

# Course Booklet

Spring Semester 2018

19 February – 1 June 2018



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



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## Welcome from the Head of Department

The image on the cover of this semester's course booklet shows the famous Villa Diodati in the village of Cologny on Lake Geneva. It is here, holed up with Percy Shelley, John Polidori and Lord Byron, that Mary Shelley conceived and started to write her novel *Frankenstein* which was published two years later in 1818. Exactly two hundred years ago.<sup>1</sup> The scene is set nicely by travel writer Tony Perrottet in an article for the New York Times:

*A huge volcanic eruption of Mount Tambora in Indonesia in 1815 ... sent a pall of volcanic ash across the Northern Hemisphere, bringing so much cold weather and torrential rain to Europe that 1816 was nicknamed "the Year Without a Summer." In Switzerland, it was mid-June when the freakishly bad weather began — "an almost perpetual rain," Mary recalled, with terrific thunderstorms rippling back and forth across the lake. Wine flowed copiously, as did laudanum, a form of liquefied opium. One night, when Byron read aloud a haunting poem, Shelley leapt up and ran shrieking from the room, having hallucinated that Mary had sprouted demonic eyes in place of nipples. It was in this surreal, claustrophobic atmosphere that she experienced the famous nightmare that became the lurid plot of Frankenstein ..., about a scientist who creates a creature from stolen body parts and infuses it with life. The next night, she told the gloomy fable in the Villa Diodati to a rapt audience.*

The story of Victor Frankenstein and his "creature" is, of course, a well trodden domain of literary criticism; far be it for me, therefore, to offer my own half-baked commentary. Except perhaps to say that there is something creepily a propos about this bicentenary. It seems we are living in monstrous times and there is special resonance to be had in Shelley's work of imagination. We are everywhere surrounded by monsters, many of whom we have ourselves voted into power or who have emerged through our own meddling or arrogance. It feels also as if there are more and more monstrosities at large: cavernous social injustices and terrible human violations. And yet, like Frankenstein – the man not the monster – we seem unable or unwilling to stop over-reaching ourselves. We fail to recognize how our troubles are often directly or indirectly of our own making, and that it is through an over-inflated sense of our own importance that we seek to pinpoint and scapegoat others.

Well, it is against this gothic, rather dismal backdrop (the 200<sup>th</sup> anniversary of *Frankenstein's* publication and the turbulence of our modern times) that I welcome you to the 2018 Spring semester. My colleagues and I invite you to seek ways to connect your studies to the world at large so that we might better understand and perhaps tackle both the monstrosities and the monsters everywhere. We do not presume that our discipline has all or any of the solutions, but we do believe the humanistic impulses of literature or linguistics are as good a

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<sup>1</sup> Shelley was only twenty when *Frankenstein* was published, a fact which I thought might give you pause for thought as you begin preparing your next essay. No pressure!

place to start as any. It is, for example, through the stories we tell – the ones within the covers of books and the ones that unfold in our in daily conversations – that we begin to find common threads and establish the ties that bind. Language causes no end of trouble, it is true, but it is also an endless source of creativity and a powerful site for social change.

In more immediate terms, I'd like to bring to your attention some staff news and teaching highlights. Towards the end of last year we said farewell to Sarah Zürcher from the secretariat. (We are extremely thankful that Susanne Graber continues to offer temporary coverage while we seek to hire a new student administrator.) Also in the spirit of farewell, we note that assistants Shefali Lal and Tobi Leonhardt have moved onto greener pastures; they shall be greatly missed. Professor Richter continues to enjoy her sabbatical and will be a visiting scholar this semester at the University of Edinburgh. Meanwhile we offer a heartfelt welcome to a number of doctoral assistants: Roman Bischof working with Professor Rippl, and Sara Grossenbacher and Danielle Todd working with Professor Britain. Ricarda Wagner meanwhile joins Professor Kern-Stähler as a post-doc assistant and will be offering a seminar *Swords, Rings and Other Material Artefacts in Old English Literature* this semester. Other courses being offered by newer staff include Roman Bischof's *Tragedy and the Modern American Drama*, Jakhan Pirhulyieva's *Polar Exploration in Romantic Literature* and Dr Beatriz Lorente's MA seminar on *Language Policies in Education*. I might also mention at this point that we are pleased to have a wonderful group of tutors working in various classes: Sara Estalote Quindos, Patri Frei, Urs Pfister, Allison Scarlotta and Sabrina Subašić. Finally, and for those of you looking for a deeper, altogether more informed reading of *Frankenstein*, I recommend Dr Ursula Kluwick's focus-module lecture *Nineteenth-Century Literature and Culture*. On which note, I finish with the following snippet from Chapter 12, and with words spoken, as it happens, by the so-called monster:

“These thoughts exhilarated me and led me to apply with fresh ardour to the acquiring the art of language.”

A handwritten signature in black ink, reading "Ursula Kluwick". The signature is written in a cursive, flowing 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

Spring Semester	15 March
Autumn Semester	15 October

Once you are registered for a course, you are automatically also signed up for the exam. 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 seminars, you need to register in KSL for the course AND for the course assessment (paper).

#### DEADLINES

Spring Semester	15 April
Autumn Semester	15 November

#### Notes:

How to register and deregister in KSL: see [http://www.ens.unibe.ch/studies/ksl\\_registration](http://www.ens.unibe.ch/studies/ksl_registration).

Advanced Readings: see [http://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules](http://www.ens.unibe.ch/studies/course_types_and_modules).

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 SS 2018 and AS 2018 are:

Wednesday, 5 September 2018

Wednesday, 6 February 2019

### 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 (21-25 May 2018; 10-14 December 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.

## 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. Retain the signed 'Registration for thesis (BA & MA)' form until both steps are completed. Only hand it in to the secretariat once it has been signed by your supervisor (first step) and your study counsellor (second step).

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

## 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).

### SUBMISSION IN SPRING 2018

Supervisor deadline	15 November 2017
Study counsellor and secretariat deadline	1 March 2018
Thesis submission deadline	1 June 2018

### GRADUATION IN AUTUMN 2018

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

### SUBMISSION IN AUTUMN 2018

Supervisor deadline	30 April 2018
Study counsellor and secretariat deadline	30 September 2018
Thesis submission deadline	21 December 2018

### GRADUATION IN SPRING 2019

Department registration deadline	31 May 2018
Dean's Office registration deadline	31 May 2018
Thesis submission deadline	3 December 2018

#### Notes:

How to register your thesis:

see [http://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/thesis\\_information](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](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 3 new courses: Analysing Language, Analysing Literature 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](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**

#### **LANGUAGE MODULES:**

If you take the Language Modules (Grammar I&II and Writing Skills I&II) you will need to sign up for Grammar I and/or Writing Skills I (0 ECTS) in the autumn semester, and for the Grammar II and/or Writing Skills II (6 ECTS) in the spring semester. You will only receive a grade for both completed courses at the end of both semesters for all 6 ECTS. Only students who have taken Writing Skills I and/or Grammar I may take Writing Skills II and/or Grammar II.

#### **FOCUS MODULES:**

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

#### **BA COLLOQUIA:**

There are two 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 2 ECTS "BA Colloquium" 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 1 ECTS "BA Colloquium (Old Study Plan – first semester)" course. In the second semester, you need to register for

the 2 ECTS "BA Colloquium" course – the same course as people in the new 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 (Study Plan 2017)" course. 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 their 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 – Spring Semester 2018

### **Study Counselling for BA Students**

Students with surnames A-K

Dr. Marijke Denger / B 263  
marijke.denger@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

Edward Wright  
031 631 83 61 / B 262  
edward.schindler-wright@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**

Susanne Graber  
031 631 82 45 / D 201  
susanne.graber@ens.unibe.ch

Rahel Braunschweig  
031 631 37 56 / D 202  
rahel.braunschweig@ens.unibe.ch

### **Diploma Supplements BA / MA (Studienleitung)**

Dr. Marijke Denger / B 263  
marijke.denger@ens.unibe.ch

### **Enrolment for Theses and Exams**

Susanne Graber  
031 631 82 45 / D 201  
susanne.graber@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 (SS18)**

### **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. Marijke Denger\*  
Modern English Literature
- PD Dr. Ursula Kluwick\*  
Modern English Literature
- Dr. Zoë Lehmann Imfeld \*  
Modern English Literature

## **Assistants/Doctoral Researchers**

- Mr Matthias Berger, M.A.  
Medieval English Studies
- Ms Maida Bilkic, M.A.  
Language and Communication
- Mr Roman Bischof, M.A.\*  
Literatures in English/North American Studies
- 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, 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 Marion Mathier, M.A.  
Language and Communication
- Ms Joanne Pettitt, M.A.  
Medieval English Studies
- Ms Jakhan Pirhulyieva, M.A.\*  
Modern English Literature
- Ms Anja Thiel, M.A.  
Modern English Linguistics
- Ms Danielle Tod, M.A.  
Modern English Linguistics
- Ms Ricarda Wagner, M.A.\*  
Medieval English Studies
- Mr Ed Wright, M.A.\*  
Literatures in English/North American Studies

\* *Teaching this semester*

## **Administrative Staff (SS18)**

### **Secretaries**

Susanne Graber	Monday	9-10; 14-15:30
	Tuesday	9-10; 14-15:30
	Thursday	9-10

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

### **Directors' Assistant**

Rahel Braunschweig	By appointment
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### **IT Coordinator & Web Administrator**

Fayaz Ali Khan	By appointment
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### **Librarian**

Nina Müller	Monday-Thursday
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<b>Information is subject to change. Please consult the notice boards and the departmental website regularly.</b>
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## 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 <sup>2</sup>

- 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)

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<sup>2</sup> 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.

**Spring Semester 2018**

<b>Language Module</b>
------------------------

**Course Type:** Language Module

**Title:** Grammar II

**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 second part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will conclude the tour of English verb forms and extend the discussion to clause constructions. The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them; in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, which some students will later be involved with, 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](http://www.morrissey.unibe.ch)).

**Texts:** Course work will be based on the course script. 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.

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

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

**Deadline for Submission of Assignment/Evaluation:** 5 June 2018

**Resit Date:** 5 September 2018

**Course Type:** Language Module  
**Title:** Writing Skills II  
**Instructor:** Beatriz Lorente  
**Time:** Wednesday 10-12, 12-14; Thursday 12-14, 14-16;  
Friday 12-14, 14-16  
**Credit Points:** 3 ECTS

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

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

**Texts:** The materials needed for this course have been designed to meet the students' needs and will be made available during the course. 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 personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

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

**Grade Requirement:** Evaluation of written work

**Deadline for Submission of Assignment/Evaluation:** Throughout the term

<b>Core Curriculum</b>
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**Course Type:** Core Curriculum Lecture

**Title:** Literary History

**Instructor:** Thomas Claviez / Annette Kern-Stähler /  
Gabriele Rippl / Ursula Kluwick

**Time:** Wednesday 14-16

**Credit Points:** 3 ECTS

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

**Course Description:** This joint lecture course offers students a concise overview of literary history from the Middle Ages to the present time. Our lectures will cover British, Irish as well as North American literatures.

**Texts:** Will be provided on the ILIAS platform for the individual sessions.

**Learning Outcomes:** To familiarize students with the different periods of literary history.

**Evaluation (pass/fail):** Written test

**Exam Date:** 16 May 2018

**Resit Date:** 30 May 2018

**Course Type:** Core Curriculum Seminar

**Title:** Analysing Language

**Instructor:** Sue Fox

**Time:** Tuesday 14-16

**Credit Points:** 4 ECTS

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

**Course Description:** This course is run as a series of hands-on lecture sessions taught by a range of senior and junior researchers in the department. The goal is to introduce students to some of the core analytic concepts and procedures for researching language within sociolinguistics and discourse studies. The course comprises five modules each focusing on a different set of practices and approaches. After an initial introduction in Week 1, we start with a module on fieldwork including ethnography and interviewing; this module also serves as a general grounding for the rest of the course. We then move onto two modules addressing approaches to spoken language such as interactional sociolinguistics, discourse analysis, and variation studies. Here, we will also cover transcription techniques and phonetic analysis. We then turn to the study of written language, including, for example, an introduction to critical discourse studies, linguistic landscapes, and both content and corpus analysis. Students will be expected to complete key methodology and/or case-study readings to supplement material covered in class; they will also be expected to undertake practice-based exercises during class time.

**Texts:** Required methodology and/or case-study readings will be made available on ILIAS.

**Learning Outcomes:** This course is designed to provide students with an introductory-level overview of the core methodological skills required for conducting research in language and linguistics. In this regard, students will understand a range of analytic approaches and technical procedures used in sociolinguistics and discourse studies. They will, for example, know how to transcribe spoken language using conversation-analytic conventions and IPA formats. They will understand the basic principles of designing fieldwork, conducting interviews, and building a dataset of news media or other written discourse data. They will also know how to start preparing a sound content analysis or corpus analysis.

**Evaluation (pass/fail):** In order to pass this seminar, students will have to achieve at least 60% in the final exam in Week 13 of the semester (Tuesday 15 May).

**Grade Requirement:** A grade will be assigned based on the percentage grade earned for the final exam. This percentage will be converted to the University of Bern's 6-point scale as follows: 60-68% = 4.0; 69-76% = 4.5; 77-84% = 5.0; 85-92% = 5.5; 93-100% = 6.0.

**Resit Date:** 29 May 2018

**Course Type:** Core Curriculum Seminar

**Title:** Analysing Literature

**Instructor:** Nicole Nyffenegger

**Times:** Thursday 10-12 / Friday 10-12 (compare also 'Analysing Literature' by Julia Straub; students choose one out of the four possible slots)

**Credit Points:** 4 ECTS

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

**Course Description:** This seminar takes over from the lecture "Introduction to Literature," which first-year BA-students attended in the autumn semester. Its principal aim is to train students' analytical and interpretative skills by putting the reading of literary texts into practice. We will apply terms and concepts acquired in the lecture to concrete literary examples from different periods and genres. We will put to the test different terminologies and strategies of interpretation and also make first forays into the field of literary theory.

**Texts:** Course materials will be made available via ILIAS.

**Learning Outcomes:** At the end of this course, students:

- know how to analyse texts belonging to different genres and periods;
- can provide their own interpretation of literary texts;
- can apply the relevant technical terms and concepts when they describe literary texts;
- have gained a first impression of how literary theory can be employed for their reading of literary texts.

**Evaluation (pass/fail):** Regular attendance, active participation, thorough preparation of set texts, further cumulative course work.

**Grade Requirement:** Written exam on Friday, 18 May 2018, 10:15-12:00

**Resit Date:** 1 June, 10:15-12:00

**Course Type:** Core Curriculum Seminar

**Title:** Analysing Literature

**Instructor:** Julia Straub

**Times:** Monday 14-16 / Thursday 14-16 (compare also 'Analysing Literature' by Nicole Nyffenegger; students choose one out of the four possible slots)

**Credit Points:** 4 ECTS

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

**Course Description:** This seminar takes over from the lecture "Introduction to Literature," which first-year BA-students attended in the autumn semester. Its principal aim is to train students' analytical and interpretative skills by putting the reading of literary texts into practice. We will apply terms and concepts acquired in the lecture to concrete literary examples from different periods and genres. We will put to the test different terminologies and strategies of interpretation and also make first forays into the field of literary theory.

**Texts:** Course materials will be made available via ILIAS.

**Learning Outcomes:** At the end of this course, students:

- know how to analyse texts belonging to different genres and periods;
- can provide their own interpretation of literary texts;
- can apply the relevant technical terms and concepts when they describe literary texts;
- have gained a first impression of how literary theory can be employed for their reading of literary texts.

**Evaluation (pass/fail):** Regular attendance, active participation, thorough preparation of set texts, further cumulative course work.

**Grade Requirement:** Written exam on Friday, 18 May 2018, 10:15-12:00

**Resit Date:** Friday, 1 June, 10:15-12:00

## Focus Module Language and Linguistics: Language and Social Interaction

**Course Type:** Focus Module Lecture (and MA Lecture)

**Title:** Language and Digital Media

**Instructors:** Crispin Thurlow

**Times:** Monday 10-12

Note: This course is supported by a 2018 *Förderung Innovative Lehre (FIL)* grant from the Vice-Rectorate for Learning; project title “Rescaling the Large Lecture Class”.

Note: This lecture will also be accompanied from Week 1 by tutorial sessions for BA students (available at least two times a week). Students can earn 1 ECTS for attending one tutorial meeting each week during the semester. See course syllabus for more information.

**Credit Points:** 3 ECTS

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

**Course Description:** This “flipped” lecture series offers a hands-on survey of research in digital discourse studies, examining the practices and politics of language-use in so-called new communication technologies.<sup>3</sup> Referring to practices such as instant messaging, text-messaging, blogging, photo-/video-sharing, social networking and gaming, we will cover a range of *domains* (e.g. journalism, tourism, entertainment, politics), *communicators* (e.g. professional and lay, young people and adults, intimates and groups), and *languages* (e.g. Irish, Hebrew, Chinese, Finnish, German, Greek). Following an initial introductory lecture, the course will be organized into bi-weekly cycles addressing five major thematic in digital discourse studies: “mediation”, “language ideology”, “multilingualism”, “multimodality” and “technologization”. In-class lecture presentations will examine case studies drawn from the core text and we will be hearing first-hand from the authors themselves. Every other week, our class time will centre around a featured article and a related in-class exercise drawing on your own experience of digital discourse.

**Texts:** Reading is key to this lecture series. You will be expected to complete one or two chapters every week, relying on a core text and a series of featured journal articles.<sup>[4]</sup>

Thurlow, Crispin and Mroczek, Kristine. (2011). *Digital Discourse: Language in the New Media*. New York: Oxford.

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<sup>3</sup> A flipped class is one where major instructional content is delivered outside of the classroom; activities traditionally considered homework are moved into the classroom.

<sup>4</sup> The core text is available as an e-book (e.g. the Amazon Kindle edition costs US\$24) and can easily be shared.

Lectures in Weeks 2, 4, 6, 8 and 10 will draw on two chapters from the core text; featured articles for Weeks 1, 3, 5, 7, 9 and 11 will be made available as PDFs on ILIAS.

**Learning Outcomes:** The learning outcomes for this lecture series are:

- to understand a range of key topics and concepts in the study of digital discourse;
- to engage first-hand with contemporary digital discourse research and writing;
- to recognize major theoretical, methodological and critical approaches in digital discourse studies; and,
- to make connections between scholarly research and a range of 'real world' contexts.

**Evaluation (pass/fail):** Your engagement and learning in this lecture series will be assessed cumulatively through four different types of coursework:

- (a) six bi-weekly reading quizzes (graded; you may drop one quiz);
- (b) six bi-weekly in-class exercises (assessed as credit/no credit; you may drop one);
- (c) six pre-lecture surveys / Q&A preps (assessed as credit/no-credit; one drop); and,
- (d) a final multiple-choice test on 14 May (Week 12) covering core content (graded).

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

In order to pass this lecture series, you must secure at least 60% for the reading quizzes and the final test; you must also complete the required number of in-class exercises and pre-lecture surveys. If you are taking this lecture series as part of a Focus Module the grade is acquired in the respective seminar.

**Grade Requirement:** If you want a grade for this lecture, you will be assigned one according to the overall percentage you earn for the coursework. This percentage will be converted to the UniBe's 6-point scale as follows: 60-68% = 4.0; 69-76% = 4.5; 77-84% = 5.0; 85-92% = 5.5; 93-100% = 6.0.

**Resit Date:** The retake for the lecture will be held on Tuesday, 22 May 2018 (venue tbc).

**Course Type:** Focus Module Seminar  
**Title:** The Structures of Spoken English  
**Instructor:** Sue Fox  
**Time:** Tuesday 10-12  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:** In this course we will examine the fundamental characteristics of spoken English. Every time we speak, we are faced with a wide range of choices, not only of what to say but also how to say it. The words and structures that we use to communicate are influenced by such things as the setting, the people that we are communicating with, the reason that we are communicating and what we are communicating about. We will be looking at how these choices are made and how they are then used to create discourse in different situations. We will systematically analyse a range of linguistic phenomena characteristic of spoken language and will also consider sociolinguistic differences in the use of those features. Some of the topics to be covered in the seminar include conversation management and the role of turn-taking, the role of discourse markers in textual organisation, 'performance phenomena' in speech production and processing, the structure of narratives in spoken discourse and clause structures such as negation, interrogatives and passives.

**Texts:** Readings will be made available on ILIAS.

**Learning Outcomes:** At the end of this course, students should:

- be able to identify the fundamental characteristics of spoken language;
- be able to systematically analyse a range of linguistic phenomena characteristic of spoken language;
- be able to identify and analyses, where relevant, sociolinguistic differences in the use of spoken language phenomena;
- have developed critical and analytic skills through informed discussion of specific issues and themes relevant to the analysis of spoken language.

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

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

**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 June 2018

**Course Type:** Focus Module Seminar  
**Title:** The Rhetorics of Food  
**Instructor:** Gwynne Mapes  
**Time:** Wednesday 14-16  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:**

*Discourse. Materiality. Power. These are the sinews that connect rhetoric to food. Food is central to humankind. It is a requirement for survival, but also functions as a defining element of human culture and identity. Modes of producing, distributing, consuming, and marketing food have socioecological, socioeconomic, and socio-political motives and consequences.*

Joshua Frye and Michael Bruner (2012)

As the quotation above illustrates, food's importance to culture and social life is without doubt. It is inherently discursive: made meaningful through the way we talk or write about it and the way we communicate in/around our eating. It is precisely because of the scale and influence of food that scholars in fields like anthropology, sociology, history, cultural studies, geography and linguistics/discourse studies have become interested in exploring the cultural practices by which food is organized and experienced. This diverse body of research reveals food's powerful role in shaping and reflecting such things as the performance of identity, ideologies of difference and distinction, the meanings of place (especially re: locality), and the production and consumption of visual-material culture, all of which intersect with relations of power/inequality. Indeed, food practices seldom merely reflect a culture; food practices, and food discourses, can be seen as instrumental in *producing* culture.

From a fully interdisciplinary perspective, this seminar examines food as a "discursive formation" – a way of knowing and ordering the world established through language, communication and other social processes. Throughout the semester we will look at food discourse from various historical, critical, and cultural perspectives. In addition to following a series of independent (but guided) reading, you will be invited to undertake your own applied research on food discourse as a way to experiment with various disciplinary modes of gathering and analyzing data.

**Texts:** The course will rely on a series of articles and chapters made available on ILIAS. You will be expected to pursue this reading material independently, guided by 'signpost' assessment exercises and in-class discussions.

**Learning Outcomes:** The learning outcomes for this seminar are:

- to have a reasonable understanding of a range of interdisciplinary perspectives on food discourse;
- to have a particular understanding of the role of language and social interaction in the ongoing organization, evolution, and reinforcement of food practices;

- to understand how academics from different traditions use certain methods for analyzing different aspects of food in society;
- to be able to apply these methods in your own investigations of food discourse and food practices;
- to have a good critical awareness of the cultural politics of food discourse as a mode of representing the world and as a way of organizing social relations.

**Evaluation (pass/fail):** Your learning and effort for this seminar will be assessed through (a) regular, sustained participation in seminar discussions, (b) satisfactory completion of cumulative coursework, and (c) an in-class presentation.

**Grade Requirement:** In addition to the work outlined above, students wanting a 7-ECTS grade for this seminar will need to complete either a research paper-cum-report or a final test (to be decided by the instructor later).

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

**Deadline for Submission of Assignment/Evaluation:** Everything must be completed and submitted by Friday, 29 June 2018.

**Type:** Focus Module Seminar  
**Title:** Linguistics of Orality  
**Instructors:** Franz Andres Morrissey  
**Times:** Wednesday 10-12  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:** This seminar explores orality as a linguistic phenomenon. It looks at various stylistic aspects that are typical for oral texts, be they jokes, conversational narratives, formal tales and stories, but also performances of various kinds (political speeches, spoken-word performances, verbal ‘competition’, etc.) as well as forms of literature that were originally oral or that had an oral component in the way in which they were composed or in the way they were received. This exploration will focus on determining which levels of linguistic analysis are best suited for a better understanding of how such texts work, before we will make practical use of these analytical tools. The insights gained here will form the basis for a third step, also practical in nature, when we will try our hand at applying them to the composition of texts of the various genres discussed in the seminar. This means that all seminar participants will have to compose and perform a text for the rest of the group.

**Texts:** These will be made available on the morrissey.unibe.ch website as and when needed. Students are also expected to find their own reference material and will be encouraged to distribute these to the rest of the class prior to their contributions to the seminar.

**Learning Outcomes:** To develop a practical understanding of oral strategies in story-telling and persuasion, to be able to recognise the “tricks-of-the-trade” and to put them to use in one’s own performances.

**Evaluation (pass/fail):** This will require conducting an exploratory workshop that creates interactive involvement with the rest of the group, to produce or locate a text and to present it to the class. All students are expected to document the latter on the basis of a template supplied by the instructor.

**Grade Requirement:** Students are expected to present a recording, either audio or video of a further performance of an oral text of their own composition or resulting from their research into source material, complete with an assessment of their work and a brief theoretical analysis of their approach. These can be done in the form of a paper or as a podcast.

**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:** 24 June 2018

## Focus Module Literature: The Nineteenth Century

<b>Course Type:</b>	<b>Focus Module Lecture (and MA Lecture)</b>
<b>Title:</b>	<b>Nineteenth-Century Literature and Culture</b>
<b>Instructor:</b>	<b>Ursula Kluwick</b>
<b>Time:</b>	Wednesday 12-14
<b>Credit Points:</b>	3 ECTS

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

**Course Description:** This course explores the long nineteenth century in British literature and culture. The period between, roughly, the 1790s and 1900, which this course covers, was a time of significant change, even upheaval, in cultural, economic, political, social, scientific and technological terms. In terms of literary movements, this period also spans the Romantic age, the Victorian era, and the decadent movement towards the end of the century; it was characterised by great literary energy, producing great poetry, various sub-genres of the novel (realist, historical, gothic, and sensation fiction), as well as also, for instance, extraordinary scientific and social writings, such as Charles Darwin's *Origins of Species* or Charles Booth's *Life and Labour*. The course aims to give an overview of this period and to introduce students to a wide range of Victorian (literary and non-literary) texts.

**Texts (preferred editions in brackets):** Emily Brontë, *Wuthering Heights* (1847, Norton 2002); Charles Dickens, *Great Expectations* (1860/61, Penguin Classics) George Eliot, *The Mill on the Floss* (1860, Penguin Classics); Mary Shelley, *Frankenstein* (1818, Norton 2011); Bram Stoker, *Dracula* (1897; Norton 1997). Extracts from other novels and plays, as well as poems and non-fiction will be found on ILIAS.

**Learning Outcomes:** This course will equip students with critical ideas to help them become more competent readers of a cultural/literary, and specifically of the Victorian, period. On successful completion of the course, students will demonstrate knowledge of some of the artistic, historical, and socio-political key events and issues of the period, and show an understanding of nineteenth-century literature across various genres and sub-genres. They will be able to set specific texts in relation with their cultural context, and to gauge the relationship between literature and other discourses. They will also be familiar with theoretical approaches and concepts particularly relevant to the study of the nineteenth century, and with recent critical developments and interventions.

**Evaluation (pass/fail):** Written exam on 16 May 2018

**Grade Requirement:** Written exam on 16 May 2018

**Deadline for Submission of Assignment/Evaluation:** 16 May 2018

**Resit Date:** 30 May 2018

**Course Type:** Focus Module Seminar

**Title:** The British Empire and (Post)Colonial Literature in the Nineteenth Century

**Instructor:** Marijke Denger

**Time:** Monday 14-16

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

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

**Course Description:** During the nineteenth century, the British Empire became the largest empire in history, encompassing a vast range of climates, landscapes, peoples, cultures and religions across the globe. While military and economic factors were crucial for the expansion of Britain's might, the dissemination of a certain way of seeing, understanding and representing oneself and others was just as important for the sustainment of the Empire. In this course, we will explore the ways in which nineteenth-century literature was involved in creating the ideological underpinnings of the British colonial world. How did bestselling adventure stories help foster the belief in "the white man's burden" to subjugate others? What can a detective novel tell us about British rule in India? And what role does Ireland, as a European colony, play in the construction and deconstruction of contemporary notions of English superiority? Throughout this course, we will critically approach the stories and discourses of different narratives related both to the 'heart' and the 'fringes' of an empire "on which the sun never set". Thus, we will also explore how the tools and methodologies of postcolonial analysis can give us new insights into texts produced at the height of British imperialism.

**Texts:** Arthur Conan Doyle, *The Sign of Four*; Maria Edgeworth, *The Absentee*; Henry Rider Haggard, *King Solomon's Mines*. These novels will be available at the Bugeno. Students are strongly advised to have read them by the beginning of the semester. Shorter texts will be made available on ILIAS.

**Learning Outcomes:** Throughout this course, students will critically approach different kinds of nineteenth-century (literary) texts. On the one hand, they will consider how the tools and methodologies of literary scholarship can give us insights into the wider context of British imperial history in the nineteenth century. Conversely, they will gain an understanding of the impact of this history on the narratives produced and widely read in this period. Students will be introduced to the field of postcolonial literature and familiarised with some of the key concepts and concerns of postcolonial theory. They will also learn to develop different techniques for analysing literary and theoretical texts from a postcolonial perspective.

**Evaluation (pass/fail):** Regular attendance and active participation, group work during the individual sessions, cumulative course work, preparation of research questions for individual sessions, oral presentation during one of the sessions (incl. PPT and/or hand-out), 1'000 word-analysis of passage of primary literature (to be discussed in advance with instructor).

**Grade Requirement:** Regular attendance and active participation, group work during the individual sessions, cumulative course work, preparation of research questions for individual sessions, oral presentation during one of the sessions (incl. PPT and/or hand-out), seminar paper of 4'000 words (to be discussed in advance with instructor).

**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:** 16 July 2018

**Course Type:** Focus Module Seminar  
**Title:** Science, Pseudo-Science and the Victorian Detective  
**Instructor:** Zoë Lehmann Imfeld  
**Time:** Tuesday 14-16  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:** A new breed of protagonist sprang up in the nineteenth century – the rational and scientific detective. We will use their cases to follow the rise of forensic science, Darwinism, psychology and pseudo-science (for instance *from The Casebook of Carnacki the Ghost Finder*), and explore how these texts reflect the public relationship with science and scientific thinking for Victorian readers.

**Texts:**

- Charles Warren Adams, *The Notting Hill Mystery*, British Library, ISBN13: 978-0712356268;
- Arthur Conan Doyle, *The Hound of the Baskervilles*, Penguin, ISBN1:3 978-0141199177;
- Arthur Conan Doyle, *The Adventures of Sherlock Holmes*, Oxford World Classics, ISBN-13: 978-0199536955.

Further short stories will be made available on ILIAS.

**Learning Outcomes:** Students will explore the role of science and scientific theory in nineteenth-century discourse and literature. They will develop an understanding of the powerful influence of 'scientific thinking' on Victorian culture and society.

**Evaluation (pass/fail):** Consistent attendance and active participation. One group/pair presentation.

**Grade Requirement:** 4000 word essay

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

**Deadline for Submission of Assignment/Evaluation:** 6 July 2018

**Course Type:** Focus Module Seminar  
**Title:** Polar Exploration in Romantic Literature  
**Instructor:** Jakhan Pirhulyieva  
**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 first half of the nineteenth century polar exploration was well under way. Numerous polar expeditions were carried out by European and later American explorers. In this period the English explorers were particularly invested in the discovery of the Northwest Passage – an alternative trade route, a sea path which would connect the Atlantic and Pacific Oceans through the Arctic Ocean. The published accounts of these polar expeditions became extremely popular among the public. As a result, a number of fictional works were written which thematically engaged with polar exploration in their narrative. In our seminar, we will focus on such canonical and relatively unknown works of Anglo-American Romantic literature which address polar exploration in their texts. We will inform our reading of these works with a methodological approach based on literary analysis, selected theoretical concepts from eighteenth-century aesthetic theory and contemporary literary scholarship on space. Such approach will give us an insight into the broader cultural, social, and spatial implications of polar exploration depicted in our primary literature.

**Texts:** Students should purchase and read the following books prior to the start of the course: Mary Shelley, *Frankenstein* (Second Edition, Norton Critical Editions), 2012. ISBN 978-0393927931; and Edgar Allan Poe, *The Narrative of Arthur Gordon Pym of Nantucket, and Related Tales* (Oxford World's Classics), 2008. ISBN 978-0199540471. *These books will be available at the Bugeno, Hauptgebäude.* Further readings, including the novel *Peter the Whaler* by William Henry Giles Kingston (1851), will be uploaded on ILIAS before the start of the course.

**Learning Outcomes:** By the end of this seminar, students will have enhanced their knowledge of nineteenth century Anglo-American Romantic literature, will have familiarized themselves with key aspects of polar exploration of the period, will have learned how to apply selected theoretical concepts not only to the readings in the seminar, but to their own objects of study.

**Evaluation (pass/fail):** Regular attendance, thorough preparation of required readings, active participation in class discussions, an oral presentation.

**Grade Requirement:** In addition to the above-mentioned requirements, students will also need to submit a seminar paper of 4000 words before the deadline 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:** 30 June 2018

## Free-Standing Lectures and Seminars

**Course Type:** Free-Standing Lecture Language and Linguistics

**Title:** The Recent History of English

**Instructors:** David Britain

**Times:** Wednesday 10-12

**Credit Points:** 3 ECTS

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

**Course Description:** How did the structure of English come to be as it is now? What processes led to the enormous variety of forms of the language? This course picks up from where the *Earlier Englishes* course finished, and brings the history of English right up to the present day. We examine the following:

- The roots of contemporary non-standard forms of English which go back deep into the historical past of the language. We critique the idea that non-standard forms are therefore simply present-day 'errors'.
- The linguistic processes which have changed English in the past 500 years: we look at changes in phonology (e.g. vowel shifts, vowel mergers, vowel splits, chain shifts, consonantal changes, prosodic changes), morphosyntax (e.g. grammaticalisation, the emergence of do-support, changes in verbs of possession, obligation, future tense) and discourse-pragmatic change (e.g. change in quotatives, etc).
- In doing so, we demonstrate the critical role of language variation, on the one hand, and the social context, on the other.
- We also take into consideration the effects of colonisation and migration on the formation of contemporary English.
- We consider changes that are in progress today, whether these changes began in the 15<sup>th</sup> century or the 21<sup>st</sup>, to understand why English is as it is in 2018.
- The course will be useful for those who are interested in the history of English, as well as those who want to brush up their understanding of variation and change in contemporary English phonology, morphology and syntax.

**Texts:** These will be put on ILIAS. There will be a reading each week in preparation for the lecture.

**Learning Outcomes:** Students will have learnt about the linguistic processes which have led to the (variable) structure of contemporary English, and appreciate the deep historical roots of forms of English that are today deemed non-standard.

**Evaluation (pass/fail):** Regular attendance, written test

**Grade Requirement:** Regular attendance, written test

**Exam Date:** 30 May 2018

**Course Type:** Free-Standing Lecture Literature

**Title:** American Poetry and Culture

**Instructors:** Julia Straub

**Times:** Thursday 12-14

**Credit Points:** 3 ECTS

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

**Course Description:** Poetry has always held a prominent place in American intellectual life, and new poems regularly appear in weekly and monthly periodicals geared to a general readership. The lecture will introduce students to a generous sample of exemplary American poets from the Puritan Age to the early 21st century. We will trace major developments in American history and culture through these texts, observing the changing styles and poetic modes of presentation. We will devote the first few weeks to a study of religious meditations and nature poems from the 17<sup>th</sup> and 18<sup>th</sup> centuries as well as the Transcendentalists and the Romantics of the first half of the 19<sup>th</sup> century. The major portion of the semester will then deal with the complementary and competing legacies of Emily Dickinson and Walt Whitman, their influence on Modernism and Postmodernism, and the cultural and political status of poetry at our current moment in literary history.

**Texts:** Materials will be made available via ILIAS.

**Learning Outcomes:**

- Students can identify important features of and devices used in poetry.
- Students can bring poems into relation to their historical and cultural background.
- Students can give accounts of the historical development of North American literature.

**Evaluation (pass/fail):** Regular attendance, written test

**Grade Requirement:** Regular attendance, written test

**Deadline for Submission of Assignment/Evaluation:** The final test will take place at the end of the semester. The retake will take place in mid-June. Both dates to be announced in class.

**Course Type:** Free-Standing BA Seminar Language and Linguistics

**Title:** Language Contact

**Instructor:** Franz Andres Morrissey

**Time:** Wednesday 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 explore the ways the various way in which language contact occurs and what impact it has on individual speakers, on communities and on societies. In practice this means looking at how languages are acquired or learnt in contact situations and how individuals negotiate their language repertoires, be they small children or older learners. Another area of enquiry will be how communities deal with language contact, how they either promote or impede individuals making use of the languages at their disposal. On further and more institutional level we will further look at questions like how larger entities, societies, regions or whole states, deal with language contact, which strategies they use to ensure reasonably smooth interaction between the language groups and what policies they put in place to promote plurilingualism or to prevent it. In all of these areas, it will be important to take into account power differentials and how these are addressed – or not, as the case may be.

Students are expected to explore a field of language contact partly with guidance from the instructor, but also to conduct their own reading and research into their chosen aspect of language contact. Wherever possible, they will also be encouraged to explore possibilities for data collection and analysis in order to explore this rich topic.

**Texts:** These will be made available as PDFs but students are also expected to supplement their work with their own bibliographic research.

**Learning Outcomes:** To gain an understanding of the various aspects of language contact on an individual, a communal and a societal level and to evaluate critically what strategies work best under what circumstances to promote and maintain multilingualism on these levels.

**Evaluation (pass/fail):** Students will be expected to conduct an interactive study session on a topic of their choosing under the guidance of the instructor.

**Grade Requirement:** A grade is awarded for a seminar paper, an information pack for education or language policy, or a podcast on a topic to be discussed with the instructor.

**Deadline for Submission of Assignment/Evaluation:** 24 June 2018

**Course Type:** Free-Standing BA Seminar Literature  
**Title:** Tragedy and the Modern American Drama  
**Instructors:** Roman Bischof  
**Times:** Friday 10-12  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:** As a form of drama, tragedy in a Western context is usually traced back to ancient Greece and Aristotle's definition of the term in his *Poetics* (~340 BCE). However, both theory and practise have produced many notions of what tragedy constitutes over the past two millennia. In this seminar, we will discuss aspects of tragedy in the works of some of the most influential American playwrights of the 20th century. Next to analysing the plays and discussing the relevant theory, we will examine the cultural context of each play as a source of tragic motives. Thus, we will investigate 20th-century claims of the death of tragedy and contrast them with notions of an evolution of the tragic form and its inextricable association with – in Raymond Williams's terms – the "beliefs and tensions of a period [and] the shape and set of a particular culture".

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

- Hansberry, Lorraine. *A Raisin in the Sun*. 1994. Vintage, 2004.  
ISBN: 978-0-679-75533-3
- Miller, Arthur. *Death of a Salesman*. Methuen, 2010.  
ISBN: 978-1-4081-0841-3
- O'Neill, Eugene. *Long Day's Journey into Night*. Jonathan Cape, 1987.  
ISBN: 978-0-224-61073-5
- Williams, Tennessee. *Cat on a Hot Tin Roof*. Penguin, 2009.  
ISBN: 978-0-14-119028-0

Further reading material will be uploaded to ILIAS.

**Learning Outcomes:** Students have enhanced their skills in analysing dramatic texts, taking into account plot structure, setting (time & space), character constellations and dramatic language. They are able to situate their analyses in a theoretic framework, particularly within tragic theory. Furthermore, students will have a deeper understanding of the debates that surround key terms of dramatic criticism such as 'tragedy' and 'heroism'.

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

**Grade Requirement:** Same as ungraded, plus a seminar paper (3000-4000 words)

**Deadline for Submission of Assignment/Evaluation:** 1 July 2018

**Course Type:** Free-Standing BA Seminar Literature (Excursion)

**Title:** Anglo-Saxon Literature and Culture

**Instructors:** Annette Kern-Stähler / Nicole Nyffenegger

**Times:** Thursday 14-16

**Dates:** 22 February, 1 March, 8 March;  
Excursion: 12-15 March 2018

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

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

**Course Description:** This course aims at introducing students to the study of Anglo-Saxon literature and culture. We are going to study a variety of Anglo-Saxon texts and artefacts and discuss the role of material culture in Anglo-Saxon society. Our study trip will take us to two major Anglo-Saxon sites in Suffolk: Sutton Hoo, site of a seventh-century ship burial (one of the most spectacular archaeological finds in England), and the village of West Stow, once the home to about 700 Anglo-Saxon people.

**Texts:** All relevant primary and secondary materials will be uploaded on Ilias.

**Learning Outcomes:** By the end of this course and this excursion, students can expect to have been introduced to a number of major texts and artefacts from the Anglo-Saxon period and to have gained an understanding of the role of material culture in Anglo-Saxon society. They will also be familiar with the history of the discovery and exploration of such outstanding archaeological sites as Sutton Hoo.

**Evaluation (pass/fail):** Regular attendance, active participation, thorough preparation of set texts and objects. Two presentations: one in seminar, one on site in England.

**Grade Requirement:** All of the above PLUS a written paper of 3000-4000 words length.

**Deadline for Submission of Assignment/Evaluation:** 1 July 2018

**Course Type:** Free-Standing BA Seminar Literature

**Title:** “No such thing!” – Swords, Rings and Other Material Artefacts in Old English Literature

**Instructor:** Ricarda Wagner

**Time:** Thursday 8-10

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

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

**Course Description:** As literary scholars, we commonly concentrate on the human protagonists of a text, who serve as focalisers for our view of the narrated world. This seminar, in contrast, invites you to explore early medieval texts from the perspective of the material objects that play a crucial role in the narrative. Current scholarly approaches in material culture studies assume that objects are not merely passive instruments, but possess a crucial agency themselves.

In this seminar, we will analyse the agency of material things such as swords, rings, chalices, pieces of wood, and even human body parts. In the heroic poem *Beowulf*, a great number of things are found, hoarded, and handed down: warriors fatefully inherit their fathers’ armour, Beowulf discovers a mysterious sword hilt that carries a story of the past, and a dragon guards the shiny treasure of a lost civilisation. Old English literature also gives a voice to religious artefacts by letting them speak in the first person. In *The Dream of the Rood*, the cross on which Christ was crucified tells its own story of despair and salvation. In the *Exeter Book Riddles*, it is up to the reader to guess what kind of object is speaking. Finally, we will explore several saints’ lives from early medieval Britain in which the touch of the divine transforms ordinary things into powerful agents and turns the fragmented body parts of the saint into objects of devotion and desire.

No prior knowledge of Old English is required to attend the seminar. We will explore the language together over the course of the semester. Please bring with you to the first class a favourite material object in your possession.

**Texts:** Please purchase and read the following bilingual edition of *Beowulf* over the holidays: *Beowulf. A New Verse Translation* by Seamus Heaney. Bilingual Edition. New York, WW Norton, 2001 (ISBN: 0374111197).

Other materials will be made available online on ILIAS at the beginning of term.

**Learning Outcomes:** By the end of this seminar, you will have:

- got to know various genres of Old English literature;
- acquired a basic familiarity with the Old English language;
- explored the (fictionalised) material culture of early medieval Britain;
- engaged with current scholarly approaches to material culture studies and thing theory that challenge the border between the categories of human and thing, of subject and object.

**Evaluation (pass/fail):** Regular attendance according to departmental policy, contribution to discussions, one short writing assignment (1500 words).

**Grade Requirement:** The same as for pass/fail, plus a longer paper (3500 words)

**Deadline for Submission of Assignment/Evaluation:** 29 June 2018

**Course Type:** Free-Standing BA Seminar Literature  
**Title:** Humour in 20th Century American Literature  
**Instructors:** Edward Wright  
**Times:** Monday 12-14  
**Credit Points:** 7 ECTS (ungraded 4 ECTS)

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

**Course Description:** David Letterman once said that America is the only country where people believe the moon landing is fake, but wrestling is real. Which leads me to wonder whether we can understand America through the kind of humour produced by writers when they contemplate the character of American society. We might also ask ourselves, just how funny are humorous novels actually?

Many of the 20th century novels we will read are satirical, but we will not necessarily confine ourselves to genre descriptions. The focus rather is to ask what effect these novels have, and of course, what, if anything, we can learn from them. In the first week, we will read some theoretical approaches to humour, before turning to the novels themselves. All of the novels listed here are mandatory reading, but given the number we will be covering, it is essential that you start the semester having already read at least two. Note that *Catch 22* is over 500 pages long. We will also read a couple of short excerpts from novels by Thomas Pynchon, Kurt Vonnegut and David Foster Wallace, which will be provided as scans on ILIAS. Further secondary sources will also be listed on ILIAS.

**Texts:** Dawn Powell's *A Time to Be Born* (Steerforth Press, 2000), John Kennedy Toole's *A Confederacy of Dunces* (Penguin, 2016), Joseph Heller's *Catch 22* (Vintage, 2014, 50th Anniversary edition) and Paul Beatty's *The Sellout* (Picador, 2015).

**Learning Outcomes:** Students will be familiar with the history of American humorous novels from the 20<sup>th</sup> century, and will be able to apply some theoretical concepts to the analysis of comic writing, as well as evaluate the role of humour in social commentary.

**Evaluation (pass/fail):** A presentation, plus in-class participation

**Grade Requirement:** A presentation, in-class participation and a paper of 3000 – 4000 words

**Deadline for Submission of Assignment/Evaluation:** 29 June 2018

## Optional Courses

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

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

**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:** 1 July 2018

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

**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.

**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](http://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

**Course Type:** Lecture/Wahlbereich Lecture

**Title:** Recycling – Kulturen der Wiederverwendung im Mittelalter

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

**Time:** Thursday 17.15 - 18.45

**Credit Points:** 3 ECTS

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

**Course Description:** Die Wiederverwendung und Neunutzung wertvoller Materialien ist ein grundlegendes Prinzip mittelalterlicher Ökonomie: Metallgegenstände werden eingeschmolzen, das kostbare Pergament kann abgeschabt und neu beschrieben werden (Palimpsest), Leinenlumpen werden sorgfältig gesammelt und zu Papier verarbeitet, auch kleine Fragmente erhaltener Objekte werden in neuen Funktionen weiter verwendet. Ihre Untersuchung gewährt nicht selten aufschlussreiche Einblicke in kulturelle Praktiken und Wertsetzungen, deren Konsequenzen auch über lange Zeiträume (in der sogenannten *longue durée*) zu verfolgen sind. Insofern erscheint die Verwendung des modernen Begriffs Recycling (im Sinne von Wiederverwertung als Rückführung in einen Kreislauf) angemessen.

Formen von Kontinuität und Tradition sind im Mittelalter von hoher Bedeutung: Ereignisse und Handlungen werden häufig von der Wiederholung überkommener Akte geprägt. Dabei spielt auch die Wiederverwendung von Objekten und von immateriellen Überlieferungen aus älterer Zeit eine wichtige Rolle; diese werden an neue Situationen angepasst und umgedeutet. So finden in der Architektur, aber auch in anderen Kunstgattungen Spolien – aus älteren Kulturen wie der Antike übernommene (auch "geraubte") Elemente – Eingang in neue Kontexte. Als Handelsgüter oder diplomatische Geschenke gelangen Gegenstände aus dem Orient nach Europa; auch sie erhalten andere als die ursprünglich intendierten Funktionen und werden entsprechend wahrgenommen. Transferprozesse, Adaptionen und Umdeutungen werden aber nicht nur für Objekte wirksam – sie gelten auch für Zeugnisse und Motive der visuellen, literarischen und musikalischen Künste; deren Wanderungen und Umgestaltungen können über Jahrhunderte hinweg beobachtet werden.

Die Vorlesung wird die unterschiedlichsten Prozesse des Transfers, der Umnutzung und Umdeutung nachzeichnen und dabei auch grundlegende Fragen zum Umgang mit Objekten sowie zur Konstruktion und Zuweisung von Bedeutung thematisieren.

**Texts:** Arnold Esch: *Wiederverwendung von Antike im Mittelalter. Die Sicht des Archäologen und die Sicht des Historikers*. Berlin / New York: Walter de Gruyter 2005 (= Hans-Lietzmann-Vorlesungen 7).

**Ort:** Hauptgebäude, Hochschulstrasse 4, Raum 220

## Evaluation:

- **As BA and MA Lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Nachbesprechungen (im Anschluss an drei ausgewählte Vorträge), Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbare Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: tba)  
Datum der Vorbesprechung: 1. März 2018, 16.30 (unmittelbar vor der ersten Vorlesung) – wir treffen uns vor dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler ([kern-staehler@ens.unibe.ch](mailto:kern-staehler@ens.unibe.ch)) und Dr. Nicole Nyffenegger ([nyffenegger@ens.unibe.ch](mailto:nyffenegger@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:** Migration: Disziplinäre und Interdisziplinäre Perspektiven

**Instructors:** Kristina Schulz / Alberto Achermann

**Time:** Wednesday 18-20

**Credit Points:** 3 ECTS

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

**Course Description:** Migration ist in aller Munde. Aber wie erforschen einzelne Disziplinen Wanderungsbewegungen in Geschichte und Gegenwart? Die Ringvorlesung steckt den Horizont der Migrationsforschung an der Universität Bern ab. Expertinnen und Experten verschiedener Fächer und Fakultäten geben einen Einblick in wichtige Forschungsfragen und Forschungsmethoden ihrer Disziplin und veranschaulichen sie anhand von Beispielen aus der Forschungspraxis. Der Konfrontation der Perspektiven wird in der Diskussion breiter Raum eingeräumt.

Den Impuls geben in der Regel Referate von etablierten Fachvertreterinnen und Fachvertretern, die von Kolleginnen oder Kollegen anderer Fachbereiche moderiert werden und das interdisziplinäre Gespräch anregen. Die Studierenden bereiten jede Sitzung mit einem einführenden Text vor, der es ihnen erlaubt, Fragen zu formulieren. Das anschließende Gespräch erstreckt sich über den zweiten Teil der Sitzung.

Die Veranstaltung bezieht eine breite Palette von Fachdisziplinen ein, die an der Universität Bern Migrationsforschung betreiben. Darunter sind die Geschichts- und Rechtswissenschaften die Sozialanthropologie, die Philosophie, die Philologie, die Gender Studies, die Musikwissenschaften, die Theologie u.a.m.

**Programme:**

- 28.02.2018 Einführung  
PD. Dr. Kristina Schulz (Historisches Institut)  
Sprache und Migration im Recht  
Prof. Dr. Alberto Achermann (Institut für öffentliches Recht)
- 07.03.2018 Literatur und Migration: Amerikanistische und Anglistische Perspektiven  
Prof Dr. Gabriele Rippl (Department of English)
- 21.03.2018 Historische Theologie und Migration  
Prof. Dr. Katharina Heyden (Institut für Historische Theologie)  
Moderation: Prof. Dr. Stefan Rebenich (Historisches Institut)
- 28.03.2018 Migrant Women's Health  
Prof. Dr. Thomas Abel (Institute of Social and Preventive Medicine)
- 11.04.2018 Philosophische Perspektiven auf Migration  
Andreas Cassee (Institut für Philosophie)

- 25.04.2018 Musik im Migrationskontext  
Prof. Dr. Britta Sweers (Institut für Musikwissenschaft)
- 16.05.2018 Politische Anthropologie der Migration  
Prof. Dr. Sabine Strasser (Institut für Sozialanthropologie)
- 23.05.2018 Regional Migration Governance  
Prof. Dr. Elisa Fornale (World Trade Institute)  
Dr. Tina Büchler (Interdisziplinäres Zentrum für Geschlechterforschung)

**For further information about this course, please contact Magda Kaspar at the History Department ([magda.kasper@hist.unibe.ch](mailto:magda.kasper@hist.unibe.ch)). Note: Please be aware that they will require a grade, if you want this course to be counted towards your 'Wahlbereich'.**

**Course Type:** Wahlbereich Lecture  
**Title:** Alexander von Humboldt –  
Wissenschaft Zusammendenken  
**Instructors:** Collegium Generale  
**Time:** Wednesday 18:15-19:45  
**Credit Points:** 3 ECTS

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

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

**Course Description:** Wir gehen mit Humboldt auf Reisen - in seine Welt der Wissenschaften und an Berner Kulturorte. Alexander von Humboldt (1769–1859) ist eine ebenso faszinierende wie vielseitige Forscherpersönlichkeit, deren Aktualität wir heute wiederentdecken. Er steht für das kreative Zusammendenken vermeintlich verschiedener Formen des Wissens. Die Vorlesungsreihe will Bezüge zwischen Humboldts origineller Arbeit und heutigen Forschungsfragen aufzeigen. Die Entdeckungsreise führt uns von Landschaftsmalerei und Infographik über neurophysiologische Selbstversuche durch die Sammlungen des Naturhistorischen Museums in die Pflanzenwelt des Botanischen Garten.

**Location:** Hauptgebäude, Hochschulstrasse 4, Auditorium maximum, Raum 110

**Programme:**

- 21.02.2018 **Prof. Dr. Oliver Lubrich, Institut für Germanistik, Universität Bern**  
Alexander von Humboldt oder wie das Reisen das Denken verändert
- 28.02.2018 **Prof. Dr. Stefan Brönnimann, Geographisches Institut, Universität Bern**  
«Perpetuierliches Zusammen-Wirken»: Das Klima als System
- 07.03.2018 **Prof. Dr. Heinz Veit, Geographisches Institut, Universität Bern**  
Humboldts Wissenschaftliche Konzepte in der modernen Geographie und Landschaftsökologie
- 14.03.2018 **Prof. Dr. Yvonne Wübben, Institut für deutsche und niederländische Philologie, Freie Universität Berlin**  
Humboldts Selbstversuche

- 21.03.2018 **Prof. Dr. Bernhard Tschofen, Institut für Sozialanthropologie und Empirische Kulturwissenschaft, Universität Zürich**  
Schöne Berge. Alpenliebe und Naturästhetik als Populärkultur
- 28.03.2018 **Prof. Dr. Birgit Schneider, Institut für Künste und Medien, Universität Potsdam**  
Linien als Reisepfade der Erkenntnis. Humboldts Klimakarte als Entstehungsort einer Proto-Ökologie
- 11.04.2018 **Prof. Dr. Joachim Eibach, Historisches Institut, Universität Bern**  
... auch ein Historiker? Geschichte und historisches Denken bei Humboldt
- 18.04.2018 **Dr. Stefan Hertwig, Naturhistorisches Museum, Bern**  
Auf Humboldts Spuren: Zoologische Expeditionen und Entdeckungen im 21. Jahrhundert
- 25.04.2018 **Peter Korneffel, Publizist, Berlin**  
Humboldt in Berlin - Wo ein Widerborstiger die Wissenschaft bewegt und Herzen erobert
- 02.05.2018 **Filmvorführung, Moderation: Prof. Dr. Oliver Lubrich, Institut für Germanistik, Universität Bern**  
«Die Besteigung des Chimborazo»
- 16.05.2018 **Prof. Dr. Matthias Glaubrecht, Centrum für Naturkunde, Universität Hamburg**  
«Humboldtian Science» oder die Systematisierung der Natur
- 23.05.2018 **Dr. Amrei Buchholz, Kunstgeschichtliches Seminar, Universität Hamburg**  
Entblätterter Kosmos: Visualisierungsstrategien in Alexander von Humboldts Werk
- 30.05.2018 **Prof. Dr. Markus Fischer, Institut für Pflanzenwissenschaften, Universität Bern**  
Botanik in Bewegung. Alexander von Humboldt und die Pflanzen

**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. Bitte melden Sie sich in KSL 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).

<b>Research Module</b>
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**Course Type:** BA Colloquium

**Title:** Language and Linguistics

**Instructors:** David Britain / Crispin Thurlow

**Time:** Monday 16-18

**Sessions:** 19 February, 26 February, and 12 March, 16-18;  
14 May, 9-18

**Credit Points:** Old Study Plan: 1 ECTS (1st semester), 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 all three 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

**Time:** Thursday 10-12

**Sessions:** 22 February; 8 March; 22 March;  
26 April; 3 May; (24 May)

**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 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 / Julia Straub

**Time:** Thursday 10-12

**Sessions:** 22 February; 8 March; 22 March;  
26 April; 3 May; 24 May

**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 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 (see below for exact dates)

**Sessions:** 22 February, 10-12; 8 March, 10-12; 19 April, 9-17

**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 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

<b>Advanced Readings Examinations in Language and Linguistics and Literature</b>
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**Course Type:** Exam

**Title:** Advanced Readings in Linguistics and Literature

**Supervisor:** Ricarda Wagner

**Exam Date:** 25 May 2018

**Resit Date:** 5 September 2018

**Credit Points:** 3 ECTS

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

**Exam Description:** The Advanced Reading List exam covers a core list and one other specialist list chosen by the student. Students must pass the exam before registering for their BA theses. The written 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.

**Texts:** The core reading list has three parts: 1. Four texts from North American Literature (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 Language and Linguistics. The student will also choose a specialist list from one of the three domains.

Please consult the Reading List on the Department Webpage: [http://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/arl\\_advanced\\_reading\\_list/index\\_eng.html](http://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html)

**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
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**Course Type:** MA Lecture (same as FM Lecture)

**Title:** Language and Digital Media

**Instructors:** Crispin Thurlow

**Times:** Monday 10-12

Note: This course is supported by a 2018 *Förderung Innovative Lehre (FIL)* grant from the Vice-Rectorate for Learning; project title “Rescaling the Large Lecture Class”.

Note: This lecture will also be accompanied from Week 1 by tutorial sessions for BA students (available at least two times a week). Students can earn 1 ECTS for attending one tutorial meeting each week during the semester. See course syllabus for more information.

**Credit Points:** 3 ECTS

**Course Description:** This “flipped” lecture series offers a hands-on survey of research in digital discourse studies, examining the practices and politics of language-use in so-called new communication technologies.<sup>5</sup> Referring to practices such as instant messaging, text-messaging, blogging, photo-/video-sharing, social networking and gaming, we will cover a range of *domains* (e.g. journalism, tourism, entertainment, politics), *communicators* (e.g. professional and lay, young people and adults, intimates and groups), and *languages* (e.g. Irish, Hebrew, Chinese, Finnish, German, Greek). Following an initial introductory lecture, the course will be organized into bi-weekly cycles addressing five major thematic in digital discourse studies: “mediation”, “language ideology”, “multilingualism”, “multimodality” and “technologization”. In-class lecture presentations will examine case studies drawn from the core text and we will be hearing first-hand from the authors themselves. Every other week, our class time will centre around a featured article and a related in-class exercise drawing on your own experience of digital discourse.

**Texts:** Reading is key to this lecture series. You will be expected to complete one or two chapters every week, relying on a core text and a series of featured journal articles.<sup>[6]</sup>

Thurlow, Crispin and Mroczek, Kristine. (2011). *Digital Discourse: Language in the New Media*. New York: Oxford.

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<sup>5</sup> A flipped class is one where major instructional content is delivered outside of the classroom; activities traditionally considered homework are moved into the classroom.

<sup>6</sup> The core text is available as an e-book (e.g. the Amazon Kindle edition costs US\$24) and can easily be shared.

Lectures in Weeks 2, 4, 6, 8 and 10 will draw on two chapters from the core text; featured articles for Weeks 1, 3, 5, 7, 9 and 11 will be made available as PDFs on ILIAS.

**Learning Outcomes:** The learning goals for this lecture series are:

- to understand a range of key topics and concepts in the study of digital discourse;
- to engage first-hand with contemporary digital discourse research and writing;
- to recognize major theoretical, methodological and critical approaches in digital discourse studies; and,
- to make connections between scholarly research and a range of 'real world' contexts.

**Evaluation (pass/fail):** Your engagement and learning in this lecture series will be assessed cumulatively through four different types of coursework:

- (e) six bi-weekly reading quizzes (graded; you may drop one quiz);
- (f) six bi-weekly in-class exercises (assessed as credit/no credit; you may drop one);
- (g) six pre-lecture surveys / Q&A preps (assessed as credit/no-credit; one drop); and,
- (h) a final multiple-choice test on 14 May (Week 12) covering core content (graded).

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

In order to pass this lecture series, you must secure at least 60% for the reading quizzes and the final test; you must also complete the required number of in-class exercises and pre-lecture surveys. If you are taking this lecture series as part of a Focus Module the grade is acquired in the respective seminar.

**Grade Requirement:** If you want a grade for this lecture, you will be assigned one according to the overall percentage you earn for the coursework. This percentage will be converted to the UniBe's 6-point scale as follows: 60-68% = 4.0; 69-76% = 4.5; 77-84% = 5.0; 85-92% = 5.5; 93-100% = 6.0.

**Resit Date:** The retake for the lecture will be held on Tuesday, 22 May 2018 (venue tbc).

**Course Type:** Free-Standing Lecture Language and Linguistics

**Title:** The Recent History of English

**Instructors:** David Britain

**Times:** Wednesday 10-12

**Credit Points:** 3 ECTS

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

**Course Description:** How did the structure of English come to be as it is now? What processes led to the enormous variety of forms of the language? This course picks up from where the *Earlier Englishes* course finished, and brings the history of English right up to the present day. We examine the following:

- The roots of contemporary non-standard forms of English which go back deep into the historical past of the language. We critique the idea that non-standard forms are therefore simply present-day 'errors'.
- The linguistic processes which have changed English in the past 500 years: we look at changes in phonology (e.g. vowel shifts, vowel mergers, vowel splits, chain shifts, consonantal changes, prosodic changes), morphosyntax (e.g. grammaticalisation, the emergence of do-support, changes in verbs of possession, obligation, future tense) and discourse-pragmatic change (e.g. change in quotatives, etc).
- In doing so, we demonstrate the critical role of language variation, on the one hand, and the social context, on the other.
- We also take into consideration the effects of colonisation and migration on the formation of contemporary English.
- We consider changes that are in progress today, whether these changes began in the 15<sup>th</sup> century or the 21<sup>st</sup>, to understand why English is as it is in 2018.
- The course will be useful for those who are interested in the history of English, as well as those who want to brush up their understanding of variation and change in contemporary English phonology, morphology and syntax.

**Texts:** These will be put on ILIAS. There will be a reading each week in preparation for the lecture.

**Learning Outcomes:** Students will have learnt about the linguistic processes which have led to the (variable) structure of contemporary English, and appreciate the deep historical roots of forms of English that are today deemed non-standard.

**Exam Date:** 30 May 2018

<b>Course Type:</b>	<b>MA Seminar (Excursion)</b>
<b>Title:</b>	<b>Dialect Fieldwork in Eastern England: Excursion to Ipswich</b>
<b>Instructor:</b>	<b>David Britain</b>
<b>Time:</b>	23 February, 2 March, 9-12; Excursion: 12-15 March; March 23, April 13, 20, 27, May 4, 18, 10-12; Confer- ence day: 1 June (potentially 9-16, depending on the number of students)
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** The aim of this seminar is to allow students to ‘get their hands dirty’ and collect dialect data (recordings, etc.) from an Anglophone speech community. The course is, therefore, especially appropriate for, but certainly not restricted to, those who followed the ‘Fieldwork Methods in Sociolinguistic Dialectology’ seminar in the autumn of 2017. We will visit Ipswich in Eastern England, a small city of about 120,000 people, but a place that has seen virtually no systematic empirical investigation in dialectology. After two preparation sessions, we will travel to Ipswich for a 4 day data collection period, where students will conduct a Rapid Anonymous Survey and collect a small corpus of contemporary Ipswich English. The work in Ipswich will begin on the afternoon of 12 March and finish at the end of March 15th 2018. The trip will also include a city tour and a talk from Rob Potter (Essex), one of the only linguists working on the English of Ipswich. On our return, students will learn in a tutorial format how to transcribe, analyse and process the data collected in Ipswich before presenting their research at an end of semester conference on 1 June.

**Texts:** These will be provided on ILIAS.

**Learning Outcomes:** To conduct a rapid anonymous survey and collect a corpus of contemporary Ipswich English

**Evaluation (pass/fail):** Regular attendance, active participation in the fieldwork trip (including the collection of the rapid anonymous survey), joint presentation in the final conference

**Grade Requirement:** Regular attendance, active participation in the fieldwork trip (including the collection of the rapid anonymous survey and a sociolinguistic recording of a conversation with an Ipswich English speaker), a presentation at the final conference, and a short written paper (2000 words).

**Deadline for Submission of Assignment/Evaluation:** 29 June 2018

<b>Course Type:</b>	<b>MA Seminar (Excursion)</b>
<b>Title:</b>	<b>Multilingual London</b>
<b>Instructors:</b>	<b>Sue Fox</b>
<b>Times:</b>	Tuesday 12-14
<b>Dates:</b>	20 February; 27 February; 27 March; 1 May (12-15 class presentations); Excursion: 9-13 April 2018
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Costs:** Costs for this excursion seminar are estimated at CHF 250-300 per person; this includes a 50% subsidy from the Dean's office. You should be prepared to arrive in London by 1pm on Monday, 9 April and return late afternoon/evening on Friday, 13 April.

**Course Description:** Mass migration in the twentieth and twenty first centuries has led to a great deal of linguistic and cultural diversity in Britain today, particularly concentrated in the large cities, and this has had a vast impact on multilingualism in those cities. London is Europe's largest city and has one of the highest proportions of foreign-born residents across cities globally, with 3 million (34.9 per cent) of its 8.6 million population being foreign-born. Inner and outer London boroughs have the highest number of immigrants in terms of percentage of the whole population in the UK. London also has the highest proportion of people, at 22.1 per cent (just over 6 million people), who report their main language as other than English. Over half of inner London school children are known or believed to have a first language other than English and well over 300 languages are spoken within the Greater London area. This seminar will be a hands-on investigation of the social impact of multilingualism in London today and how minority languages are accommodated in society. Working in groups, students will explore different areas of London to determine the dominant minority languages and how they are supported in different domains such as law, health, education and the media.

**Texts:** Relevant readings will be uploaded to ILIAS.

**Learning Outcomes:** Students will ...

- have acquired an understanding of some of the key concepts and theories in the field of individual and societal multilingualism;
- be aware of some of the principal methodologies used in the study of multilingualism;
- have acquired knowledge of the range of languages spoken and how multilingualism is accommodated and supported in London;
- have had hands-on practical experience of data collection.

**Evaluation (pass/fail):** Attendance at **ALL** sessions and a class presentation on 1 May.

**Grade Requirement:** If you are taking this seminar for 7 ECTS you will be required to reflect upon your experience of collecting the data in London, drawing on what you have read and on your first-hand encounters with multilingualism in London in your chosen domain(s).

**Deadline for Submission of Assignment/Evaluation:** 22 June 2018

<b>Course Type:</b>	<b>MA Seminar</b>
<b>Title:</b>	<b>Language Policies in Education</b>
<b>Instructor:</b>	<b>Beatriz Lorente</b>
<b>Time:</b>	Wednesday 16-18
<b>First Session:</b>	28 February 2018
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** This course examines the language policies in educational institutions, the mechanisms that create them and their consequences or effects. Language-in-education policies are about which languages to teach and learn in schools, when to begin teaching these languages, and for how long, by whom, for whom and how such languages should be taught.

**Texts:** The materials needed for this course will be posted on ILIAS.

**Learning Outcomes:** Students will:

- 1) engage with frameworks for understanding language-in-education (LED) policies;
- 2) develop an understanding of specific cases of language policies in education in different countries and contexts.

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

**Grade Requirement:** Regular attendance, active participation, poster presentation and a short seminar paper

**Deadline for Submission of Assignment/Evaluation:** Throughout the term

<b>Course Type:</b>	<b>MA Seminar (CSLS)</b>
<b>Title:</b>	<b>Sociolinguistic Perspectives on Second Language Development and Learning</b>
<b>Instructor:</b>	<b>Daniel Stotz</b>
<b>Time:</b>	Monday 14-16
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** A great number of people around the world develop competences in more than one language. Processes of second or foreign language learning are fairly well understood today, yet the study of second language acquisition (SLA) has traditionally been viewed as a branch of cognitive science. All too often, social factors have been neglected. The seminar therefore attempts to consider sociolinguistic perspectives on naturalistic second language development and instructed foreign language learning. A view of language development as a socialisation process will include a take on issues such as ideology, power and unequal distribution of resources. We will focus on contexts with English as a second national language in post-colonial situations and as a language of wider communication, but may also include other languages, such as German as a pluricentric language. Topics which students can engage with include interactionist theories of SLA; intercultural communicative competence, the Common European Framework of Reference for Languages (CEFR) and other definitions of standards; identities and differentiation in the multilingual subject; the commodification and marketization of second/foreign language learning; educational language policy; as well as mobility and hybridity in global flows (migration, media, youth cultures). The seminar should be of interest not only to future language teachers, but to anyone who is intrigued by the human faculty of language acquisition/development and would like to critically reflect on the contexts and usages in which bi- and multilingualism emerges

**Texts:** Specific chapters and articles will be made available through ILIAS.

**Learning Outcomes:** At the end of the seminar, students will ...

- be able to describe processes of second language development (acquisition) and instructed foreign language learning from psycho- and sociolinguistic perspectives;
- be aware of various approaches to analysing second and foreign language competences and bi-/multilingualism;
- have critically engaged with issues around the social embeddedness of all second/foreign language learning;
- demonstrate an understanding of the role of English and other languages in the world and in Switzerland, including the education system.

**Evaluation (pass/fail):** Active participation in class and a class presentation

**Grade Requirement:** Active participation in class and a class presentation, seminar paper

**Deadline for Submission of Assignment/Evaluation:** 19 August 2018

<b>Course Type:</b>	<b>MA Seminar (CSLS)</b>
<b>Title:</b>	<b>Methods in Dialectology</b>
<b>Instructor:</b>	<b>Mathieu Avanzi</b>
<b>Time:</b>	Friday 10-18
<b>Dates:</b>	23 February; 23 March; 13 April; 27 April
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** Dialectology primarily concerns the study of language variation in space. It aims at accounting how and to which extent grammatical, lexical and phonological features vary according to different regional areas. Recent developments in computer sciences involved a deep renewal of methods in dialectology, particularly regarding data collection and data visualization. This seminar aims at giving an overview of the current methods used in contemporary dialectology, as well as to provide a solid training in spatial data visualization and analysis within the R software. The seminar will combine lectures from the professor and practical works on laptops. Languages such as English, French, German and Italian will be analysed.

**Texts:** Useful literature includes:

- Chambers, Jack & Trudgill, Peter (1998): *Dialectology*. Cambridge: Cambridge University Press;
- Levshina, Natalia (2015). *How to do Linguistics with R*. Amsterdam/Philadelphia: John Benjamins Publishing Company;
- Löffler, Heinrich (2003). *Dialektologie. Eine Einführung*. Tübingen: Gunter Narr Verlag.

**Learning Outcomes:** At the end of the seminar, students will have/be ...

- a working knowledge of the different ways to gather data for dialectological studies,
- acquired some skills to geocode such data and map them;
- be able to read, interpret and recreate in different fashions maps used in traditional dialect atlases;
- acquired some skills to combine different maps and have a critical examination on the so-called "linguistics areas", as well as regarding the classification methods to define them;
- able to examine the combined role of factors such as age, gender and socio-educational background on the distribution of a given set of dialectal variants;
- equipped with a base for further data analysis and visualization within the R software.

**Evaluation (pass/fail):** Active participation, final quiz (date tba)

**Grade Requirement:** Active participation, seminar paper

**Deadline for Submission of Assignment/Evaluation:** 17 August 2018

<b>Specialisation Literature</b>
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**Course Type:** MA Lecture

**Title:** Conceptualizing Cosmopolitanism and World Literature

**Instructor:** Thomas Claviez

**Time:** Tuesday 14-16

**Credit Points:** 3 ECTS

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

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

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

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

**Grade Requirement:** Written Exam

**Deadline for Submission of Assignment/Evaluation:** 29 May 2017

<b>Course Type:</b>	<b>MA Lecture (same as FM Lecture)</b>
<b>Title:</b>	<b>Nineteenth-Century Literature and Culture</b>
<b>Instructor:</b>	<b>Ursula Kluwick</b>
<b>Time:</b>	Wednesday 12-14
<b>Credit Points:</b>	3 ECTS

**Course Description:** This course explores the long nineteenth century in British literature and culture. The period between, roughly, the 1790s and 1900, which this course covers, was a time of significant change, even upheaval, in cultural, economic, political, social, scientific and technological terms. In terms of literary movements, this period also spans the Romantic age, the Victorian era, and the decadent movement towards the end of the century; it was characterised by great literary energy, producing great poetry, various sub-genres of the novel (realist, historical, gothic, and sensation fiction), as well as also, for instance, extraordinary scientific and social writings, such as Charles Darwin's *Origins of Species* or Charles Booth's *Life and Labour*. The course aims to give an overview of this period and to introduce students to a wide range of Victorian (literary and non-literary) texts.

**Texts (preferred editions in brackets):** Emily Brontë, *Wuthering Heights* (1847, Norton 2002); Charles Dickens, *Great Expectations* (1860/61, Penguin Classics) George Eliot, *The Mill on the Floss* (1860, Penguin Classics); Mary Shelley, *Frankenstein* (1818, Norton 2011); Bram Stoker, *Dracula* (1897; Norton 1997). Extracts from other novels and plays, as well as poems and non-fiction will be found on ILIAS.

**Learning Outcomes:** This course will equip students with critical ideas to help them become more competent readers of a cultural/literary, and specifically of the Victorian, period. On successful completion of the course, students will demonstrate knowledge of some of the artistic, historical, and socio-political key events and issues of the period, and show an understanding of nineteenth-century literature across various genres and sub-genres. They will be able to set specific texts in relation with their cultural context, and to gauge the relationship between literature and other discourses. They will also be familiar with theoretical approaches and concepts particularly relevant to the study of the nineteenth century, and with recent critical developments and interventions.

**Evaluation (pass/fail):** Written exam on 16 May 2018

**Grade Requirement:** Exam

**Deadline for Submission of Assignment/Evaluation:** 16 May 2018

**Resit Date:** 30 May 2018

<b>Course Type:</b>	<b>Free-Standing Lecture Literature</b>
<b>Title:</b>	<b>American Poetry and Culture</b>
<b>Instructors:</b>	<b>Julia Straub</b>
<b>Times:</b>	Thursday 12-14
<b>Credit Points:</b>	3 ECTS

**Course Description:** Poetry has always held a prominent place in American intellectual life, and new poems regularly appear in weekly and monthly periodicals geared to a general readership. The lecture will introduce students to a generous sample of exemplary American poets from the Puritan Age to the early 21st century. We will trace major developments in American history and culture through these texts, observing the changing styles and poetic modes of presentation. We will devote the first few weeks to a study of religious meditations and nature poems from the 17<sup>th</sup> and 18<sup>th</sup> centuries as well as the Transcendentalists and the Romantics of the first half of the 19<sup>th</sup> century. The major portion of the semester will then deal with the complementary and competing legacies of Emily Dickinson and Walt Whitman, their influence on Modernism and Postmodernism, and the cultural and political status of poetry at our current moment in literary history.

**Texts:** Materials will be made available via ILIAS.

**Learning Outcomes:**

- Students can identify important features of and devices used in poetry.
- Students can bring poems into relation to their historical and cultural background.
- Students can give accounts of the historical development of North American literature.

**Evaluation (pass/fail):** Regular attendance, written test

**Grade Requirement:** Regular attendance, written test

**Deadline for Submission of Assignment/Evaluation:** The final test will take place at the end of the semester. The retake will take place in mid-June. Both dates tba.

**Course Type:** Lecture

**Title:** Recycling – Kulturen der Wiederverwendung im Mittelalter

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

**Time:** Thursday 17.15 - 18.45

**Credit Points:** 3 ECTS

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

**Course Description:** Die Wiederverwendung und Neunutzung wertvoller Materialien ist ein grundlegendes Prinzip mittelalterlicher Ökonomie: Metallgegenstände werden eingeschmolzen, das kostbare Pergament kann abgeschabt und neu beschrieben werden (Palimpsest), Leinenlumpen werden sorgfältig gesammelt und zu Papier verarbeitet, auch kleine Fragmente erhaltener Objekte werden in neuen Funktionen weiter verwendet. Ihre Untersuchung gewährt nicht selten aufschlussreiche Einblicke in kulturelle Praktiken und Wertsetzungen, deren Konsequenzen auch über lange Zeiträume (in der sogenannten *longue durée*) zu verfolgen sind. Insofern erscheint die Verwendung des modernen Begriffs Recycling (im Sinne von Wiederverwertung als Rückführung in einen Kreislauf) angemessen.

Formen von Kontinuität und Tradition sind im Mittelalter von hoher Bedeutung: Ereignisse und Handlungen werden häufig von der Wiederholung überkommener Akte geprägt. Dabei spielt auch die Wiederverwendung von Objekten und von immateriellen Überlieferungen aus älterer Zeit eine wichtige Rolle; diese werden an neue Situationen angepasst und umgedeutet. So finden in der Architektur, aber auch in anderen Kunstgattungen Spolien – aus älteren Kulturen wie der Antike übernommene (auch "geraubte") Elemente – Eingang in neue Kontexte. Als Handelsgüter oder diplomatische Geschenke gelangen Gegenstände aus dem Orient nach Europa; auch sie erhalten andere als die ursprünglich intendierten Funktionen und werden entsprechend wahrgenommen. Transferprozesse, Adaptionen und Umdeutungen werden aber nicht nur für Objekte wirksam – sie gelten auch für Zeugnisse und Motive der visuellen, literarischen und musikalischen Künste; deren Wanderungen und Umgestaltungen können über Jahrhunderte hinweg beobachtet werden.

Die Vorlesung wird die unterschiedlichsten Prozesse des Transfers, der Umnutzung und Umdeutung nachzeichnen und dabei auch grundlegende Fragen zum Umgang mit Objekten sowie zur Konstruktion und Zuweisung von Bedeutung thematisieren.

**Texts:** Arnold Esch: *Wiederverwendung von Antike im Mittelalter. Die Sicht des Archäologen und die Sicht des Historikers*. Berlin / New York: Walter de Gruyter 2005 (= Hans-Lietzmann-Vorlesungen 7).

**Ort:** Hauptgebäude, Hochschulstrasse 4, Raum 220

## Evaluation:

- **As BA and MA lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Nachbesprechungen (im Anschluss an drei ausgewählte Vorträge), Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbare Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: tba).  
Datum der Vorbesprechung: 1. März 2018, 16.30 (unmittelbar vor der ersten Vorlesung) – wir treffen uns vor dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler ([kern-staehler@ens.unibe.ch](mailto:kern-staehler@ens.unibe.ch)) und Dr. Nicole Nyffenegger ([nyffenegger@ens.unibe.ch](mailto:nyffenegger@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>).

<b>Course Type:</b>	<b>MA Seminar</b>
<b>Title:</b>	<b>'Da Blues': The Blues in Music, Society, Literature and Film</b>
<b>Instructor:</b>	<b>Thomas Claviez / Britta Sweers</b>
<b>Time:</b>	Tuesday 10-12
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** The Blues has been one of the most significant initially African-American music genres that has been influencing a variety of genres and popular music styles. At the same time, it also provides a deep insight into political, socio-economic and -cultural, as well as gender-related aspects. Consequently, the seminar will address the Blues in all its facets: Musicologically (syncopation, blue notes, tunings, slide guitar, blues harp), music-historically (African roots, Slavery, subgenres of the Blues), music-sociologically/linguistically (protest, 'signifying', "dirty" blues, white and black Blues), in film/documentary (*Feel Like Going Home*, *The Road to Memphis*), literature (Blues poetry, Sherman Alexie's *Reservation Blues*), myth/cult (*Blues Brothers*, *Crossroads*), and as regards questions of gender (female Blues singers, Josephine Baker).

**Texts:** Students are asked to read:

- Sherman Alexie, *Reservation Blues*;
- Paul Oliver, *Story of the Blues*.

Further essays will be uploaded on ILIAS.

**Learning Outcomes:** To familiarize the students with the roots, and the enormous cultural-historical influence and interdisciplinary significance (in music, literature, sociology, and film) of the phenomenon of the Blues.

**Evaluation (pass/fail):** Attendance, active participation and presentation in the seminar (4 ECTS).

**Grade Requirement:** Attendance, active participation, presentation, plus MA paper (7 ECTS).

**Deadline for Submission of Assignment/Evaluation:** 15 July 2018

<b>Course Type:</b>	<b>MA Seminar</b>
<b>Title:</b>	<b>Will to Power: Christopher Marlowe's <i>Tamburlaine</i>, <i>Doctor Faustus</i>, and the <i>Jew of Malta</i></b>
<b>Instructor:</b>	<b>Nicole Nyffenegger</b>
<b>Time:</b>	Friday 14-18 (fortnightly, exact dates to be announced)
<b>First Session:</b>	23 February (2 hours only)
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** Christopher 'Kit' Marlowe, born in the same year as Shakespeare but famous much earlier, was *the* great Elizabethan playwright (yes, that's right) until his early death, aged 29, in a mysterious fight. His life and the many theories about it (was he a co-writer or even a ghost-writer of Shakespeare? was he a spy, a heretic, a magician?) is almost as interesting as the lives and motivations of the characters in three of his most famous plays: *Tamburlaine*, *Doctor Faustus* and the *Jew of Malta*. The warlord Tamburlaine, the university doctor Faustus, and the revengeful Jew Barabas are all "over-reachers" whose will to power leads them to scheming and killing, to dealing with the devil, and to proclaiming themselves greater than God.

In this historically oriented course, we will read and discuss the three plays in detail but also engage with the relevant historical co-texts, in particular with Elizabethan religion and culture as well as with Marlowe's biography. We will discuss how these connect with the plays (i.e. going beyond "historical background") and look at different critical approaches as to how an academic engagement with a play can involve biography and history, also in view of the paper some of you will write for this course.

**Texts:** Please buy the Oxford World's Classic *Doctor Faustus and Other Plays* (this includes the *Jew of Malta* and *Tamburlaine*) and start reading. We will tackle the plays in the sequence in which they appear in the title above.

**Learning Outcomes:** By the end of this course, students can expect to have a good grasp of three of Marlowe's major plays and the ways in which they can be understood against the historical, cultural, and religious backdrop of Elizabethan England

**Evaluation (pass/fail):** Regular attendance, active participation, one presentation/other class assignment (depending on student numbers), thorough preparation of set texts.

**Grade Requirement:** All of the above PLUS a paper of 3000-4000 words.

**Deadline for Submission of Assignment/Evaluation:** 1 July 2018

<b>Course Type:</b>	<b>MA Seminar</b>
<b>Title:</b>	<b>Screening Migration: Interdisciplinary Perspectives</b>
<b>Instructor:</b>	<b>Gabriele Rippl / Kristina Schulz / Sabine Strasser</b>
<b>Time:</b>	Thursday 16:15-19:45
<b>Sessions:</b>	22 February (16:15-17:45!); 8 March; 22 March; 19 April; 3 May; 17 May; plus additional film screening sessions
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)

**Course Description:** This interdisciplinary seminar investigates migration as it is depicted in film. Movies and documentaries from various epochs of migration history in the 20<sup>th</sup> and 21<sup>st</sup> centuries are analyzed. As a basis, media theories and theories of representation will be discussed in order to facilitate a critical analysis of how migration is discussed across filmic media. The program starts with filmic versions of classic literature, including Steinbeck's "Grapes of Wrath" (1940, director: John Ford). Additionally, the nature of the transatlantic migration system that was in place at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries will be discussed in connection with "The Immigrant" (1917; director: Charlie Chaplin).

European south-to-north labor migration in the era of the post-war economic boom provides the context for the Swiss comedy "Die Schweizermacher" (1978; director: Rolf Lyssy), while international migration, social diversification, gender relations and intimate relationships will be analyzed as they appear in Rainer Werner Fassbinder's "Ali: Angst essen Seele auf" (1974). Finally, how movies and documentaries can be understood as modes of supervision will be considered. On top of the historical overview of the issues surrounding the movement of people, the discipline of migration anthropology will be employed to provide insight into contemporary debates concerning border security and national sovereignty.

Each session will introduce various topics and disciplinary approaches to migration research and will address questions such as: Which representations of migration and of people affected by migration are prevalent? How are characters in films identified as migrants and which external and internal ascriptions play into this? What role and meaning is assigned to migration in the unfolding of the cinematic narrative? Which external realities function as points of reference outside of the film? Which cinematic genres open up which modes of representation? What role do the different media of image, body/voice, spoken word and music play in the films?

**Texts:** The films mentioned above PLUS theoretical texts (you will find more information on ILIAS as of mid-January).

**Note:** The two movies, Steinbeck's "Grapes of Wrath" (1940, director: John Ford) and "The Immigrant" (1917, director: Charlie Chaplin), will be screened by the Film Club (Arts Council). The respective dates for the screenings will be announced in the first session of the seminar.

**Learning Outcomes:** Students ...

- familiarize themselves with central positions of media theory and migration studies;
- they gain knowledge about different cinematic genres;

- they are able to distinguish and combine different disciplinary perspectives of history, social anthropology and literary studies in regard to film analysis;
- they learn about current concepts and issues of film analysis;
- they are able to historically contextualize different representations of migration;
- they understand how to connect the types of migration represented in film with categories of migration studies.

**Evaluation (pass/fail):** Regular attendance, active participation, presentation. Preparation of thematic/theoretical texts relating to a particular topic and analysis of a film against the backdrop of the discussed theoretical concepts = 4 ECTS.

**Grade Requirement:** 7 ECTS = in addition to the 4-ECTS requirements a written paper of 5000–6000 words will have to be submitted.

**Deadline for Submission of Assignment/Evaluation:** 31 July 2018.

## Optional Courses

<b>Course Type:</b>	<b>MA Workshop (Excursion)</b>
<b>Title:</b>	<b>The Age of Sutton Hoo</b>
<b>Instructor:</b>	<b>Annette Kern-Stähler / Nicole Nyffenegger</b>
<b>Time:</b>	Thursday 12-14
<b>Dates:</b>	22 February, 1 March, 8 March; Excursion: 12-15 March
<b>Credit Points:</b>	3 ECTS

**Course Description:** This workshop focuses on the literature and culture of the early Middle Ages. In addition to exploring the literature and artefacts of the Anglo-Saxon period, we will pursue the history of the discovery and exploration of such important archaeological sites as Sutton Hoo and West Stow, where our study trip in March will take us. Sutton Hoo is the site of a seventh-century ship burial and is one of the most spectacular archaeological finds in England. The village of West Stow was once the home to about 700 Anglo-Saxon people. We will discuss how history, myth, and literature intertwine at such sites (in particular the connections to *Beowulf*).

**Texts:** All necessary primary and secondary sources will be uploaded on Ilias.

**Learning Outcomes:** By the end of this course and the excursion, students will have a good grasp of two of the major archeological sites from Anglo-Saxon times, its cultural relevance and the problems and challenges of its exploration.

**Evaluation (pass/fail):** Regular attendance (seminars and study-trip), active participation, thorough preparation of set texts. Two presentations: one in Bern, one on site in the UK.

**Deadline for Submission of Assignment/Evaluation:** Throughout term

<b>Course Type:</b>	<b>MA Workshop</b>
<b>Title:</b>	<b>Un/sustainability and Anglophone Fiction</b>
<b>Instructor:</b>	<b>Gabriele Rippl</b>
<b>Time:</b>	Monday 12-14 (preliminary meeting); 2 Fridays 9-17
<b>Sessions:</b>	Preliminary meeting: Monday, 19 February, 12:15–13:45 (in departmental meeting room); Friday, 20 April, 9:15–17:00; Friday, 4 May, 9:15–17:00
<b>Credit Points:</b>	3 ECTS

**Course Description:** Terms like ‘sustainability,’ ‘unsustainability,’ ‘ecocriticism,’ and ‘climate fiction’ (‘cli-fi’) have become central concepts and topics in literary and cultural studies. The terms are often used in connection with movies such as *Avatar* and literary works such as Margaret Atwood’s *The Year of the Flood*. In current efforts to promote sustainable development, increasingly more attention is given to ‘cultural sustainability.’ However, in political as well as academic debates, the concept has been narrowed down to contemporary policy development, thus omitting the wide array of literary, cultural, religious and spiritual motifs pertaining to the ecological, social, and economical questions bound up with the issue of sustainability. Our workshop will put a focus on literary texts that propel a discussion of questions of sustainability, unsustainability and cultural sustainability. Our guiding question will be how novels and movies influence our understanding and framing of sustainability. Methodologically, we will make use of three theoretical concepts originating in literary studies, social philosophy and ethics respectively. After having come to terms with the concepts of literary ecology, the social imaginary and narrative/descriptive ethics, we will apply our acquired analytical instruments to our primary sources.

**Texts:** Ernest Callenbach, *Ecotopia. The Notebooks and Reports of William Weston* (1975); Don DeLillo, *Underworld* (1997); Margaret Atwood, *The Year of the Flood* (*MaddAdam* vol. 2, 2009).

→ Please purchase and read these primary sources during term break. Additional theoretical material will be uploaded on the ILIAS platform at the beginning of February 2018.

**Learning Outcomes:** Students taking this course will be able to familiarize themselves with the concepts of literary ecology, the social imaginary and narrative ethics. They will learn how to apply those concepts to works of narrative fiction and how to elaborate on the significance of exemplary works for cultural sustainability.

**Evaluation (pass/fail):** Preparation of course material, attendance of all plenary sessions and active participation, group work, oral presentation and written assignment (handed in presentation sheets and power point presentations) = 3 ECTS.

**Deadline for Submission of Assignment/Evaluation:** 30 April 2018

## Research Module

<b>Course Type:</b>	<b>MA Colloquium</b>
<b>Title:</b>	<b>Language and Linguistics</b>
<b>Instructors:</b>	<b>David Britain / Crispin Thurlow</b>
<b>Time:</b>	Monday 16-18
<b>Sessions:</b>	19 February, 26 February, 12 March, 16-18; 25 May, 9-18
<b>Credit Points:</b>	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

**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 all three 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.

<b>Course Type:</b>	<b>MA Colloquium</b>
<b>Title:</b>	<b>North American Literature I</b>
<b>Instructors:</b>	<b>Gabriele Rippl</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	1 March; 15 March; 29 March; 12 April; 19 April; 17 May
<b>Credit Points:</b>	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

**Course Description:** The MA 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

<b>Course Type:</b>	<b>MA Colloquium</b>
<b>Title:</b>	<b>North American Literature II</b>
<b>Instructors:</b>	<b>Thomas Claviez / Julia Straub</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	1 March; 15 March; 29 March; 12 April, 19 April; 17 May
<b>Credit Points:</b>	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

**Course Description:** The MA 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 with whom they are writing their theses.**

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

**Grade Requirement:** Ungraded

**Deadline for Submission of Assignment/Evaluation:** Throughout semester

<b>Course Type:</b>	<b>MA Colloquium</b>
<b>Title:</b>	<b>Medieval and Modern English Literature</b>
<b>Instructors:</b>	<b>Annette Kern-Stähler / Ursula Kluwick</b>
<b>Time:</b>	Thursday 10-12 (see below for exact dates)
<b>Sessions:</b>	1 March, 10-12; 15 March, 10-12; 12 April, 9-17
<b>Credit Points:</b>	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

**Course Description:** The MA 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

<b>PhD Colloquia</b>
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<b>Course Type:</b>	<b>PhD and Research Colloquium</b>
<b>Title:</b>	<b>Modern English Linguistics</b>
<b>Instructor:</b>	<b>David Britain</b>
<b>Time:</b>	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:** Monday 14-16

**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

**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.

**Course Type:** PhD and Research Colloquium

**Title:** Modern English Literature

**Instructor:** Virginia Richter

**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:** North American Literature/Literatures in English

**Instructor:** Gabriele Rippl

**Dates:** 19 February, 14-18; 5 March, 15-17; 26 March, 15-17;  
16 April, 15-17; 28 May, 15-17

**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.

**Roman Bischof:** Anglophone literature since the 19th century; literature and science; cognitive poetics; conceptual metaphor and mental space theory; narratology; literature and psychoanalysis; literature and neuroscience.

**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.

**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.

**Eva Kuske:** Ethnic variation in the English language; lesser known varieties of English and American regional English and phonetics.

**Zoë Lehmann Imfeld:** Literature and theology; Victorian literature; the long nineteenth century and literature and philosophy.

**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.

**Marion Mathier:** Sociolinguistics; language and society; language ideologies; discourse analysis; media discourse; language and young people; language planning and policy.

**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.

**Danielle Tod:** Sociolinguistics; English dialectology; language documentation; language policy and planning.

**Ricarda Wagner:** Early medieval literature of Britain; Scandinavia; and Germany; comparative medieval literature; exile and postcolonial studies; hagiography; material culture studies.

**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](http://www.facebook.com/Studentscommittee) (no Facebook account required)

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

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

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

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

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

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

**Check our Facebook page regularly!**

## Staff Address List Spring Semester 2018

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

<b>Name</b>	<b>Email Address</b>
<b>Secretary's Office</b>	<b>monika.iseli@ens.unibe.ch/ susanne.graber@ens.unibe.ch</b>
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
Bischof, Roman	roman.bischof@ens.unibe.ch
Bollinger, Claudine	claudine.bollinger@ens.unibe.ch
Braunschweig, Rahel	rahel.braunschweig@ens.unibe.ch
<b>Britain, David</b>	<b>david.britain@ens.unibe.ch</b>
<b>Claviez, Thomas</b>	<b>thomas.claviez@ens.unibe.ch</b>
Comer, Joseph	joseph.comer@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.hess@ens.unibe.ch
Iseli-Felder, Monika	monika.iseli@ens.unibe.ch
Jaroski, Vanessa	vanessa.jaroski@ens.unibe.ch
<b>Kern-Stähler, Annette</b>	<b>annette.kern-staehler@ens.unibe.ch</b>
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
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
Pettitt, Joanne	joanne.pettitt@ens.unibe.ch
<b>Richter, Virginia</b>	<b>virginia.richter@ens.unibe.ch</b>
<b>Rippl, Gabriele</b>	<b>gabriele.rippl@ens.unibe.ch</b>
Straub, Julia	julia.straub@ens.unibe.ch
Students' Committee	fsanglistik@sub.unibe.ch
Thiel, Anja	anja.thiel@ens.unibe.ch
Tod, Danielle	danielle.tod@ens.unibe.ch
<b>Thurlow, Crispin</b>	<b>crispin.thurlow@ens.unibe.ch</b>
Wagner, Ricarda	ricarda.wagner@ens.unibe.ch
Wright, Ed	wright.edward@ens.unibe.ch