel in America and its social, political and cultural contexts in the late eighteenth century. They can apply basic theoretical concepts to their analysis of the novels. They can express themselves on older literary texts in speech and writing.

Evaluation (pass/fail): Cumulative course work

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

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

Deadline for Submission of Assignment/Evaluation: 22 January 2018

Course Focus Module Seminar
Title: Of Genocide
Instructor: Ryan Kopaitich / Viola Marchi
Time: Monday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this seminar, we will interrogate the historical, social, and cultural implications of the concept of genocide in the creation of the United States as we know it today. To do this, we will begin by considering historical accounts, moving from this to a theoretical understanding of the nation-building phenomenon, and finishing with contemporary literary perspectives on the near elimination of Native Americans and Native American culture in the U.S. We will incorporate both Native American and colonial perspectives in order to more fully come to terms with the concept of genocide, and the possibility of its subversion, at a pivotal moment in United States history up to the present day. Further, we will look at the concept of nation-building, as examined in the specificity of the context under discussion, to flesh out broader theoretical concepts of violence and expansion inherent to the national paradigm still operative today.

Texts: The full program of the seminar will include a variety of texts from different disciplines. All of these texts as well as the program will be uploaded to ILIAS before the beginning of the semester. There will also be two novels, *Blood Meridian* by Cormac McCarthy and *Riding the Trail of Tears* by Blake M. Hausman, which students will be required to purchase and read thoroughly. These novels will be available at the Bugeno in the Hauptgebäude.

Learning Outcomes: This seminar seeks to provide a historical and cultural understanding of a foundational moment in American history. As such it complements the Focus Module lecture. It will also delve further into theoretical issues about the formation of nation-states and the possibilities and/or necessities of violence such a concept may engender.

Evaluation (pass/fail): All students seeking a pass/fail grade must attend the seminar in accordance with departmental regulations, contribute to discussion, and complete a 30-minute presentation on a topic to be decided upon at the beginning of the course.

Grade Requirement: In addition to fulfilling the requirements for a pass/fail grade, students will also need to submit a paper by the date indicated below.

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

Deadline for Submission of Assignment/Evaluation: 1 February 2018

Course Type: Focus Module Seminar
Title: 19th Century American Literature: An Ecocritical Approach
Instructor: Edward Wright
Time: Thursday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Many of our ideas about wilderness come from the colonial history of the United States, where settlers encountered what seemed to them like vast areas of unutilised land. The nineteenth century in particular saw an increase in the speed and scope of the claims on and subsequent changes to these apparently natural spaces. It was also a time in which many of the classics of American literature were published, in some of which authors expressed a concern for or fascination with the landscapes they encountered, or used it as a foil for the endeavours of their protagonists. Taking some of the most celebrated of these works – and a few relatively unsung ones – to illustrate the historical period, we will apply a set of analytical tools developed mostly within the last thirty years, in an attempt to understand the ideologies that motivated the writing of the environment, and what consequences this may have for our relationship to nature today. We will also ask what formal and stylistic strategies are used in these texts to convey an emotional response to the encounter with the American landscape. To this end, a number of theoretical readings will be made available through ILIAS. These will prove crucial to the work we do in class.

Texts: Students should obtain copies of the following and read them prior to the start of semester: Henry David Thoreau, *Walden, Civil Disobedience and Other Writings* – please use the Norton Critical Edition; and Mark Twain, *Huckleberry Finn*. A complete reading list, including work by Walt Whitman, Kate Chopin, Sarah Orne Jewett, Henry Wadsworth Longfellow, John Muir, Emily Dickinson and Ralph Waldo Emerson will be posted on ILIAS prior to the start of semester.

Learning Outcomes: Students will deepen their knowledge of nineteenth century American literature, familiarize themselves with ecocritical theory and find ways of applying it to their own objects of study. An emphasis will be placed on close reading of the texts.

Evaluation (pass/fail): Active participation in class discussions, some online exercises, plus a presentation on one of the set readings in which one or more of the theoretical positions we are exploring is used to critically assess the depiction of natural or environmental themes in the text. Minimum attendance rules apply.

Grade Requirement: Active participation in class discussions and the presentation are evaluated and each count as 10% of the overall grade. The completion of the online exercises counts as a further 10%, and a seminar paper of 3000 - 3500 words makes up the remaining 70% of the grade.

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

Deadline for Submission of Assignment/Evaluation: 28 January 2018

Free-Standing Lectures and Seminars

Course Type: Free-Standing Lecture Language and Linguistics

Title: Performing 'Realities'

Instructor: Franz Andres Morrissey

Time: Tuesday 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: As language users we achieve a variety of aims or construct a world we can fit into by purposely choosing ways in which we express ourselves; in fact we could say we perform for purpose. This purpose can be projecting how we would want to be perceived, what communities we claim membership of, what ideologies we subscribe to and/or want those around us to espouse, what persona(s) we intend to place between ourselves and the world around us and with what intention, etc., all of which represent instances of and rely on our expertise in performance.

This free-standing BA/MA lecture explores different notions and related theoretical (and practical) approaches to performance, performing and performativity. We will begin by examining how performance is understood in linguistics, moving from the Chomskyan notion to the ways in which performance is seen as involving varying degrees of consciously 'staging' one's language. This can happen in the way in which we perform to construct communities of practice and discourse communities, enact rituals, foreground concepts in discourse, create (ideological) narratives, etc., and clearly needs to involve a range of modalities in the form of spoken, written or even sung discourse. The lecture will address a variety of topics related to stylistics, story-telling, identity projection and community building, establishing credibility and authenticity through language, but will also touch upon such concepts as economisation discourse in educational politics, creative writing as therapy and artistic projection, etc. ranging from everyday conversational performance of language to the potentially stylised, highly self-aware rehearsed performance on a stage, all from the perspective of constructing 'realities' through performance.

Texts: Texts to be read before the sessions will be made available in PDF format on www.morrissey.unibe.ch.

Learning Outcomes: To gain an understanding of the nature of 'performance' in linguistics and to relate the notions arising from the theoretical concepts of performance to the various fields of linguistic study outlined above.

Evaluation (pass/fail): Regular attendance and active participation in this interactive lecture; formulation of central points in each lecture in combination with personal key insights to be handed in at regular intervals during the course.

Grade Requirement: This lecture is ungraded. In exceptional cases where students require a grade in order to have the lecture credited in their department, faculty or home university, a graded assignment may be negotiated.

Course Type: Free-Standing Lecture Language and Linguistics

Title: Language Policy

Instructors: Beatriz Lorente

Times: Monday 10-12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course introduces students to the field of language policy. It explores the contemporary theories that have been influential in explanations of the role of language and language policies in societies around the world, the various notions of what language policy consists of and some of the methods that can be used to empirically study it. Using case studies, it examines how language policy is implemented in various settings, at the local and national levels. There will be a focus on language policies in relation to English in multilingual settings.

Texts: You will be expected to read one paper each week in advance of the weekly meeting. These readings will all be posted on ILIAS.

Learning Outcomes: By the end of the course, you should be able to:

- appreciate and understand how language policy is ideologically and socio-politically informed;
- critically engage with the range of issues and perspectives involved in the study of language policy and planning;
- articulate an informed position on language policy and planning issues.

Evaluation (pass/fail): In order to pass this lecture, you should achieve at least 60% in the final exam.

Grade Requirement: A grade will be awarded based on the final exam.

Deadline for Submission of Assignment/Evaluation: All coursework (including the exam) will be completed by Week 14 of the semester.

Course Type: Free-Standing Lecture Literature

Title: Hot Topics in Medieval Studies: An Introduction

Instructor: Annette Kern-Stähler / Nicole Nyffenegger

Times: Thursday 14-16

First Session: 28 September 2017

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this introductory lecture, you will encounter a diverse range of medieval objects, texts and images and acquire an understanding of the different historical, critical and theoretical perspectives from which these may be approached and analysed. This lecture is suitable both for students who have not studied the medieval period before and more advanced students who are interested in gaining an overview of current “hot topics” in the exciting field of Medieval Studies.

Texts: Texts will be uploaded on ILIAS.

Learning Outcomes: By the end of the lecture, students will have gained an overview of English medieval literature and culture and of the different historical, critical and theoretical perspectives with which medieval texts, images and objects may be approached.

Evaluation (pass/fail): Quiz in session of 7 December

Resit Date: 21 December

Grade Requirement: This lecture is ungraded. In exceptional cases where students require a grade in order to have the lecture credited in their department, faculty or home university, a graded assignment may be negotiated. The quiz as well as regular presence, preparation of set texts and active participation will be relevant.

Course Type: Free-Standing BA Seminar Literature
Title: Mind as Machine? Altered Cognition in Science Fiction
Instructors: Claudine Bollinger
Times: Friday 14-16
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Why does an artificial intelligence experience emotions? What is the cultural function of a memory implant that carries copies of one's ancestors? Is there a fundamental difference between Skype and a nano-drug that allows people to communicate quasi-telepathically, or is it just more of the same technology? These are some of the questions we will ask when analysing the manifold representations of altered cognition in science fiction, a topic that yields insights into the various future possibilities in human perception, knowledge, and thought. Our methodological approach will consist of an interdisciplinary mixture of literary analysis, select neuroscientific findings, and philosophical and psychological theories of cognition. Whilst these theories and findings will be chosen according to their relevance for our primary works, they will be grouped so as to still give an insight into the most fundamental questions that cognitive science still faces today. This will give us a solid foundation to critically approach the primary literature. Between science's current state of knowledge on cognition, technological innovations, authors' imaginings, and the influence of computers on theories of cognition, we will look at the way in which science fiction examines the similarities, differences, and interactions between technology and the human mind.

Texts: Please purchase and read the following editions before the first session:

- Ramez Naam, *Nexus*. 2013. Angry Robot, 2015. ISBN 978-0-85766-550-8
- Ann Leckie, *Ancillary Justice*. Orbit, 2013. ISBN 978-0-356-50240-3
- Philip K. Dick, *Do Androids Dream of Electric Sheep*. 1968. Gateway, 2010. ISBN 978-0-575-09418-5

Further reading material will be uploaded to ILIAS.

Learning Outcomes: At the end of this seminar, students will:

- be familiar with the most common and fundamental issues still encountered in cognitive science and philosophical theories of cognition today;
- be able to identify these issues in specific works of science fiction;
- have acquired some fundamental methodological tools to deal with natural sciences in literature in a literary analysis.

Evaluation (pass/fail): Thorough preparation of texts, regular attendance and active participation in class, an oral presentation

Grade Requirement: Same as ungraded, plus a seminar paper (4000 words)

Deadline for Submission of Assignment/Evaluation: 26 January 2018

Course Type: Free-Standing BA Seminar Literature

Title: Chaucer's Troy and the Fabric of Time

Instructors: Rory Critten

Times: Tuesdays 12-14

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: For most modern readers, Chaucer's reputation stands on his vast, unfinished story collection, *The Canterbury Tales* (1388-1400). By contrast, the poet's contemporaries and immediate successors appear to have deemed his neatly crafted epic, *Troilus and Criseyde* (1382-86), to be of equal, if not superior, importance. This course invites students to undertake a close reading of the *Troilus*, Chaucer's masterwork of love, sex, war, and betrayal, and to think about some of its repercussions in later English literature. We will begin with a consideration of the sources of Chaucer's poem, in particular the *Filostrato* of Giovanni Boccaccio (late 1330s), before proceeding to study the Middle English text of *Troilus and Criseyde* in detail. Of particular interest will be Chaucer's concept of history. What understanding of time's passage is developed in the *Troilus*, a text saturated with allusions to classical literature but whose setting is curiously redolent of late medieval London? Is it possible to empathize with the fates of bygone heroes and heroines? How should we read historical literature? With a view to fleshing out our answers to these and related questions we will also examine two later reformulations of the Troy story: the *Testament of Cresseid* (before 1492) by the Scottish poet, Robert Henryson, and Shakespeare's *Troilus and Cressida* (1602).

Texts: Students are required to purchase the following texts:

- Geoffrey Chaucer, *Troilus and Criseyde*, ed. Stephen A. Barney. London: Norton, 2006.
- William Shakespeare, *Troilus and Cressida*, ed. David Bevington, rev. ed. London: Bloomsbury Arden Shakespeare, 2015.

Learning Outcomes:

- an intimate familiarity with Chaucer's *Troilus and Criseyde*, a poem described by its editor as "the most important English writing between the eras of *Beowulf* [...] and Spenser's *Faerie Queene*";
- an enhanced appreciation of the value of close reading;
- an understanding of Chaucer's contributions to later English literature

Evaluation (ungraded): A presentation

Evaluation (graded): A presentation (30%) and a final paper (70%)

Deadline for Submission of Assignment/Evaluation: This will be discussed in class.

Optional Courses

Course Type:	BA Workshop
Title:	Shakespeare at the Movies
Instructor:	Nicole Nyffenegger
Time:	Friday 14-18 (fortnightly)
First session:	22 September 2017 (only two hours)
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In an online article of September 2015,* the *Telegraph* calls Michael Fassbender (as Macbeth), Leonardo DiCaprio (as Romeo), Kenneth Branagh (as Hamlet), and Ralph Fiennes (as Coriolanus) “the Bard’s leading men.” These actors, as many before them, have brought Shakespeare’s plays alive on the big screen for modern audiences despite (or because?) speaking the original language; their directors (Kurzels, Zeffirelli, Branagh, Fiennes) have each chosen very specific means, in terms of historical setting, costumes, cuts, and filming techniques, to do the same.

In this workshop, we will read Shakespeare’s *Macbeth*, *Romeo and Juliet*, *Hamlet*, and *Coriolanus* (we may add *The Tempest* or *Titus Andronicus*) and watch and discuss the respective movies. In addition, we will engage with previous film versions for each of them and thus also touch on (however briefly) the work of acclaimed Shakespearean actors and directors such as Laurence Olivier, Orson Welles, Franco Zeffirelli, and Akira Kurosawa.

* http://www.telegraph.co.uk/film/macbeth/best_shakespeare_adaptations/

Texts: Please buy all four plays in the latest Arden edition and start reading. We will tackle them in the sequence mentioned above.

Learning Outcomes: By the end of this course, students will have been introduced to some (more) of Shakespeare’s greatest plays and will know recent and renowned film adaptations of these plays. They will be aware of the ways in which literary works of the past are made relevant to modern audiences.

Evaluation (pass/fail): Thorough preparation of the set texts, active participation in the 4-hour sessions, regular presence (no more than 1 block session can be missed)

Course Type: BA Workshop
Title: Creative Writing
Instructor: Franz Andres Morrissey
Time: Thursday 12-14
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

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

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

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

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

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: 5 February 2018

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

Course Type: BA Workshop
Title: Text in Performance
Instructor: Franz Andres Morrissey
Time: Thursday 16-18
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

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

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

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

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

Evaluation (pass/fail): Cumulative course work (see Remark).

Grade Requirement: Ungraded

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

Course Type: Lecture/Wahlbereich Lecture

Title:

Instructors: Medievalists of Berne University and guest speakers

Time:

Detailed information about this course will be communicated soon. Please check the English department website regularly to obtain the latest version of the Course Booklet.

Open to students from other departments as Wahlbereich? Yes No

Course Description:

Aims:

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Evaluation (pass/fail):

- **As BA and MA lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Kolloquiumssitzungen, Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbarer Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: 31. Juli 2017)

Datum der Vorbesprechung: 23. Februar 2017, 16.45 (unmittelbar vor der ersten Vorlesung) – wir treffen uns im kleinen Seminarraum, Raum 217, 2. OG, gleich neben dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler (kern-staehler@ens.unibe.ch) und Dr. Rory Critten (rory.critten@ens.unibe.ch).

- **As Wahlbereich lecture (graded):** Gemäss den Vorgaben der BMZ-Direktorin Prof. Dr. Birgitt Borkopp-Restle (<http://www.bmz.unibe.ch/index.html>)

Course Type: Wahlbereich Lecture

Title:

Instructors: Collegium Generale

Detailed information about this course will be communicated soon. Please check the English department website regularly to obtain the latest version of the Course Booklet.

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description:

Texts:

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

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

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

Prüfende:

Research Module

Course Type:	BA Colloquium
Title:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow
Sessions:	18, 25 September, 16-18; 8 December, 8-18
Credit Points:	Old Study Plan: 1 ECTS (1st attendance), 2 ECTS (2nd attendance); New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The BA Colloquium is for those students either planning to write or already writing their theses in Language and Linguistics. Students learn how to conceive and design a research project, and then how to structure and write a thesis. They also learn how to present their research effectively and engagingly. The colloquium is organized around two introductory framing sessions and then a one-day conference in which students present their research projects and get feedback on their ideas both from professors and peers. Conference presentations are given by those students currently writing up, but all students taking the colloquium are expected to attend and participate actively.

Learning Outcomes: Students completing this course will have an enhanced understanding of how to conceive and design a research project, how to structure and write a thesis, and how to present their research effectively and engagingly.

Evaluation (pass/fail): Students in their first semester of BA Colloquium must attend and participate. Students in the second semester must attend and participate; in addition, they must also present their BA thesis research during the one-day conference. NOTE: Attendance at both introductory sessions and at the whole conference is compulsory. Anyone missing one or other of the introductory sessions will be expected to complete extensive make-up work (e.g. a six-page annotated bibliography); any time missed from the conference will likewise incur proportional make-up work (e.g. typed reports on three or more conference presentations).

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: All assessed work will necessarily be completed by the end of the colloquium conference.

Course Type: BA Colloquium

Title: North American Literature I

Instructors: Gabriele Rippl / Julia Straub

Time: Thursday 10-12 (please see dates in the line below)

Sessions: 21 September; 5 October; 19 October; 23 November;
30 November; 7 December

Credit Points: Old Study Plan: 1 ECTS (1st attendance), 2 ECTS (2nd attendance); New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: BA Colloquium

Title: North American Literature II

Instructors: Thomas Claviez

Time: Thursday 10-12 (fortnightly)

Sessions: 21 September, 5 October, 19 October,
2 November, 16 November, 7 December

Credit Points: Old Study Plan: 1 ECTS (1st attendance), 2 ECTS (2nd attendance); New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: BA Colloquium

Title: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Ursula Kluwick

Time: Thursday 10-12 (fortnightly)

First Session/Sessions: 28 September 2017

Credit Points: Old Study Plan: 1 ECTS (1st attendance), 2 ECTS (2nd attendance); New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature
--

Course Type: Oral Exam

Title: Advanced Readings in Linguistics and Literature

Supervisor: Julia Straub

Dates: Monday, 11 December – Friday, 15 December

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Exam Description: The Advanced Reading List exam will cover a core list and one other specialist list chosen by the student. Students must pass the exam before registering for their BA theses. The ARL Oral Exam is offered twice a year in the penultimate week of the semester. It is advisable to take the ARL Exam at the end of the fourth semester of study.

For this ARL Oral Exam the timetable will be published early in November. The exam is ten minutes long, with two examiners, one from linguistics and one from literary studies.

Texts: The core reading list will have three parts: 1. Four texts from North American Studies (one novel, one play, one short story, one set of poetry); 2. Four texts from Medieval and Modern English Literature (one novel, one play, one piece of short fiction, one set of poetry); 3. Four texts from Linguistics. The student will also choose a specialist list from one of the three domains above with an additional 8 texts.

Please consult the Reading List on the Department Webpage.

Learning Outcomes: Students shall demonstrate their general knowledge and comprehension of the texts.

Evaluation (pass/fail): Pass/fail

Required for English Majors Beginning Their Studies in or after Autumn 2014

MA STUDIES

Specialisation Language Linguistics

Course Type:	Foundation Lecture
Title:	Language and Society
Instructor:	David Britain
Time:	Wednesday 8-10
Credit Points:	4 ECTS (ungraded 3 ECTS); Open to CSLS students

Course Description: This course examines the underlying foundations of and recent developments in sociolinguistic approaches to the study of language. The aim is to provide a detailed examination of some sociolinguistic debates at a number of levels. We first consider how sociolinguistics differentiates itself from practices in asocial approaches to linguistics before looking at debates that rage both within sociolinguistics as a whole and, later, within individual sub-branches of the discipline. The course considers topics such as: competence and performance; the role of intuition in the study of language; the role of variability, change and diachrony; description, prescription and “verbal hygiene”; social identity; language ideologies; authenticity; and indexicality.

It aims, then, to examine some of the foundational building blocks of sociolinguistics – why it emerged when it did, how and why it differentiates itself from other forms of linguistics, and some of the fundamental debates that are going on within sociolinguistics. It is, therefore, largely (meta)theoretical. By the end of the course, students should know why sociolinguists do what they do, and the sorts of themes that sociolinguists are still grappling with, fifty years after the foundations of the discipline.

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

Learning Outcomes: Students successfully completing this course will understand some of the fundamental theoretical assumptions and ongoing debates in contemporary sociolinguistics.

Evaluation: A 90-minute exam on 13 December for 4 ECTS (graded), a 90-minute exam (with fewer questions) on 13 December for 3 ECTS (pass or fail).

Resit Date: Friday, 12 January 2018.

Deadline for Submission of Assignment/Evaluation: 13 December 2017

Course Type:	MA Lecture (same as FM Lecture)
Title:	Global English
Instructor:	Sue Fox
Time:	Wednesday 12-14
Credit Points:	3 ECTS; Open to CSLS students

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

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

Learning Outcomes: The learning goals for this MA Lecture course are:

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

Evaluation (pass/fail): Your engagement and learning in this MA Lecture will be assessed by ONE examination on Wednesday, 6 December 2017.

Grade Requirement: If you require a grade, inform the instructor at the beginning of the semester.

Resit Date: 20 December 2017

Deadline for Submission of Assignment/Evaluation: 6 December 2017

Course Type:	Free-Standing Lecture Language and Linguistics
Title:	Performing 'Realities'
Instructor:	Franz Andres Morrissey
Time:	Tuesday 10-12
Credit Points:	3 ECTS; Open to CSLS students

Course Description: As language users we achieve a variety of aims or construct a world we can fit into by purposely choosing ways in which we express ourselves; in fact we could say we perform for purpose. This purpose can be projecting how we would want to be perceived, what communities we claim membership of, what ideologies we subscribe to and/or want those around us to espouse, what persona(s) we intend to place between ourselves and the world around us and with what intention, etc., all of which represent instances of and rely on our expertise in performance.

This free-standing BA/MA lecture explores different notions and related theoretical (and practical) approaches to performance, performing and performativity. We will begin by examining how performance is understood in linguistics, moving from the Chomskyan notion to the ways in which performance is seen as involving varying degrees of consciously 'staging' one's language. This can happen in the way in which we perform to construct communities of practice and discourse communities, enact rituals, foreground concepts in discourse, create (ideological) narratives, etc., and clearly needs to involve a range of modalities in the form of spoken, written or even sung discourse. The lecture will address a variety of topics related to stylistics, story-telling, identity projection and community building, establishing credibility and authenticity through language, but will also touch upon such concepts as economisation discourse in educational politics, creative writing as therapy and artistic projection, etc. ranging from everyday conversational performance of language to the potentially stylised, highly self-aware rehearsed performance on a stage, all from the perspective of constructing 'realities' through performance.

Texts: Texts to be read before the sessions will be made available in PDF format on www.morrissey.unibe.ch.

Learning Outcomes: To gain an understanding of the nature of 'performance' in linguistics and to relate the notions arising from the theoretical concepts of performance to the various fields of linguistic study outlined above.

Evaluation (pass/fail): Regular attendance and active participation in this interactive lecture; formulation of central points in each lecture in combination with personal key insights to be handed in at regular intervals during the course.

Grade Requirement: This lecture is ungraded. In exceptional cases where students require a grade in order to have the lecture credited in their department, faculty or home university, a graded assignment may be negotiated.

Course Type: Free-Standing Lecture Language and Linguistics

Title: Language Policy

Instructors: Beatriz Lorente

Times: Monday 10-12

Credit Points: 3 ECTS; Open to CSLS students

Course Description: This course introduces students to the field of language policy. It explores the contemporary theories that have been influential in explanations of the role of language and language policies in societies around the world, the various notions of what language policy consists of and some of the methods that can be used to empirically study it. Using case studies, it examines how language policy is implemented in various settings, at the local and national levels. There will be a focus on language policies in relation to English in multilingual settings.

Texts: You will be expected to read one paper each week in advance of the weekly meeting. These readings will all be posted on ILIAS.

Learning Outcomes: By the end of the course, you should be able to:

- appreciate and understand how language policy is ideologically and socio-politically informed;
- critically engage with the range of issues and perspectives involved in the study of language policy and planning;
- articulate an informed position on language policy and planning issues.

Evaluation (pass/fail): In order to pass this lecture, you should achieve at least 60% in the final exam.

Grade Requirement: A grade will be awarded based on the final exam.

Deadline for Submission of Assignment/Evaluation: All coursework (including the exam) will be completed by Week 14 of the semester.

Course Type:	MA Seminar
Title:	Fieldwork Methods in Sociolinguistic Dialectology
Instructor:	David Britain
Time:	Tuesday 14-18
Sessions:	19 September; 17, 24, 31 October; 7, 14 November; 19 December
Credit Points:	7 ECTS (ungraded 4 ECTS); Open to CSLS students

Course Description: This course examines the development of fieldwork methods in dialectology, examining the techniques used by both traditional as well as sociolinguistically oriented dialectologists to gather data for analysis. We will examine the history of dialectological methodologies, the use of questionnaires, ‘sociolinguistic interviews’ and ethnographic methods, as well as fully explore fieldwork ethics. Furthermore, we will look at some types of data and fieldwork that dialectologists have not yet explored or for which accepted methods have not yet been developed. Students will get hands-on experience of conducting fieldwork, by conceiving and carrying out a small social dialectological fieldwork project during the semester, and reporting on the process at an end of semester conference. We will have presentations from some guest speakers with considerable fieldwork experience throughout the semester.

Texts: We will be using the following book very closely: N Schilling (2013). *Sociolinguistic Fieldwork*. Cambridge: Cambridge University Press. You are advised to acquire a copy before the start of the course.

Learning Outcomes: Students successfully completing this course will have learnt how to critically evaluate a range of fieldwork methods in sociolinguistic dialectology, and have conducted a small fieldwork project to gain experience both in applying established approaches from the literature as well as in testing new methods and sites of fieldwork.

Evaluation (pass/fail): Attendance, participation, presentation, short evaluative report.

Grade Requirement: Fieldwork, and a critical reflective report on methods, presented in conference format.

Deadline for Submission of Assignment/Evaluation: 12 February 2018

Course Type:	MA Seminar
Title:	Sensing the City: Introduction to Nonverbal Communication
Instructor:	Crispin Thurlow
Time:	<i>Excursion to London: Mon, 27 – Thu, 30 November; Other meetings: 10-12 on 19, 26 September, 3 October, 14 November, 5 December</i>
Credit Points:	7 ECTS (ungraded 4 ECTS); Open to CSLS students

Course Description: This seminar offers an applied, multisensory introduction to nonverbal communication – or just NVC – and those semiotic systems which function beyond, close to, or in conjunction with words. Our special focus will be on less well understood or studied systems such as smell (*olfactics*), touch (*haptics*) and time (*chronemics*). We will also likely consider the interaction between movement (kinesics) and space (proxemics), as well as the multisensory nature of taste. Pre-excursion meetings will be spent covering basic NVC theory and reviewing the scholarly and applied literature on these various NVC modes or systems. Our excursion to London, one of the world’s megacities, affords us the chance to explore NVC in action in a hyper-sensory environment. During the excursion we will examine NVC through a combination of textual, ethnographic, and artistic lenses; in doing so we will also consider how different modes of communication represent/construct urban spaces and city life.

Texts: A series of scholarly chapters or articles will be assigned for completion before each of the pre-excursion meetings (including the first week of semester); other readings will be done during the excursion. All these readings will be made available on ILIAS.

Learning Outcomes: This seminar will be organized around five broad academic practices, which are central to just about all academic work: observing, describing, explaining, evaluating and critiquing. More specifically, the learning outcomes will be:

- to have a introductory-level understanding of nonverbal communication theory;
- to have a more specialist understanding of specific, less-studied nonverbal modes;
- to understand how scholars typically describe/analyze different aspects of non-verbal behaviour;
- to be able to make connections between NVC theory and its "real world" applications and contexts.

Evaluation (pass/fail): In order to pass this seminar you will need to: achieve an average of at least 75% for reading quizzes and satisfactorily complete research assignments; satisfactorily complete all fieldwork exercises and engage fully in all discussions during the excursion; submit a final fieldwork report (or some other documentation) following the excursion.

Grade Requirement: For a 7-ECTS grade, you will need to complete a “sensory essay” and prepare an annotated bibliography of an assigned nonverbal system.

Deadline for Submission of Assignment/Evaluation: Since our last meeting for this seminar is in Week 12, the deadline for submitting any coursework and the graded assignments will be 22 December 2017.

Course Type:	MA Seminar
Title:	Intercultural Discourse and Communication
Instructor:	Sue Fox
Time:	Wednesday 14-16
Credit Points:	7 ECTS (ungraded 4 ECTS); Open to CSLS students

Course Description: Intercultural discourse and communication describes the communicative acts between members of different communities or cultures. In this seminar we will explore ways of conceptualising culture and intercultural communication. The course will cover an overview of key areas involving intercultural discourse. Through class input, extensive reading and analyses of case studies, we will examine how language use varies from culture to culture and how knowledge of these differences can help understand problems arising from intercultural contact. By the end of the course students should have acquired an in-depth understanding of issues involved in the identification, description and critical analysis of intercultural encounters.

This seminar is capped at 30 students.

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

Learning Outcomes: The learning outcomes for this seminar are that students will be able to:

- describe some of the main ways in which culture is defined and conceptualized;
- demonstrate knowledge of a range of approaches to research into intercultural discourse and communication;
- identify elements of intercultural discourse in everyday communication;
- identify ways in which pragmatic norms may vary across cultures;
- analyse instances of intercultural communication;
- demonstrate understanding of the implications of findings in intercultural communication research for applied language studies.

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

Grade Requirement: A written assignment in addition to regular attendance, active participation in class and a class presentation

Deadline for Submission of Assignment/Evaluation: 19 January 2018

Specialisation Literature

Course Type: Foundation Lecture

Title: Literary Theory

Instructor: Thomas Claviez

Time: Wednesday 10-12

Credit Points: 4 ECTS (ungraded 3 ECTS)

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

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

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

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

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

Resit date: 7 February 2018

Deadline for Submission of Assignment/Evaluation: Last session of the semester

Course Type: MA Lecture (same as FM Lecture)
Title: American Genesis 1620-1865 (Flagged as Pre-1800)
Instructor: Thomas Claviez
Time: Tuesday 14-16
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The lecture will give – American Studies like – an overview of the main literary, political and historical events between 1620-1865.

Texts: Texts be uploaded on ILIAS.

Learning Outcomes: To familiarize the students with important events and developments – literary, political, historical – of the founding phase of the US, and to provide some context for the literary texts that we'll be dealing with.

Evaluation (pass/fail): Final exam

Grade Requirement: If you require a grade, inform the instructor at the beginning of the semester.

Resit date: 7 February 2018

Deadline for Submission of Assignment/Evaluation: Exam last session in AS 2017

Course Type: Free-Standing Lecture Literature

Title: Hot Topics in Medieval Studies: An Introduction

Instructor: Annette Kern-Stähler / Nicole Nyffenegger

Times: Thursday 14-16

First Session: 28 September 2017

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this introductory lecture, you will encounter a diverse range of medieval objects, texts and images and acquire an understanding of the different historical, critical and theoretical perspectives from which these may be approached and analysed. This lecture is suitable both for students who have not studied the medieval period before and more advanced students who are interested in gaining an overview of current “hot topics” in the exciting field of Medieval Studies.

Texts: Texts will be uploaded on ILIAS.

Learning Outcomes: By the end of the lecture, students will have gained an overview of English medieval literature and culture and of the different historical, critical and theoretical perspectives with which medieval texts, images and objects may be approached.

Evaluation (pass/fail): Quiz in session of 7 December, retake in session of 21 December

Grade Requirement: This lecture is ungraded. In exceptional cases where students require a grade in order to have the lecture credited in their department, faculty or home university, a graded assignment may be negotiated. The quiz as well as regular presence, preparation of set texts and active participation will be relevant.

Course Type: Lecture/Wahlbereich Lecture

Title: tba

Instructors: Medizin

Detailed information about this course will be communicated soon. Please check the English department website regularly to obtain the latest version of the Course Booklet.

CREDIT POINTS: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: tba

Aims: tba

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Evaluation (pass/fail):

- **As BA and MA lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Kolloquiumssitzungen, Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbarer Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: tba)

Datum der Vorbesprechung: tba (unmittelbar vor der ersten Vorlesung) – wir treffen uns im kleinen Seminarraum, Raum 217, 2. OG, gleich neben dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler (kern-staehler@ens.unibe.ch) und Dr. Rory Critten (rory.critten@ens.unibe.ch).

- **As Wahlbereich lecture (graded):** Gemäss den Vorgaben der BMZ-Direktorin Prof. Dr. Birgitt Borkopp-Restle (<http://www.bmz.unibe.ch/index.html>)

Course Type:	MA Seminar
Title:	North American Literature and Photography
Instructor:	Gabriele Rippl
Time:	Thursday 16-18
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Ties between photography and literature have always been close. The seminar will discuss these ties in connection with examples from several centuries. In nineteenth-century literature, photography served as a model for realist writing modes. Later it became a means of documentation that accompanied the text. These and many other functions of text-photo relations will be analysed with the help of a range of primary sources and against the backdrop of theories that explain the specificities of the medium photography. Since photography in literature has become a focal point in word-and-image research over the last decade, this seminar will support students to deal adequately with the growing numbers of literary texts that come with photographic pictures, use photographic writing modes or describe absent photographs ekphrastically.

Texts:

- Primary texts are Henry James, "The Real Thing" (1892); excerpts from James Agee, *Let Us Now Praise Famous Men* (1941); Margaret Atwood, "This Is a Photograph of Me" (1966); Michael Ondaatje, *The Collected Works of Billy the Kid* (1970); Siri Hustvedt, *The Sorrows of an American* (2008); Teju Cole, *Every Day Is for the Thief* (2014).
- Secondary sources: excerpts from Roland Barthes's *Camera Lucida* (1980/81); Susan Sontag's *On Photography* (1977) and *Regarding the Pain of Others* (2003), et al.
- Preparatory reading: François Brunet, *Photography and Literature*, London: Reaktion Books, 2009/2013, 6-33; Silke Horstkotte and Nancy Pedri, "Introduction: Photographic Interventions", *Poetics Today* 29.1 (Spring 2008): 1-29.

Please note that copies of James's short story, Agee's reportage, and Atwood's poem as well as the excerpts from the secondary sources will be made available via ILIAS in late August. Ondaatje's, Hustvedt's and Cole's texts will have to be purchased by students and read during term break.

Learning Outcomes:

- Students develop a solid grasp of the conceptual and theoretical tools necessary to analyse and interpret literary texts that include photographs (19th to 21st century).
- Students will rehearse central developments in the history of Western media.
- Students are able to give persuasive accounts of different theoretical approaches to photography and text-photography intersections.

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

Grade Requirement: Regular attendance, active participation, presentation, seminar paper (of 5'000–6'000 words) (7 ECTS)

Deadline for Submission of Assignment/Evaluation: 31 January 2018

Course Type:	MA Seminar
Title:	Writing the Mediterranean
Instructor:	Ursula Kluwick
Time:	Monday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The Mediterranean has always exerted a strong pull on the English imagination, functioning as a space of desire that has attracted travellers, tourists, and holiday-makers alike. In recent years, however, other images of the region have also come to the fore, specifically in the contexts of economic recession and the refugee crisis. This course looks at representations of the Mediterranean in English literature. It explores literary constructions of the region as a contact zone and site of cultural clash, as the cradle of European civilisation and a space which connects the various peoples and nations living on the shores of the Mediterranean Sea. We will explore many different approaches to the Mediterranean region – for instance, as a museumised landscape, as an educational sphere, as a vacationscape, as a stage of conflict and war, and as a route of escape. We will compare how the Mediterranean appears in different genres and text types, e.g. travel writing, and we will analyse the various strategies of description (of art, landscape, the foreign and the “other”) that these texts employ.

Texts: The following texts should be read before the beginning of term: William Shakespeare, *Othello* (ca. 1601-02) and *The Tempest* (1611), Charles Dickens, *Pictures from Italy* (1846), E.M. Forster, *Where Angels Fear to Tread* (1905), D. H. Lawrence, *Sea and Sardinia* (1923), and David Malouf, *An Imaginary Life* (1978). Excerpts from George Eliot, *Middlemarch* (1871-2), Charles Dickens, *Little Dorrit* (1857), Henry James, *The Wings of the Dove* (1902), and Michael Ondaatje, *The Cat’s Table* (2011), and a selection of Romantic poetry will be uploaded on ILIAS for individual sessions.

Learning Outcomes: Students will become familiar with the concept of a cultural/geographical region and develop tools for analysing its representation in literary texts. They will learn to identify and critique the notion of a Mediterranean Imaginary, and will be able to analyse and compare a variety of different genres and specific texts with respect to their distinct representations of cultures and place. Students will also develop their analytical skills as regards questions of cultural contact, clash, and exchange.

Evaluation (pass/fail): Thorough preparation of set texts, active participation in class, regular attendance, one presentation.

Grade Requirement: Seminar paper (5000-6000 words)

Deadline for Submission of Assignment/Evaluation: 31 January 2018

Course Type:	MA Seminar
Title:	American Gothic 1780-1910
Instructor:	Julia Straub
Time:	Thursday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Fuelled by the popularity of Gothic novels in Europe as of the late eighteenth century, American writers began to adapt the themes and aesthetics of the Gothic to their own contexts and purposes. Lacking some of the crucial, popular backdrops of the European tradition – medieval castles and ruined abbeys would be examples – they had to develop their own imagination and language of horrors, suitable for their young, newly independent nation. In this seminar, we will explore the Gothic as a mode of writing that has defined American literature from its beginnings. Focussing on the long nineteenth century, we will follow the ways in which the Gothic has been complicit in processes of collective repression and othering, while reflecting the rise of an aesthetic of both affect and effect in a growing entertainment industry. Many of the sub-texts necessary for our understanding of these texts are historical and refer to aspects of race, gender, territorial expansion, and identity-formation in the US.

Texts: We will read shorter pieces by Edgar Allan Poe, H. P. Lovecraft, Washington Irving, Nathaniel Hawthorne, Charlotte Perkins Gilman, and Edith Wharton. These texts will be made available on ILIAS. In addition, we will read the following two novels (in this sequence). Students are advised to purchase copies of the editions specified:

- Charles Brockden Brown. *Wieland; or the Transformation*. Ed. Emory Elliott. Oxford: OUP, 2009. ISBN-13: 978-0199538775
- Nathaniel Hawthorne. *The House of the Seven Gables*. Ed. Robert S. Levine. New York: Norton, 2005. ISBN-13: 978-0393924763.

Learning Outcomes: Students are able to give persuasive accounts of the development of Gothic writing in North America and can place the texts within their social, political, and cultural contexts in the long nineteenth century. They can apply theoretical concepts to their analysis of the novels and relate their own analysis to research discourses in the field of American studies. They can express themselves on historical materials in speech and writing.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Cumulative course work and seminar paper

Deadline for Submission of Assignment/Evaluation: 25 January 2018

Optional Courses

Course Type:	MA Workshop
Title:	Sensing the Middle Ages
Instructor:	Annette Kern-Stähler / Nicole Nyffenegger
Time:	Wednesday, 27 September and Wednesday, 4 October: 16-18; 11 October: attendance at <i>one</i> of the following paper sessions at the international senses workshop in Bern (see below): 9.30-10.30, 11.00-12.00, 13.30-14.30; followed by a block session (date to be arranged with students at the beginning of term)
First Session:	27 September 2017
Credit Points:	3 ECTS

Course Description: How did people in the Middle Ages explain sensory perception, and how did they turn sensory experiences into words or images? How did they, for example, represent a nasty smell or a beautiful sound, and how did they convey multisensory experiences? As sensory experiences are not only personal but also historically and culturally bound, we are unable to consume the senses in the same way as people in the past. Yet, the sensory evidence embedded in a number of medieval objects, texts and images allows us to access the senses of the past and their meanings. In this workshop, we will explore the vibrant sensory worlds of medieval England and engage with some of the exciting recent developments in the expanding field of sensory history. Through case studies of a series of medieval objects, texts and images, we will examine the ambivalent attitudes to the senses in medieval culture.

Some of the leading scholars of sensory history will convene in Bern this October for an international workshop on “The Senses: Past and Present” (11-13 October), which students of this MA workshop will have the opportunity to attend. Please note that while attendance of one paper session (see above) is obligatory, students are welcome to attend all the sessions of this international workshop.

Texts: Texts will be uploaded on ILIAS.

Learning Outcomes: Students will be familiar with the major areas of inquiry in the growing field of sensory history; they will have deepened their knowledge and understanding of medieval literature and culture; they will be able to historicize the senses.

Evaluation (pass/fail): Regular attendance, active participation, poster based on international workshop (for exhibition in the department)

Grade Requirement: Please consult the instructor in the first session.

Deadline for Submission of Assignment/Evaluation: Last week of semester

Course Type:	MA Workshop
Title:	Anglophone World Literature (Fiction)
Instructor:	Gabriele Rippl
Time:	Wednesday, 20 September, 12:30-14:00; Friday, 13 October, 9:00-18:00; Friday, 3 November, 9:00-16:30
Credit Points:	3 ECTS

Course Description: This workshop aims at presenting a selection of texts from the vast and rich field of world literature in English. World literature has become a central concept of literary theory and practice, yielding salient research results. The first part of the workshop rehearses different definitions and conflicting usages of the term 'world literature.' Drawing on this genealogy of scholarship, we also deal with the criticism the concept has received and get to know a range of new approaches and contemporary theories of world literature. Part two is dedicated to the discussion of primary texts against the theoretical backdrop acquired in the theory sessions.

Texts: Chinua Achebe, *Things Fall Apart* (1959); V.S. Naipaul, *The Enigma of Arrival* (1987); Salman Rushdie, *Midnight's Children* (1987); Jamaica Kincaid, *Lucy* (1990); Teju Cole, *Open City* (2011). Please buy these primary texts and start reading them during term break. Additional course material will be made available via ILIAS in late August/early September. This material also needs to be prepared carefully until 13 October.

Learning Outcomes: To familiarize students with (a) some classics of Anglophone world literature, (b) theoretical texts and approaches within the field of world literature, and (c) the latest developments in the field. Students will train their theoretical, analytical and communicative skills.

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

Grade Requirement: (Only for old Study Plan) Preparation of course material, attendance of all plenary sessions and active participation, group work, oral presentation and written assignment (= sheets of oral presentation)

Deadline for Submission of Assignment/Evaluation: 15 November 2017

Course Type:	MA Workshop
Title:	Literary Reviewing
Instructor:	Julia Straub
Time:	Tuesday 12-14
Sessions:	Weekly meetings on Tuesday 12-14 until 7 November; block session on 1 December from 10-16.
Credit Points:	3 ECTS

Course Description: Literary reviews are a genre of literary criticism that is all around us – ranging from highly renowned institutions such as the *The New York Review of Books* to Amazon lay reviews, from YouTube book clubs to TV talk shows. They are influential tools in the making of literary canons and powerful forces on the publishing market. In this workshop, we will, based on our reading of Anglophone novels that have recently been shortlisted for international awards such as the MAN Booker Prize, explore the categories and criteria of evaluation applied to examine the ‘value’ of literature, analyse formal features of reviews across different media, reflect critically on the canonizing function of reviews as well literary prizes, and practice our own reviewing skills.

Texts: In addition to secondary and other course-related materials, each student will be expected to have read one novel (which will form the basis of his or her review). A reading list and guidelines for preparation during the semester break – which is strongly recommended – will be made available as of mid-June on ILIAS.

Learning Outcomes: Students have a solid understanding of the evaluative and stylistic criteria applied to literary reviewing today. Students have a vocabulary that allows them to comment critically on processes of canon formation. Students have gained hands-on practice in the writing of literary reviews. Students can relate practices of canon formation to developments in contemporary Anglophone fiction.

Evaluation (pass/fail): Regular attendance, active participation, writing of one review, participation in the final workshop (Friday, 1 December)

Grade Requirement: (Only for old Study Plan) Regular attendance, active participation, writing of one review, participation in the final workshop (Friday, 1 December)

Deadline for Submission of Assignment/Evaluation: 1 December 2017

Research Module

Course Type: MA Colloquium

Title: Language and Linguistics

Instructors: David Britain / Crispin Thurlow

Sessions: 18, 25 September, 16-18; 17 November, 8-18

Credit Points: Old Study Plan: 4 ECTS;
New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The MA Colloquium is for those students either planning to write or already writing their theses in Language and Linguistics. Students learn how to conceive and design a research project, and then how to structure and write a thesis. They also learn how to present their research effectively and engagingly. The colloquium is organized around two introductory framing sessions and then a one-day conference in which students present their research projects and get feedback on their ideas both from professors and peers. Conference presentations are given by those students preparing to write up and those currently writing up, but all students taking the colloquium are expected to attend and participate actively.

Learning Outcomes: Students completing this course will have an enhanced understanding of how to conceive, research, structure and write a thesis, and effectively present its findings orally.

Evaluation (pass/fail): Students in their first semester of MA Colloquium must attend and participate. Students in the second and third semester must attend and participate; in addition, they must also present their research during the one-day conference. Depending on whether they are in the second or third colloquium. NOTE: Attendance at both introductory sessions and at the whole conference is compulsory. Anyone missing one or other of the introductory sessions will be expected to complete extensive make-up work (e.g. a six-page annotated bibliography); any time missed from the conference will likewise incur proportional make-up work (e.g. typed reports on three or more conference presentations).

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: All assessed work will necessarily be completed by the end of the colloquium conference.

Course Type: MA Colloquium

Title: North American Literature I

Instructors: Gabriele Rippl / Julia Straub

Time: Thursday 10-12 (please see dates in the line below)

Sessions: 28 September; 12 October; 26 October; 2 November;
9 November; 16 November

Credit Points: Old Study Plan: 4 ECTS;
New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative coursework

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: MA Colloquium

Title: North American Literature II

Instructors: Thomas Claviez

Time: Thursday 10-12 (fortnightly)

Sessions: 28 September, 12 October, 27 October,
9 November, 23 November, 14 November

Credit Points: Old Study Plan: 4 ECTS;
New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

Course Type: MA Colloquium

Title: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Ursula Kluwick

Time: Thursday 10-12 (fortnightly)

First Session/Sessions: 5 October 2017

Credit Points: Old Study Plan: 4 ECTS;
New Study Plan: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Evaluation (pass/fail): Cumulative coursework

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Throughout semester

PhD STUDIES

PhD Colloquia

Course Type:	PhD and Research Colloquium
Title:	Modern English Linguistics
Instructor:	David Britain
Time:	2 hours weekly, throughout the semester, at different times

Course Description: This colloquium is for students preparing for and/or writing a PhD thesis under Prof Britain's supervision. We will discuss our own work-in-progress, important recent theoretical publications, as well as prepare abstracts and presentations for forthcoming conferences. The workshop is also open to advanced MA scholars intending to work on a PhD related to a currently running project or a theme in Prof Britain's area of expertise. Contact him for further details.

Learning Outcomes: Students attending this colloquium will receive advanced group- and individual-focussed input into PhD research projects, peer-supported learning and acquire soft skills in academic professional development, conference presentation, and article writing.

Course Type: PhD and Research Colloquium

Title: Language and Communication

Instructor: Crispin Thurlow

Time: Tuesday 12-14

Course Description: This research colloquium is for doctoral candidates working on theses in Language and Communication (aka discourse studies). We meet weekly to discuss theoretical readings, issues of methodology and analysis, as well as each person's work-in-progress. From time to time, we have guest speakers. We may also organize our work around focused, co-directed workshops.

Learning Outcomes: Doctoral candidates participating in this colloquium will:

- receive direct supervisory and peer mentoring on their research projects;
- develop their theoretical and methodological expertise;
- practise their academic writing and conference presentation skills;
- acquire a range of soft skills in academic professional development.

Course Type: PhD and Research Colloquium

Title: Literary Theory

Instructor: Thomas Claviez

Time: Monday 14-18

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

Course Type:	PhD and Research Colloquium
Title:	Key Issues in American Studies: Cultural Sustainability – An Interdisciplinary Research Colloquium
Instructor:	Gabriele Rippl / Sibylle Hofer / Anne Zimmermann
Time:	Monday 14-18
Dates:	18 September, 14-18, A 015 (UniS); 9 October, 14-18, A-124 (UniS); 30 October, 14-18, A-124 (UniS); 20 November, 14-18, A-124 (UniS); 4 December, 14-18, A-124 (UniS); 18 December, 14-18, A 015 (UniS)

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a PhD thesis or their second book (Habilitation), the topic of which is related to aspects of cultural sustainability. These aspects have not been sufficiently taken into account in sustainability research, but they are bound to become an important area of research in the future, especially in view of our unsuccessful attempts to cope with global challenges until now. Sustainability research necessarily requires interdisciplinarity, a fact which is no less applicable to inquiries into cultural sustainability. Insights attained through both theoretical and methodological approaches to this theme have been emerging in a number of different disciplines. However, they can only contribute productively to the questioning of the role culture plays in sustainable development if applied systemically, using an interdisciplinary approach.

The goal of this interdisciplinary research colloquium is to explore the theme of cultural sustainability from the participants' different disciplinary perspectives and to develop exciting new interdisciplinary research questions in groups. Participants will receive guidance from the three instructors in the form of brief introductory presentations, short interdisciplinary learning experiences, coached group work, and individual in-depth work instructions, which aim at developing innovative interdisciplinary questions at the intersection of literary and cultural studies, law history, and sustainability research, and shaping them into a research field.

Please note: Due to the colloquium's interdisciplinary frame, fluency in German is necessary (some sessions will be held in German).

Preparation: We recommend that participants watch the following explanatory video: <https://www.youtube.com/watch?v=-6gmey8oOk88>

Learning Outcomes:

- **Thematic Competences:** Participants learn to identify cultural aspects of sustainable development through interdisciplinary discussions and can relate these to other aspects of sustainable development. They acquire a historical understanding of the theme and are able to attribute elements of knowledge to different normative frameworks and social forms. They can identify visions and goals of sustainable development. Doctoral candidates also become acquainted with the different methods applied in other disciplines and are thus motivated to reflect more on their own. In addition,

students increase their understanding of the social relevance of their discipline and of their research activities, thus increasing their understanding of their (professional) role as researchers and enhancing their ability to make decisions about their careers. Moreover, participants are motivated to outline publication projects.

- **Methodological Competences:** Participants develop interdisciplinary competences by increasing their self-awareness as researchers in their own disciplines, recognizing that the limitations of their own disciplines are at the same time an opportunity, and by willingly communicating with other-minded thinkers and researchers, with a view to approaching a complex research question together and from a systemic perspective.

First Deadline for Signing-up: 14 August 2017; please send an email to Prof. Sibylle Hofer. Your email should include a few words explaining why you are interested in attending the colloquium: sibylle.hofer@rhist.unibe.ch

Course Type: PhD and Research Colloquium

Title: Modern English Literature

Instructor: Virginia Richter

Time: Block seminar

Sessions: By appointment

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

Course Type: PhD and Research Colloquium

Title: Medieval Studies

Instructor: Annette Kern-Stähler

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

STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

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

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

Maida Bilkić: Discourses of (genocide) remembrance, historical traumas, linguistic violence, meta-language, symbolic violence.

Claudine Bollinger: Fictionality, literature and science, storyworlds and possible world theory, epistemology and ontology in and of literature, aural media and literature.

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

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

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

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

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

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

Hannah Hedegard: Forensic phonetics and sociolinguistics, socio-Phonetics, second language acquisition, World Englishes, language, mobility and globalisation.

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

Vanessa Jaroski: Sociolinguistics, language contact, discourse analysis, language ideologies, media discourse.

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

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

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

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

Beatriz Lorente: Language and migration, language and work, sociolinguistics of globalization, language policy, and the politics of English.

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

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

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

Nicole Nyffenegger: Medieval and early modern literature and culture; discourses of the human body; constructions and performativity of gender and identity; animals in literature; concepts of authorship. Gender studies, human-animal studies, literary theory.

Jakhan Pirhulyieva: English literature of the 19th century, Contemporary English literature, space and spatiality, literature and science, travel, mobility, the problem of identity, postcolonial studies.

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

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

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

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

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

Edward Wright: Ecocritical theory and biosemiotics, contemporary art, modern Australian literature, literary and artistic representations of decay and decomposition.

Students' Committee

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

E-mail: fsanglistik@sub.unibe.ch

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

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

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

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

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

Check our Facebook page regularly!

Staff Address List Autumn Semester 2017

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

Name	Email Address
Secretary's Office	monika.iseli@ens.unibe.ch/ sarah.zuercher@ens.unibe.ch
Ali Khan, Fayaz	fayaz.alikhan@ens.unibe.ch
Andres Morrissey, Franz	franz.andres@ens.unibe.ch
Berger, Matthias	matthias.berger@ens.unibe.ch
Bilkic, Maida	maida.bilkic@ens.unibe.ch
Bollinger, Claudine	claudine.bollinger@ens.unibe.ch
Braunschweig, Rahel	rahel.braunschweig@ens.unibe.ch
Britain, David	david.britain@ens.unibe.ch
Claviez, Thomas	thomas.claviez@ens.unibe.ch
Comer, Joseph	joseph.comer@ens.unibe.ch
Critten, Rory	rory.critten@ens.unibe.ch
Denger, Marijke	marijke.denger@ens.unibe.ch
Fox, Susan	susan.fox@ens.unibe.ch
Grossenbacher, Sarah	sarah.grossenbacher@ens.unibe.ch
Hedegard, Hannah	hannah.hedegard@ens.unibe.ch
Hess Bürki, Dominique	dominique.buerki@ens.unibe.ch
Iseli-Felder, Monika	monika.iseli@ens.unibe.ch
Jaroski, Vanessa	vanessa.jaroski@ens.unibe.ch
Kern-Stähler, Annette	annette.kern-staehler@ens.unibe.ch
Kluwick, Ursula	ursula.kluwick@ens.unibe.ch
Kopaitich, Ryan	ryan.kopaitich@ens.unibe.ch
Kuske, Eva	kuske.eva@ens.unibe.ch
Lehmann, Zoë	zoe.lehmann@ens.unibe.ch
Leonhardt, Tobias	tobias.leonhardt@ens.unibe.ch
Lorente, Beatriz	beatriz.lorente@ens.unibe.ch
Lynch, Sara	sara.lynch@ens.unibe.ch
Mathier, Marion	mathier.marion@ens.unibe.ch
Mapes, Gwynne	gwynne.mapes@ens.unibe.ch
Marchi, Viola	viola.marchi@ens.unibe.ch
Müller, Nina	nina.mueller@ub.unibe.ch
Nyffenegger, Nicole	nicole.nyffenegger@ens.unibe.ch
Pirhulyieva, Jakhan	jakhan.pirhulyieva@ens.unibe.ch
Richter, Virginia	virginia.richter@ens.unibe.ch
Rippl, Gabriele	gabriele.rippl@ens.unibe.ch
Straub, Julia	julia.straub@ens.unibe.ch
Students' Committee	fsanglistik@sub.unibe.ch
Thiel, Anja	anja.thiel@ens.unibe.ch
Thurlow, Crispin	crispin.thurlow@ens.unibe.ch
Wright, Ed	wright.edward@ens.unibe.ch
Zürcher, Sarah	sarah.zuercher@ens.unibe.ch