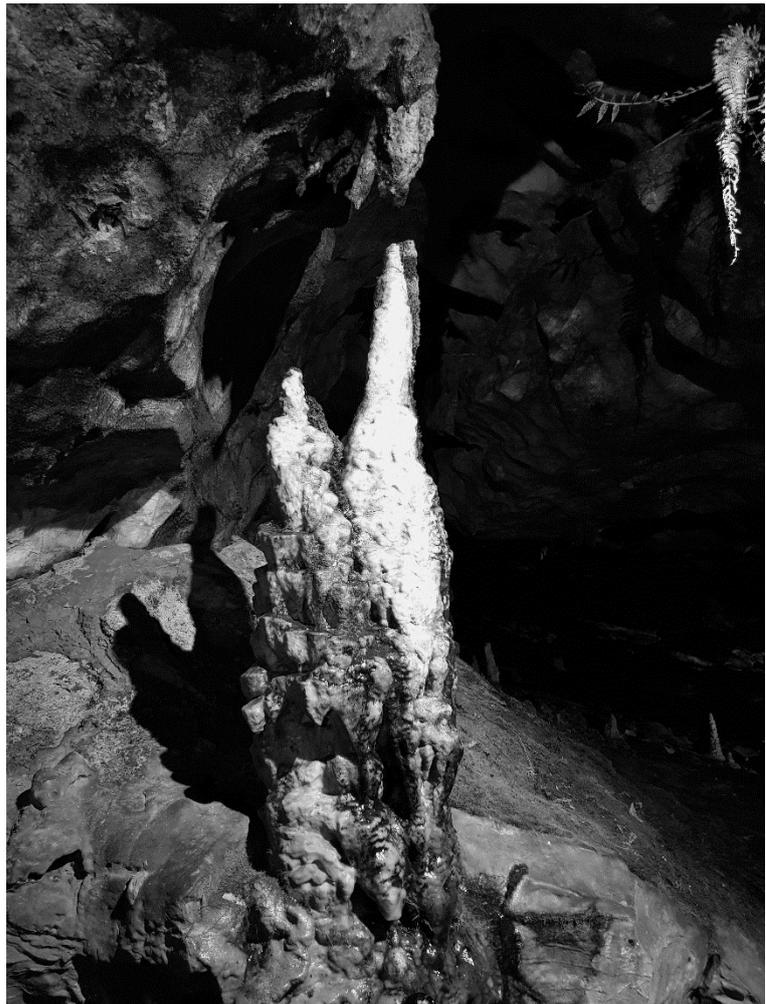


Course Booklet

Spring Semester 2019

18 February – 31 May 2019



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Welcome from the Head of Department

But all the clocks in the city
Began to whirr and chime:
'O let not Time deceive you,
You cannot conquer Time.

As I Walked Out One Evening, WH Auden (1940)

Two particular but tangibly different moments structure my thoughts as I write this introductory message. Both are moments in time which also surface the nature of time. First, and somewhat self-indulgently, I sense the end of my term as Head of Department coming closer. * The last two years have sometimes felt quite endless, but now, as I start preparing to hand over to Professor Richter after one last semester, it all seems to have whizzed by. Such is the illusory, psychological nature of time.

The poet WH Auden (see extract above) reminds us nicely that, for all our clocks and time-keeping, time is not readily or neatly measured, and our attempts to manage or control it are hubristic and ultimately futile. Time is both a capricious cultural fabrication and an enduring, ineluctable fact of life. In this regard, my colleagues and I recently came face-to-face with a powerful marker of the so-called *longue durée* (although more like *temps immemorial*): the extraordinary stalagmite shown on cover of this semester's course booklet. The photo was taken during our most recent departmental outing for admin and academic staff which entailed a visit to the St Beatus Caves on Lake Thun. This particular stalagmite is known as Koh-i-Noor after the famous, politically charged diamond amongst the British crown jewels. Rising up from the ground, the stalagmite has formed drip-by-drip over millions of years. There's something both awesome (in the British sense not the American one!) and humbling in standing before the stalagmite watching just a few little drops of water falling from the ceiling of the cave.

Writers and artists have had a lot more to say about the enigmas of time than we academics typically have. (Temporality is, for example, studied by communication scholars under the rubric of chronemics, but is otherwise given short shrift or ignored completely.) In literary terms, and from beyond the Anglophonie, I'm drawn always to Thomas Mann's depictions of time, be it his 1920 *The Magic Mountain* (with its suitably Swiss setting) or his 1924 *Death in Venice*. Time was something which evidently preoccupied Mann and his protagonists: ageing and the passing of a life-time, as well as historicity and an appreciation for vast arcs of time. Or both, as Mann observes of the character Hans Castorp: "A man lives not only his personal life, as an individual, but also, consciously or unconsciously, the life of his epoch and his contemporaries." And herein lies another truth about time: we live it as both a banal, parochial matter, but we are also unavoidably shaped and humbled by its spectacular vastness. Time is profoundly personal and deeply universal.

* Professor Rippl, who was due to take over as HoD this Spring, was elected in December as the next Vice-Dean of Humanities to start in Autumn 2019. Professor Richter's term thus moves forwards but with my offering to serve for an extra semester so as to smooth this unusual transition. Professor Richter automatically becomes the new Deputy HoD.

This brings me to my other “timely” moment: the recent death of a very special colleague, Professor Alexandra ‘Misty’ Jaffe who was a linguistic anthropologist at the University of California, Long Beach, USA. Compared with many others, I had not known Misty all that long, but I have really felt her presence in the last decade and a half of my working life. Our lives were woven together tangibly through conferences and collaborations. She was twice here in Bern for roundtables I organized; she contributed chapters to at least three of my books; and she was an unforgettable participant in a memorable panel on *Sociofuckinglinguistics* which I organized in 2012 for the Sociolinguistics Symposium in Berlin. (The provocative title was, I think, something she had suggested.) Misty was a top-notch international scholar and a first-rate person – a combination that’s not to be taken for granted.[†] The passing of a scholar is something that puts our work into perspective in strange but productive ways. Everything we do – as students and as researcher-teachers – is simultaneously ephemeral and long-lasting. It may not be the specificities of our writing and the technicalities of the classroom which last, but hopefully the general thrust of our ideas and the spirit of our learning outlives the moment of their happening. Here’s how Shakespeare express this in rounding off his Sonnet XIX (one of my high-school favourites):

*Yet, do thy worst old Time: despite thy wrong,
My love shall in my verse ever live young.*

Thus we move onwards into the Spring Semester of 2019. As always, this is a moment to acknowledge the comings and goings of staff members. We are saying farewell to both Mr Joe Comer and Mr Ed Wright, and thank them for serving as wonderful International Coordinators. We likewise thank our freshly minted Dr Ryan Kopaitich for his service as a BA Counsellor. Then, after eleven years of service and collegiality, we note that Dr Ursula Kluwick’s time as Senior Assistant has come to an end, although we are hopeful a pending SNF grant application (with Professor Richter) might mean we keep her in the fold for longer yet. We say farewell and congratulations to Dr Marijke Denger as she embarks on an SNF-funded post-doc mobility grant which takes her off to Leiden and Oxford. We are also grateful for Dr Denger’s outstanding service as a BA Counsellor.

Speaking of *Drittmittel* successes, Ms Sarah Grossenbacher returns in 2019 as an SNF-funded PhD candidate under the supervision of Professor Britain. This next year we will also be welcoming Dr Mary Flannery who joins the department as an Eccellenza Professorial Fellow to work on a five-year project titled “Canonicity, obscenity, and the making of modern Chaucer”. Many staff and students will also be familiar with Dr Adrian Leeman who brings his own Eccellenza Professorial Fellowship to the Center for the Study of Language and Society, a project titled “Language Variation and Change in German-speaking Switzerland: 1950 vs. 2020”. Other new faces – or familiar faces in new roles – include Ms Olivia Droz-dit-Busset, Ms Jakhan Pirhulyieva, Mr Sam Rössli and Ms Sabine von Rütte as doctoral candidates, as well as Dr Gwynne Mapes and Dr Beatrice Lorente who continue

[†] In an effort to uphold Misty’s life and to make vivid her top-notch scholarship, I initiated a little hashtag action in the form of *#LearningFromMisty*, encouraging colleagues to select one of their favourite examples of her work for teaching this coming year. These are the kinds of gestures we can make – the games we can play – in pretending to conquer time. Playing with time, playing for time.

with us but now as post-doc researchers. Finally, Dr Maida Bilkic returns this semester as an Adjunct Researcher.

Finally, a brief mention of our offerings this semester. But, first, we are delighted to have on board a number of excellent tutors: Ms Marion Troxler, Ms Rebekka Flotron, Ms Malaika Sutter, Ms Sulamith Mettler and Mr Nicolas Röthlisberger. Arguably the flagship course this next semester is our Focus Module titled "Doing Gender in Linguistic and Literary Studies". This lecture course is co-taught by Professors Richter, Kern-Stähler, Rippl, Britain and Thurlow, with guest lectures from four internationally regarded scholars of gender: Professors Patricia Purtschert (UniBe), Michelle Lazar (National University of Singapore), Elahe Haschemi (Humboldt University, Berlin) and Stefan Horlacher (Technical University, Dresden). Alongside this lecture, we also have four fascinating satellite seminars, two in linguistics and two in literature: "Variationist Approaches to Language and Gender" (Dr Fox), "Besides Gender: Language and Intersectionality" (Dr Mapes), "Alternative Gender Worlds" (Prof. Richter), and "Masculinities in the Early Medieval Northwest" (Dr Wagner). Last but not least, this semester also sees two new faces teaching in our curriculum: Mr Sam Röösl's BA workshop titled "Reading Classical Myths" and, as a guest instructor, Professor Thomas Austenfeld's "American Realism and Naturalism" lecture.

Time for me to finish.

A handwritten signature in black ink, reading "Lispin Thurlow". The signature is written in a cursive style with a horizontal line underneath the name.

Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

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

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

DEADLINES

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.

Advanced Readings: see 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 2019 and AS 2019 are, respectively:

Wednesday, 4 September 2019

Wednesday, 5 February 2020

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 (20-24 May 2019; 09-13 December 2019).

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) on 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).

SUBMISSION IN SPRING 2019

Supervisor deadline	15 November 2018
Study counsellor and secretariat deadline	1 March 2019
Thesis submission deadline	31 May 2019

SUBMISSION IN AUTUMN 2019

Supervisor deadline	30 April 2019
Study counsellor and secretariat deadline	30 September 2019
Thesis submission deadline	20 December 2019

MA Thesis Registration

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

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

GRADUATION IN AUTUMN 2019

Department registration deadline	6 December 2018
Dean's Office registration deadline	6 December 2018
Thesis submission deadline	11 June 2019

GRADUATION IN SPRING 2020

Department registration deadline	3 June 2019
Dean's Office registration deadline	3 June 2019
Thesis submission deadline	2 December 2019

Notes:

How to register your thesis:

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

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

see http://www.philhist.unibe.ch/studies/bachelor_master/master_s_degree/index_eng.html.

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 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 Writings 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.

Conduct and Correspondence Guidelines

The following Departmental guidelines have been compiled to help make explicit some of the basic standards we expect – and adhere to ourselves – when it comes to written correspondence (letters and emails) and professional conduct more generally. This is also a chance to clarify expectations concerning absences and the use of the tea corner.

General conduct

- The department is first and foremost a place of work for study, learning and writing. Please therefore try to keep the noise down in the corridors and in the tea corner (see below); sometimes, just pulling the tea corner door to is enough. We strongly discourage the use of cellphones in the corridors.
- If you know you will be missing a class, we expect you to send a short email to your instructor alerting them to the fact and proffering some kind of explanation. (See Absences below.) We consider this a matter of basic professional courtesy. If you have already missed a class, please send an email to apologise and confirm that you will be making necessary arrangements to catch up on the work missed.
- Members of academic and administrative staff should not be addressed on a first-name basis unless you have been specifically invited to address them this way. Being on a first-name basis, however, does not mean that common-sense politeness and professional standards cease to apply.
- In face-to-face interaction, students are commonly addressed by their first name; but please advise staff to address you by family name, if you prefer. In all written communication we ask that you use professional titles along with names – this applies to emails as well.

Absences

Our departmental standards are very clear: attendance is expected for all classes; and consistent, active participation is mandatory. We understand this to be a matter of academic, professional and civic responsibility. Our educational mission and your learning is heavily subsidized, and we are therefore responsible to the Bernese public for taking our work seriously and doing it properly.

Active participation does not only mean talking in class (although this is a key feature of academic discourse), but also entails coming prepared, completing assigned readings, engaging with your peers, taking notes, following directions, etc. Students who consistently fail to participate actively in class may be failed. In this regard, we consider recurrent non-participation in more than two sessions of a lecture or seminar, and more than one session of a colloquium, to be unacceptable.

Allowance is always made for university-sanctioned absences such as documented illnesses, deaths in the family, or military service. Absence due to your participation in a departmental excursion seminar may also be excused. Regardless, any absence threatens the success of your learning and missed work should always be caught up and/or made up. Excused absences, like any absence, should always be signaled to your instructor (see above).

Written correspondence

All written correspondence – print letters and emails – addressed to members of staff should follow a formal style. We realise that email often blurs the public-private boundary, but in the workplace they are always professional interactions. We expect the following principles to be applied:

Openings and closings

Please always start you emails by addressing staff by name and by using their academic (i.e. professional) title. Please also sign off your emails or letters appropriately. If you do not know the title of a member of staff, consult the website. In the table below we offer some examples of how, in English at least, to begin and end written correspondence.

OPENING

On a separate first line:

Dear Professor Smith,
Dear Dr Brown,
Dear Ms Jones,
Dear Mr Jones,

Dear Alison,
Dear Timothy,

CLOSING

On a separate penultimate line:

Yours sincerely,
Sincerely,

Best wishes,
Kind regards,

Note: The commas are optional according to modern “open punctuation” conventions. In US-American practice, the colon can be used after the salutation; in the UK and elsewhere, this would be considered quite odd.

Introducing yourself/stating the subject

Please always give clear, specific information in the subject line of emails or in the reference line of letters.

Remember, the staff member you are writing to might not immediately know who you are or why you are writing to them. It is usually helpful if you use the opening paragraph to introduce yourself, mention the seminar or lecture concerned and state the issue. It is also common courtesy to acknowledge emails by, for example, thanking staff for their assistance or by confirming that the issue in question has been resolved.

If you are writing to any member of staff who is not your immediate instructor, we ask that you always reference your student number in the subject line. For example, if you are writing to the Head of Department, your Study Counsellor, the International Coordinator, etc.

Register and style

All emails and letters sent to members of staff should, as we say, be treated as professional correspondence and therefore regarded as formal. This likewise means that you should adhere to the rules of formal writing with regard to, for example, paragraphing, capitalisation, punctuation, and word choice. It helps a lot if your correspondence is succinct and clearly organized so that staff know easily and quickly what your concerns or issues are.

Tea corner

The department's tea corner is open to all staff and students. This is a special space – not all departments have one. It is also a space that is managed with the help of the Students' Committee. Equipped with a fridge and microwave, plates, cups and cutlery, the tea corner is a space for spending your lunch hour, mid-morning or mid-afternoon breaks, and for other informal moments with peers and staff.

Do please pay for milk and sugar; by the same token, please don't use other people's supplies without asking. Please always clean up after yourself – stacking the dishwasher, washing up and wiping down any surfaces you have used.

Who to Ask – Spring Semester 2019

For all enquiries concerning course assessments and grades, please address the relevant instructors.

Study Counselling for BA Students (includes diploma ratification – ‘Studienleitung’)

Dr. Susan Fox / D 203
susan.fox@ens.unibe.ch

Study Counselling for MA Students (includes diploma ratification – ‘Studienleitung’)

PD Dr. Julia Straub / D 209
julia.straub@ens.unibe.ch

International Coordinator (Stay Abroad Enquiries)

Dr. Nicole Nyffenegger-Staub / D 208
nicole.nyffenegger@ens.unibe.ch

Admission Enquiries (BA, MA, PhD)

Dr. Franz Andres Morrissey / D 205
franz.andres@ens.unibe.ch

Independent Studies Proposals

Contact any member of teaching staff

Independent Studies Coordinator

(please contact potential supervisor first)
Dr. Franz Andres Morrissey / D 205
franz.andres@ens.unibe.ch

KSL Enquiries

Sannie Germann
031 631 82 45 / D 201
sannie.germann@ens.unibe.ch

Leona Goop

031 631 37 56 / D 202
leona.goop@ens.unibe.ch

Enrolment for Theses and Exams

Sannie Germann
031 631 82 45 / D 201
sannie.germann@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.

Nachteilsausgleich

Students who require extended and / or permanent accommodations (e.g. when it comes to writing exams or extending deadlines) should make contact as early as possible with their study counsellor who will raise the issue with the Head of Department.

Any students are entitled to approach ZIB at any time for information and guidance concerning learning accommodations (‘Nachteilsausgleich’). See: http://www.unibe.ch/studies/advisory_services/disabled_students/prospective_students_and_current_students/index_eng.html.

Academic Staff (SS19)

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

Postdoctoral and Adjunct Researchers

- Dr. Kellie Gonçalves
Language and Linguistics
- PD Dr. Ursula Kluwick*
Modern English Literature
- Dr. Ryan Kopaitich
Literary Theory
- Dr. Zoë Lehmann Imfeld*
Modern English Literature
- Dr. Gwynne Mapes*
Language and Communication
- Dr. Maida Bilkic
Language and Communication
- Dr. Ricarda Wagner*
Medieval English Studies

PhD Candidates/Assistants

- Mr Matthias Berger, M.A.
Medieval English Studies
- Mr Roman Bischof, M.A.*
Literatures in English/North American Studies
- Ms Olivia Droz-dit-Busset, M.A.
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
- Ms Eva Kuske, M.A.
Modern English Linguistics
- Mr Tobias Leonhardt, M.A.
Modern English Linguistics
- Ms Sara Lynch, M.A.
Modern English Linguistics
- Ms Viola Marchi, M.A.*
Literary Theory
- Ms Marion Mathier, M.A.
Language and Communication
- Mr Christoph Neuenschwander, M.A.
Modern English Linguistics
- Ms Jakhan Pirhulyieva, M.A.
Modern English Literature
- Mr Samuel Rösli, M.A.*
Medieval English Studies
- Ms Anja Thiel, M.A.
Modern English Linguistics
- Ms Danielle Tod, M.A.
Modern English Linguistics

* *Teaching this semester*

Administrative Staff (SS19)

Administrators

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

Sannie Germann	Monday	14-15:30
	Wednesday	9-10
	Thursday	9-10; 14-15:30

Drittmittel Administration

Susanne Graber	By appointment
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Directors' Assistant

Leona Goop	By appointment
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IT Coordinator & Web Administrator

Fayaz Ali Khan	By appointment
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Librarian

Nina Müller	Monday-Thursday
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Information is subject to change. Please consult the notice boards and the departmental website regularly.

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 *

- 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)

* 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 2019

Language Module

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).

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: By the end of this course, it is expected that students will:

- gain an overview of the grammar of contemporary English;
- explore the way in which its usage functions;
- develop some knowledge of how English grammar can be taught (as some present students may become future teachers);
- obtain the advanced knowledge required for studying English.

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

Assessment (graded): Final module exam at the end of the semester (the exam will be held in the first week of the semester break).

Exam Date: Tuesday, 4 June *or* Wednesday, 5 June 2019

Resit Date: 4 September 2019

Course Type: Language Module
Title: Writing Skills II
Instructor: Beatriz Lorente
Time: Tuesday 12-14; Tuesday 16-18; Wednesday 10-12
Wednesday 12-14; Thursday 12-14; Thursday 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. 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.

Required Reading: The materials needed for this course have been designed to meet the students' needs and will be made available during the course. Material will be posted on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students will:

- have been introduced to specific skills needed in academic writing and to provide practice in those skills;
- be able 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.

Assessment (graded): Evaluation of written work. This course cannot be taken ungraded, all participants have to pass both assessments in order to gain the credits.

Deadline for Assessed Work: Throughout semester

Core Curriculum

Course Type: Core Curriculum Lecture

Title: Literary History

Instructor: Thomas Claviez / Annette Kern-Stähler /
Virginia Richter / Gabriele Rippl

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.

Required Reading: Will be provided on the ILIAS platform for the individual sessions.

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

Coursework (pass/fail): All participants have to pass the ungraded exam.

Exam date: 15 May 2019

Resit date: 29 May 2019

Course Type: Core Curriculum Seminar
Title: Analysing Language
Instructor: David Britain / Crispin Thurlow
Time: Tuesday 14-16
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This core-curriculum 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 you 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: fieldwork, spoken language, written language, “big data”, and phonetic analysis. After an initial introduction in the first week, 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 discourse analysis, interactional sociolinguistics, and variation studies. Here, we will also cover transcription techniques. We then turn to the study of written language, including, for example, an introduction to critical discourse studies and multimodal discourse analysis. Our focus then shifts to examining the key principles and practices of phonetic analysis. We finish the semester with two weeks spent thinking about two more quantitative approaches: content analysis and corpus analysis.

Required Reading: Throughout the course, you will be invited to complete various case-study readings to supplement and exemplify material covered in class. Related to these readings, you will also be expected to undertake practice-based exercises before and during class time.

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;
- know, example, how to transcribe spoken language using conversation-analytic conventions and IPA formats;
- understand the basic principles of designing fieldwork, conducting interviews, and building a dataset of news media or other written discourse data;
- know how to start preparing a sound content analysis or corpus analysis.

Coursework (pass/fail): Your engagement and learning for this class will be evaluated based on two equally weighted types of work: weekly assignments and a final exam. You must pass both with a minimum of 60% in order to pass the class overall.

- The weekly assignments count 50% of your overall grade (or 5% each) and are assessed as credit/no-credit (half credit for half-baked work); they comprise two parts: homework assignment and in-class assignment.
- The final exam will be in Week 13 of the teaching term on Tuesday, 14 May; it will

count 50% of your overall grade and will be a multiple choice format.

Assessment (graded): A grade may be assigned based on the percentage grade earned for both the coursework and the final exam; 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.

Exam date: Tuesday, 14 May

Resit date: There will be a resit exam in Week 15 (Tuesday, 28 May 2019)

Course Type: Core Curriculum Seminar

Title: Analysing Literature

Instructors: Roman Bischof / Nicole Nyffenegger / Zoë Lehmann Imfeld

Time: Monday 10-12; Tuesday 10-12; Thursday 14-16
(students choose one out of the three 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.

Required Reading: Please purchase the following text (this precise edition) before the start of term:

James, Henry, *The Turn of the Screw*. 2nd ed. New York: W.W. Norton, 1999.
ISBN: 978-0-393-95904-8

Further reading material will be uploaded to 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.

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

Assessment (graded): Written exam on Thursday, 23 May 2019, 14:15-16:00

Resit Date: 6 June 2019

Focus Module Language and Linguistics and Literature: Gender Studies

Course Type:	Focus Module Lecture (and MA Lecture)
Title:	Doing Gender in Linguistics and Literary Studies
Instructor:	David Britain / Annette Kern-Stähler / Virginia Richter / Gabriele Rippl / Crispin Thurlow
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Through a number of internet campaigns, such as The Everyday Sexism Project (everydaysexism.com), #Aufschrei and, most recently and most prominently, #MeToo, the continuing existence of unequal power relations between men and women, unequal economic conditions, as well as the ubiquity of sexual harassment have found their way into public consciousness. At the same time, the academic field that for several decades has been dedicated to analysing precisely such structural inequalities, Gender Studies, is often dismissed in the media, labelled as unscientific, normative and ideological. We invite students to form their own opinion on one of the most vibrant interdisciplinary subjects, one that has an immediate relevance for every person's daily life. In this lecture series, we want to offer a differentiated overview of various aspects of the field, historicising gender norms (for example, in the Middle Ages and the Early Modern period, on both sides of the Atlantic), analysing the role of gender in language and discourse, and looking at gender as a category of knowledge production. The lecture series will draw on classic studies such as Judith Butler's *Gender Trouble* as well as the most recent insights in Queer Studies, Masculinity Studies and Colonial/Postcolonial Studies. In addition to lectures offered by Bernese professors of English across Linguistics and Literary Studies, we have invited several leading international scholars as guest speakers.

Required Reading: For each session, set texts will be uploaded on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students:

- will have familiarised themselves with selected key texts in Gender Studies;
- will have acquired an overview of important research areas within the field; and,
- will be able to discuss critically questions relating to gender and sexuality.

This lecture course addresses central aspects of cultural sustainability (also known as the fourth pillar of sustainability). Moreover, it participates in the discussion of the global standards of sustainability as defined by the UN General Assembly.

Assessment (pass/fail or graded):* pass/fail

Exam date: 15 May 2019

Resit date: 29 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.9.

Course Type: Focus Module Seminar
Title: Alternative Gender Worlds
Instructor: Virginia Richter
Time: Tuesday 16-18
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: It is one of the functions of literature to devise imaginary worlds that deviate from lived experience, thus offering alternatives to a reality experienced as limiting and oppressive, but also to sensitise readers about potential dangers latent but not yet fully palpable in their contemporary societies. To depict such liberating or cautionary alternatives is the particular province of fantastic literature, utopia and science fiction. In this seminar, we will address the question of the potential fluidity of gender boundaries by discussing a number of classic theoretical texts (e.g. Butler, Fausto-Sterling), and then turn to three novels that carry into effect, in the unfettered realm of fiction, possible alternative gender worlds: Virginia Woolf's playful gender-bending novel *Orlando* (1928), Ursula Le Guin's science fiction novel *The Left Hand of Darkness* (1969) and Margaret Atwood's dystopian *The Handmaid's Tale* (1985). Following the backlash against women after President Trump's election, and the success of the recent TV series based on Atwood's novel, the latter has gained new currency as a prophetic description of misogyny, and an inspiration to feminist protests.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following books as hard copy (no ebooks!) and read them before the beginning of the semester: Virginia Woolf, *Orlando: A Biography*, ed. Brenda Lyons, intr. Sandra Gilbert. London: Penguin Modern Classics, 2006; Ursula K. Le Guin, *The Left Hand of Darkness*. New York: Ace Books, 2010; Margaret Atwood, *The Handmaid's Tale*. London: Vintage 1996. Please use the recommended editions. Copies have been ordered at the Bugeno bookshop, main building. Theoretical texts will be made available on ILIAS before the beginning of the semester.

Learning Outcomes: By the end of this course, it is expected that students will be able to discuss theoretical concepts of gender critically and to apply them to the analysis of literary texts. Furthermore, they will have gained an understanding of the productive interaction between gender and genre.

Coursework (pass/fail): Oral presentation, regular active participation

Assessment (graded):* Written seminar paper

Deadline for Assessed Work: 1 July 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: Focus Module Seminar
Title: Variationist Approaches to Language and Gender
Instructor: Sue Fox
Time: Tuesday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this course we will explore variationist approaches to the study of the relationship between language and our ideas about men and women. We will examine how research on language and gender has developed over time, starting with early work on sex differences in language use and stereotypes about women, moving to studies that have worked within the 'dominance-difference' framework. We will then turn our attention to the ways in which talk about men and women can often reveal our beliefs about gender. This has led to increased attention being given to what people do with language and how gender is continually constructed and changed through people's performance of gendered acts, as they project their own gendered identities and as they respond to others' identities. In the second part of the course we move away from 'men' and 'women' categorization to thinking about new kinds of femininities and masculinities.

Required Reading: Readings will be placed on ILIAS for each session.

Learning Outcomes: By the end of this course, it is expected that students will:

- demonstrate an understanding of the ways in which research on language and gender has developed historically;
- demonstrate an awareness of the different methodological approaches to research on language and gender;
- critically challenge the findings in the research we encounter in the module;
- be able to appraise and respond to the views and presentations of others as found in published texts as well as in class.

Coursework (pass/fail): Regular attendance, active participation in class and an oral presentation.

Assessment (graded):* Regular attendance, active participation in class, an oral presentation and a written paper of approximately 4000 words

Deadline for Assessed Work: 14 June 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: BA Seminar
Title: Besides Gender: Language and Intersectionality
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:

When I see something that looks racist, I ask, "Where is the patriarchy in this?" When I see something that looks sexist, I ask, "Where is the heterosexism in this?" When I see something that looks homophobic, I ask, "Where are the class interests in this?"
(Matsuda 1991: 1189)

Throughout this course we will ask questions such as the ones listed above; specifically, we will seek to understand the various sociocultural factors and identity categories which are both reflected in – and shaped by – language. We will interrogate and examine the ways in which discourses of gender, race, class, and sexuality influence and construct the institutions of family, education, the legal system, immigration, citizenship, and the economy. Building on Black Feminist scholars (e.g. Kimberlé Crenshaw and Patricia Hill Collins) who developed the approach, we will deploy *intersectionality* in our analysis and reflection of course concepts, as a framework for considering the pervasiveness of status competition and inequality in contemporary society.

Required Reading: The course will rely on a series of articles and chapters made available on ILIAS.

Learning Outcomes: By the end of this course it is expected that students will:

- understand the key theoretical principles related to intersectionality, as well as its relevance to any study of language;
- analyze and developing positions on the theoretical and political debates related to gender, race, class, and sexuality;
- have hands-on experience with intersectional discourse data;
- explore how gender, race, class, and sexuality intersect with other identity categories (such as disability and religion, for example);
- gained increased understanding of how power is exercised through language.

Coursework (pass/fail): In order to satisfy the basic (4 ECTS) academic requirements for this seminar, students will be expected to follow a schedule of independent reading each week which will be discussed and elaborated in class. To help structure these discussions, ahead of each meeting students will be required to complete either 1) a reading quiz; or 2) focused reflection comments. Additionally, all students will be expected to complete an in-class, group presentation (15-20 minutes) of an outside reading of their choice.

Assessment (graded):* 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).

Deadline for Assessed work: This seminar is designed around cumulative (i.e. week-by-week) coursework which must all be completed by the last day of the seminar.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	Focus Module Seminar
Title:	Masculinities in the Early Medieval Northwest
Instructor:	Ricarda Wagner
Time:	Wednesday 16-18
Credit Points:	7 ECTS (ungraded 4 ECTS)
Open to students from other departments as Wahlbereich?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Course Description: From the manly marauders in *The Vikings* to the ferocious fighters in *Game of Thrones* – the image of the medieval strongman is central to historical fiction and its vision of a premodern period in which gender roles were clearly defined and “men were still men”. This seminar aims to complicate the picture by looking at a wide spectrum of masculinities in early medieval Britain and Scandinavia. We will explore the tensions between heroic and Christian ideals of manliness, conceptions of male friendship, homosexuality and transgender masculinity as well as the (ab)uses of medieval manliness in political discourses of the 20th and 21st centuries. Drawing on current theoretical approaches in masculinity studies, we will analyse a selection of Old English poetry, letters, monastic histories and Old Norse sagas.

No prior knowledge of Old English or Old Norse is required to attend the seminar. We will explore the vocabulary of masculinity in both languages together over the course of the semester.

Please note that this is a writing-intensive course; you will be asked to respond to your weekly readings and to our classroom discussions with short composition tasks that will allow you to practise writing as a craft and get ready for your term paper.

Required Reading: Over the holidays, please read *Beowulf* (in translation by R. Liuzza or S. Heaney) and collect notes on the different masculinities the text negotiates. **The text must be read before the first session; your knowledge of it may be subject to examination.** Further reading materials will be made available on ILIAS at the beginning of semester.

Learning Outcomes: By the end of this course, it is expected that students will:

- have got to know various genres of Old English literature;
- have acquired a basic familiarity with the Old English language;
- have explored the concepts of masculinity in early medieval Britain and Scandinavia;
- have engaged with current scholarly approaches to masculinity and gender studies;
- have improved their writing skills.

Coursework (pass/fail): Regular attendance according to departmental policy, weekly reading, contribution to discussions, a series of writing tasks, one short mid-term essay (1500 words).

Assessment (graded):* The same as for pass/fail, plus a longer term paper (3500 words) which will determine your grade for the seminar.

Deadline for Assessed Work: 29 June 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Focus Module Literature: Literature and the Real

Course Type: Focus Module Lecture (same as MA Lecture)

Title: American Realism and Naturalism

Instructor: Thomas Austenfeld

Time: Wednesday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: After the end of the Civil War, American writers turned away from symbolic and allegorical writing, seeking instead precise descriptions and plots that were probable instead of merely possible. They investigated social milieus to discover the degree to which human agents had free will. Rebecca Harding Davis, Mark Twain, William Dean Howells, and Henry James each produced lasting statements of realistic and psychologically astute fiction.

The next generation of writers, the naturalists, embraced supposedly scientific ideas about heredity and social environment as being more powerful than human agency. Frank Norris, Jack London, Stephen Crane, and Theodore Dreiser all chronicled fates crushed by circumstance.

The sexual and racial codes of the late 19th century were explored in a considerably more complex manner by women such as Edith Wharton, Kate Chopin, and Willa Cather (already on the cusp of Modernism), and by writers highlighting African Americans' fates from (white) George Washington Cable to (black) Charles Chesnutt.

Required Reading: The lecture will explore the central fictional texts and theoretical statements of American Realism and Naturalism. In order to ensure an adequate reading load, **several shorter texts, selections from some novels, and the required theoretical statements will be provided on ILIAS.** Two full-length novels are required in addition.

- Rebecca Harding Davis, *Life in the Iron-Mills* **This text must be read before the first session; your knowledge of it may be subject to examination.**
- Mark Twain, *The Celebrated Jumping-Frog of Calaveras County*
- Henry James, *Daisy Miller*
- William Dean Howells, *Editha*
- George Washington Cable, *Belles Demoiselles Plantation*
- Jack London, *The Law of Life*
- Kate Chopin, *The Awakening*. Oxford UP, 2008. ISBN: 978-0199536948
- Theodore Dreiser, *Sister Carrie*. Oxford UP, 2009. ISBN: 978-0199539086
- Stephen Crane, **selections** from *The Red Badge of Courage* or *Maggie, A Girl of the Streets*
- Frank Norris, **selections** from *McTeague*
- Edith Wharton, **selections** from *The House of Mirth* and *Roman Fever*

- Charles Chesnutt, *The Doll*
- Willa Cather, *Paul's Case*

Learning Outcomes: By the end of this course, it is expected that students will:

- accurately describe and assess the historical, sociological, and narratological conditions of American realism;
- accurately describe and assess the historical, psychological, and narratological conditions of American naturalism;
- critically evaluate the major theoretical statements of realist and naturalist writers;
- compare and contrast the aesthetic and stylistic tools of realism and naturalism;
- establish connections to the major movements that preceded (dark romanticism and transcendentalism) and succeeded (modernism) the era of realism and naturalism;
- assess the traces and relevance of realism and naturalism in contemporary American literary culture.

Assessment (pass/fail or graded): Final exam to be held on last day of class. Pass/Fail will be the normal assessment.* I can give grades to those who require them.

Deadline for Assessed Work: 29 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type: Focus Module Seminar
Title: Literature, Photography, and the Real
Instructor: Julia Straub
Time: Tuesday 12-14
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: The relationship between literature and photography has been complex and productive ever since the invention of photography in the late 19th century. In this seminar we aim to shed light on this connection between the verbal and the visual by reading texts belonging to different genres (e.g., poetry, short story, autobiography, documentary) and periods. We will consider the history of photography, examine basic theoretical assumptions about photography and intermediality, and analyse some major works of North American literature from the 19th to the 21st century (by authors such as Henry James, Alice Munro, Margaret Atwood, Michael Ondaatje, and Jonathan Safran Foer).

Required Reading: The following longer texts must be read before the first session; your knowledge of them may be subject to examination. Copies can be purchased from the Bogen in the main building.

- Michael Ondaatje. *Running in the Family*. London: Bloomsbury, 2009. ISBN-13: 978-1408801451
- Jonathan Safran Foer. *Extremely Loud and Incredibly Close*. London: Penguin, 2006. ISBN-13: 978-0141025186

The shorter texts will be made available on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students will:

- be able to identify and critically discuss crucial aspects of intermediality;
- be able to analyse and interpret literary texts belonging to different genres with a connection to photography;
- be able to give persuasive accounts both orally and in writing of literature and its relation to other cultural artefacts;
- be able to locate literary texts within the aesthetic paradigms of American realism, modernism, and postmodernism.

Coursework (pass/fail): Regular and active participation and final test

Assessment (graded):* One 3000-word paper

Deadline for Assessed Work: 15 June 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: Focus Module Seminar
Title: Reading American Realist Fiction
Instructor: Julia Straub
Time: Thursday 14-16
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this seminar we will read and analyze a number of key texts belonging to North American nineteenth and early twentieth-century literature that fall into the category of realist (or naturalist) fiction: Henry James' *Portrait of a Lady*, Kate Chopin's *The Awakening*, Theodore Dreiser's *Sister Carrie* and several selected short stories. These texts will offer us tantalizing perspectives into gender relations as well as social and political changes in this period. We will also explore contemporary responses to the contestable notion of realism and more recent critical interventions in the debates around realism.

Required Reading: Realist texts tend to be long! **The following longer texts must be read before the first session; your knowledge of them may be subject to examination.** The sequence in which they will be discussed in class is James – Chopin – Dreiser.

- Henry James. *Portrait of a Lady*. Ed. Roger Luckhurst. Oxford: Oxford UP, 2009. ISBN: 978-0199217946
- Kate Chopin. *The Awakening*. Ed. Pamela Knights. Oxford: Oxford UP, 2008. ISBN: 978-0199536948
- Theodore Dreiser. *Sister Carrie*. Ed. Lee Clark Mitchell. Oxford: Oxford UP, 2009. ISBN: 978-0199539086

The shorter texts will be made available on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students will:

- be able to apply central concepts of narratology to their discussion of narrative texts;
- give persuasive accounts both orally and in writing of features of realism and naturalism and their significance for American literary and cultural history;
- include critical perspectives on realism in their discussion of literary texts;
- be able to identify key issues in 19th-century US-American cultural history.

Coursework (pass/fail): Regular and active participation; 3 sets of minutes; 1 short presentation.

Assessment (graded):* One seminar paper (3000 words)

Deadline for Assessed Work: 15 June 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: Focus Module Seminar

Title: “To Thine Own Self be True”: Authenticity and/in Contemporary Fiction

Instructor: Viola Marchi

Time: Wednesday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description:

“To thine own self be true, And it must follow, As the night the day, Thou canst not then be false to any man.”

This is the famous piece of ethical advice that, in Shakespeare’s *Hamlet*, Polonius gives his beloved son Laertes, about to leave the Elsinore Castle and enter the wide, wild world. Fast-forwarding to the present day, these same words seem to have become the motto of our contemporaneity, variously declined – but always with an exhortatory exclamation mark – as “Be yourself!” “Follow your inner voice!” “Express your uniqueness!” This seminar proposes a critical investigation of the notion of authenticity (and some of his cognates, such as “sincerity” and “realism”), and of the relevance, limits, and potentially dangerous ethical and political repercussions of this debated analytical category that, for some, has become the defining characteristic of the fiction of the new millennium.

Required Reading: During the seminar we will be reading three novels:

- Paul Beatty’s *The Sellout*. New York: Picador, 2015,
- Dave Eggers’ *The Circle*. New York: Random House, 2013
- Tom McCarthy’s *Remainder*. New York: Vintage Books, 2005

The novels will be made available for purchase at the Bugeno and students are strongly encouraged to start the reading in advance to the beginning of the semester. Shorter texts and secondary material will be posted on Ilias. **McCarthy’s novel *Remainder* must be read before the first session; your knowledge of it may be subject to examination.**

Learning Outcomes: By the end of this course, it is expected that students will:

- learn to approach and critically examine a complex concept or idea;
- learn to build a critical framework for the interpretation of literary texts;
- develop their skills of close reading and textual analysis;
- be familiar with a central trend in contemporary fiction.

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

Assessment (graded):* Regular attendance, active participation, oral presentation and final seminar paper (4000 words)

Deadline for Assessed Work: 31 July 2019

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Free-Standing Lectures and Seminars

Course Type:	Free-Standing Lecture (and MA Lecture)
Title:	Singing Social Friction: Community Building Through Antihegemonic performances
Instructors:	Franz Andres Morrissey / Britta Sweers
Times:	Tuesday 10-12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this lecture we will look at popular songs of protest and songs that are critical about societal inequality and of authority, mainly from the British Isles, with a time frame ranging from the Jacobite Rebellions in Scotland (18th century) and the Irish struggle for independence, taking in class conflict before and as a result of the Industrial Revolution, but also soldiers' songs in the World Wars and protest in the 20th and 21st century (e.g. Anti-Vietnam protests, Labour songs and Occupy Wall Street). Such songs have a number of socially important functions inasmuch as they address social friction and in doing so present an "underdog" perspective of takes on events often ignored in top-down (political and social) history. Furthermore, they are a very powerful tool for mobilisation in social movements, for creating solidarity and for expressing social criticism through the lens of "historicity" of traditional songs of inequality by implying parallels to injustice in present times.

As far as the actual focus of this lecture is concerned, see *Learning Outcomes* below.

Required Readings:

These will be uploaded in Ilias and on www.morrissey.unibe.ch

Learning Outcomes: By the end of this course, it is expected that students will understand or have gained insights into:

- basic notions of folk song performance especially in terms of
 - performance frames
 - the role(s) of the performer
 - as a means of dissemination and transmission of original song material;
- strategies for addressing the "social drama" inherent in the conflict between hegemonic and antihegemonic discourse;
- the impact of folk song performances at the time of their composition and in present-day practice (folk scene);
- social stratification of the 19th/20th century, also as far as authorship and dissemination of songs of social comment are concerned;
- the multimodality of protest in song, musically and linguistically;
- the role of communal singing as a means of mobilisation;
- discourse strategies in the depiction of "us and them" inherent in the songs;

- links between historical events and social movements of the period with the content of the songs.

Coursework (pass/fail): Students who want this lecture counted for English need to hand in a brief summary of what they perceived as the academic core insight of each lecture as well as their own take-home message, a template for which will be uploaded on the relevant webpages. These are due in Weeks 5, 10 and at the end of the course.

Assessment (graded):* Students requiring a grade are expected to provide somewhat more detail in the above summaries.

Deadline for Assessed Work: Dates for handing in the final assignment (as mentioned above) is Friday, 31 May.

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type: Free-Standing Lecture (and MA Lecture)

Title: A Short History of the Comedy

Instructors: Ursula Kluwick

Times: Thursday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this course, we will look at the development of the comedy as a dramatic genre, from the early modern period up to the present. We will consider different theories and functions, forms and styles of comedy, typical character types associated with the genre, the language and rhetoric of comedy, and the relation between “the comic” as a mode and “comedy” as a genre. A few plays will be discussed in detail and with reference to their performance history.

Required Reading: A reading list will be available on my departmental website and some material will also be made available on ILIAS. **All the primary material (to be found on the reading list) must be read before the first session; your knowledge of them may be subject to examination.**

Learning Outcomes: By the end of this course, it is expected that students will be familiar with different theories of comedy, as well as with the history of the comedy as a dramatic genre from the early modern period up to the present. They will have a sense of historical shifts in form and style and be able to use the correct terminology when discussing the genre and its subgenres. In addition, students will develop a sense of the cultural and social functions of the comedy and be aware of how these have changed over the course of time. They will also be able to set the required reading into its cultural and historical context.

Assessment (pass/fail or graded): * Written exam on 9 May 2019

Resit Date: 23 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type: Free-Standing Seminar
Title: Discourse Pragmatic Variation and Change
Instructors: Sue Fox
Times: Tuesday 10-12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course will examine recent methodological, empirical and theoretical developments related to the analysis of variation and change in the use of terms and constructions which are often referred to as discourse markers or pragmatic particles.

Discourse pragmatic markers are those features of speech which generally do not contribute to the propositional content of communication but which have important functions in the way that conversations are managed. We will cover topics such as: old and new ways of introducing quotation, comparing expressions such as *she said* with *she's like*; the use of general extenders such as *and stuff like that* and *and all that*; the constructions *I don't know* and *I don't think*; the use of discourse marker *like*; the origin and spread of *innit*. While there are compelling reasons for using discourse-pragmatic features in social interaction, their usage is often condemned and we will therefore also consider the possible reasons why these negative attitudes prevail.

Required Reading: Each week's topic is accompanied by a specific reading, which will be uploaded to ILIAS.

Learning Outcomes: By the end of this course, it is expected that students will:

- have gained an insight into the rapidly expanding body of research that deals with discourse-pragmatic variation and change;
- be able to identify and analyse the forms and functions of discourse-pragmatic features in spoken discourse;
- be able to conduct a small independent research project;
- be able to appraise and respond to the views and presentations of others as found in published texts as well as in class.

Coursework (pass/fail): Regular attendance, active participation in class and an oral presentation

Assessment (graded):* Regular attendance, active participation in class, an oral presentation and a written paper of approximately 4000 words

Deadline for Assessed Work: 14 June 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	Free-Standing Seminar
Title:	Language Textbooks as Pedagogical Grammars
Instructors:	Franz Andres Morrissey
Times:	Wednesday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)
Open to students from other departments as Wahlbereich?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Course Description: The focus of this course is on how different textbooks approach the overall goal of teaching a language to language learners, mainly in the framework of a grammatical progression. There are a whole range of considerations to be taken into account when we linguistically assess a language curriculum as it presents itself to learners, as overall progression with flexible teaching materials or as a text book. At the outset we will explore a number of issues that play a role in curriculum design and in an analysis of a given textbook, including theories of second/additional language learning/acquisition, comparative language status of 1st language vs. the additional language (AL) in a given society, learner age, motivational factors, learner perceptions, error analysis, domains of languages in a societal setting, etc. On this basis we will then examine a number of related units in different textbooks, also in the light of how they take – or fail to take – into account the linguistic background of the learners. This will be done in the context of a number of student-mentored exploration sessions with topics and approaches chosen by the students and discussed in advance with the instructor.

Required Reading:

Excerpts from reference literature will be made available online (www.morrissey.unibe.ch) as preparation for the session; other material to be accessed on the same site will include PDFs of language textbook material.

Learning Outcomes: By the end of this course, it is expected that students will:

- have developed the tools to assess a language textbook critically;
- evaluate elements of textbooks in terms of how they organise language learning environment socially;
- have a raised awareness of influences of aspects such as mother tongue of learners, age group, motivation and language attitudes, societal role of the target language etc. on language training materials;
- be able to assess how effectively an approach to a grammatical topic helps learners to internalise it;
- understand the notion of error analysis and how it needs to be taken into consideration in structuring grammar topics;
- based on the other learning outcomes, be in a position, to create a series of learning steps for specific grammatical topics.

Coursework (pass/fail): Active participation in the discussions, moderating a discussion of a unit in extant language training materials, taking into account social management of the

learners, forms of interaction, communicative relevance, etc., which is meant to engage the rest of the class in active study and discussion.

Assessment (graded):* Either a dossier containing a teaching pack about a topic in language training alongside a detailed linguistic analysis of the proposed activities in terms of insights into Second/Foreign Language Learning theories (this cannot be the same aspect of S/FLL as the one discussed in the seminar), or a term paper with a detailed and critical analysis of a unit in a textbook (choice to be discussed beforehand with the instructor).

Deadline for Assessed Work: 6 July 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: Free-Standing Seminar

Title: “That Happiness”: Four Early Modern Utopias

Instructors: Nicole Nyffenegger

Times: Tuesday 14-16

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: When the narrator in Thomas More’s *Utopia* (1516) speaks of “that happiness that is enjoyed among the Utopians,” he describes a society in which there is no money and which is consequently free of crime, fear, and poverty. While this idea is probably familiar to modern readers, it is not the only notion of alternative societies in Early Modern literature. In the age of discovery typically located on remote islands, other such societies are as diverse as Francis Bacon’s chaste and pious Bensalem in *New Atlantis* (1627) and Henry Neville’s *Isles of Pines* (1668), which is a fragile paradise of leisure, abundant food, and sexual freedom. In Margaret Cavendish’s *Blazing World* (1666) finally, a woman travels through the North Pole to become empress of a world of talking animals. This selection of Early Modern utopias also problematizes the notion of utopia itself, with the individual works having been labelled dystopia, proto-science fiction, and satire respectively.

Required Reading: Please buy the following, inexpensive paperbacks:

- Bruce, Susan, ed. *Three Early Modern Utopias: Thomas More’s Utopia/Francis Bacon: New Atlantis/Henry Neville: The Isle of Pines*. Oxford World’s Classics. London: Oxford University Press, 1999.
- Cavendish, Margaret. *The Blazing World and Other Writings*. Ed. Kate Lilley. Penguin Classics. London: W. Pickering, 1992.

Learning Outcomes: By the end of this course, it is expected that students will:

- have read and discussed one of the major works of Early Modern English literature and three less known ones, against their historical and social context;
- have further practiced their skills at reading and discussing literature;
- have some insight into values and visions of Early Modern English writers and
- a good grasp of the diversity of early modern utopian writings.

Coursework (pass/fail): Thorough preparation of set reading, active participation, and regular presence are expected. Depending on student numbers, there will be short presentations, written assignments, and/or minutes of our discussions.

Assessment (graded):* All of the above plus a paper of 3000-4000 words

Deadline for Assessed Work: 1 July 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: Free-Standing Seminar (Excursion)

Title: Money Matters in Medieval Literature

Instructors: Nicole Nyffenegger

Times: Thursday 12-14, 17-19; Excursion: 12-18 May
(irregular sessions, to be announced in first session)

First Session: 21 February

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: From *wergeld* as compensation for murder in Anglo-Saxon England, to tribute money paid to Viking raiders and the trade of the rising mercantile class, to, finally, the late medieval economy of salvation, money mattered in medieval England and its literature. Texts from different periods tell stories of wealth and poverty, greed and ruin, treasures and fortune. In this course, we will critically analyse and embed these texts in their geographical and historical contexts. We will expand our explorations into other disciplines by visiting and discussing three lectures of the interdisciplinary Berner Mittelalter Zentrum (BMZ) lecture series on the same topic. In May, we will explore the traces of such money matters on a one-week interdisciplinary excursion to England, together with MA students and students of medieval history.

Required Reading: The relevant primary and secondary texts will be made available on Ilias.

Learning Outcomes: By the end of this course, it is expected that students will:

- have read and discussed a wide variety of medieval English texts relating to money, trade, and economy against their historical and geographical context;
- have further practiced their skills in analysing literature;
- have some insight into approaches to the same topics in other disciplines (via the BMZ lectures) ;
- have a good grasp of how the traces of medieval culture are visible in today's Europe in general and Northern England in particular (through the excursion to England).

Coursework (pass/fail): Thorough preparation of set reading, active participation, and regular presence are expected. In addition, attendance of three BMZ lectures (dates to be announced) and excursion to England, 12-18 May 2019

Assessment (graded):* All of the above plus a paper of 3000-4000 words

Deadline for Assessed Work: 1 July 2019

Optional Courses

Course Type: Workshop (and MA Workshop)
Title: Creative Writing
Instructor: Franz Andres Morrissey
Time: Thursday 12:30 – 14:00 (no break)
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

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.”

Required Reading: This course does not have any required reading because you will produce the texts.

Learning Outcomes: By the end of this course, it is expected that students will:

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

Coursework (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.

Deadline for Assessed Work: 1 July 2019

Course Type: Workshop (and MA Workshop)

Title: Performing Shakespeare Texts

Instructor: Franz Andres Morrissey

Time: Thursday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

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.

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

Learning Outcomes: By the end of this course, it is expected that students will:

- have developed an understanding for literary texts as oral performance;
- have developed techniques that will be useful for presentation and/or public speaking;
- have learned to speak freely and with minimal preparation.

Coursework (pass/fail): Cumulative course work. Please note that all participants, in order to obtain credits, need to give a performance of a text/texts, which is to be discussed in advance with the instructor.

Course Type: BA Workshop
Title: Reading Classical Myths
Instructor: Samuel Rösli
Time: Monday 14-16
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The mythologies of ancient Greece and Rome have provided a plethora of imagery, storylines, locations, and characters for poets and artists for more than two millennia. The stories about the gods and heroes of the ancient world are referred to in seminal texts of English literature from the Anglo-Saxon period, to – among many others – Chaucer, Shakespeare, Milton, the Romantics, James Joyce and up to contemporary texts such as Neil Gaiman’s novel *American Gods*. In this course we read source texts of classical mythology as a gateway to the stories of the Olympian gods, the Trojan war and the dramatic story of the family of Oedipus. Following the proverbial thread of Ariadne, we will first explore some of the main characters and the topography of the world of classical myth. Later, we will single out particular myths in order to read and discuss them in detail. In these discussions we will consider the role of classical myths in medieval, early modern or modern literature and culture. Also, we will discuss how you can use classical texts in your studies and cover practical matters such as where you can find source texts of particular myths, how to find relevant passages, which translations and editions to use, how to quote them etc.

Required Reading: Excerpts from Homer’s *Iliad*, Ovid’s *Metamorphoses*, Hesiod’s *Theogony*, Sophocles’ *Oedipus the King* and excerpts from other texts will be uploaded onto Ilias. **Please read all the material in the folder “preliminary readings” on Ilias before the first session; your knowledge of them may be subject to examination.**

Learning Outcomes: By the end of this course students:

- are familiar with the main characters and stories of Greek and Roman mythology;
- have gained an overview of the most influential texts which express these myths;
- are able to distinguish different genres in which classical myths occur;
- know online and print tools required when working with mythological material in academic writing;
- are familiar with different strategies of the usage of classical myths in English literatures.

Coursework (pass/fail): Cumulative course work (short written assignments and input talks). The completion of weekly readings, regular attendance, and active participation are expected. Note that the preliminary reading assignment must be completed **before** the first session.

Deadline for Submission of Assessment: Throughout the semester

Course Type: Lecture/Wahlbereich Lecture

Title: Kunst, Ökonomie und Kapital im Mittelalter

Instructor: Annette Kern-Stähler and other Medievalists of the University of Bern and Guest Speakers

Time: Thursday 17:15-18:45

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

BMZ: Das Berner Mittelalter Zentrum (BMZ) hat als interdisziplinäres und Synergien stiftendes Forum an der Universität Bern die Aufgabe, Forschung und Lehre sowie Öffentlichkeitsarbeit auf dem Gesamtgebiet der mittelalterlichen Geschichte und Kultur zu fördern und zu koordinieren. Dies geschieht durch gemeinsame Lehrveranstaltungen, Forschungsprojekte, Publikationen, Sprachkurse, Tagungen und Exkursionen sowie durch Gastvorträge von in- und ausländischen Gelehrten.

Course Description: Dass die Ursprünge der Theorien zu Geld und zur Geldpolitik eigentlich im Mittelalter liegen, ist heute nur wenigen bekannt. Wichtige Autoren wie Nicolas Oresme, Thomas von Aquin, Tholomeus von Lucca und Gabriel Biel haben zu den zentralen Prinzipien und Mechanismen klare Positionen vertreten. Bereits im zwölften Jahrhundert trafen sich Geldwechsler, Händler und Kaufleute an den Börsen in Antwerpen, Brügge, Florenz, Genua, Lucca, Venedig, Barcelona, Palma, Perpignan und Valencia sowie an Souks in Aleppo, Damaskus oder Tunis und schlossen Geschäfte, z.T. auch mit Krediten finanziert, ab.

Wie der Wert des Geldes festgelegt wurde, welche Rolle Geld im transkulturellen Handel, sowie bei der Entstehung höfischer und städtischer Kultur, bei der Errichtung von kommunalen Bauten (z.B. Börsen- und Markthallen) und bei der Finanzierung von Kriegen im Allgemeinen spielte, wird im Rahmen der Vorlesung diskutiert werden.

Ebenso werden vormoderne Vorstellungen über die Wechselbeziehungen zwischen Handel, Ökonomie, Literatur und den Künsten im Mittelalter vorgestellt sowie neuere Forschungen zu einzelnen Institutionen wie den frühen Börsenbauten, der Geldpolitik von Fürsten, der Kirche und Städten sowie den Münz- und Zollstätten und der Entstehung des Rohstoff- und Kunsthandels.

Lektürehinweise:

Bernd Kluge, *Münzen: Eine Geschichte von der Antike bis zur Gegenwart* (München 2016).

Germano Maifreda, *From Oikonomia to Political Economy. Constructing Economic Knowledge from the Renaissance to the Scientific Revolution* (Farnham, 2012).

Alex T. Paul, *Theorie des Geldes. Zur Einführung* (Hamburg, 2017).

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning outcomes: By the end of the term, it is expected that:

- Students will have become familiar with the opportunities and challenges of interdisciplinary scholarship;
- Students will be familiar with the history of theories of money;

- students will have honed their analytical and writing skills.

Assessment (pass/fail or graded): Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung; Anfertigung eines Essays (Umfang: 2800 Wörter) bis Semesterende.

Course Type: Wahlbereich Lecture
Title: Walter Benjamin
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.

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

Programme:

- 06.03.2019 **Prof. Dr. Vivian Liska, Departement für Literatur, Universität Antwerp**
Walter Benjamin Heute
- 13.03.2019 **David Wagner, Berlin**
Wandern in Pudong. Neue chinesische Passagen
- 20.03.2019 **Dr. Toni Hildebrandt, Institut für Kunstgeschichte, Universität Bern**
Zwischen Destruktion und Rettung. Der «Angelus Novus» als Paradigma der Geschichte als Palimpsest
- 27.03.2019 **Prof. Dr. Daniel Weidner, Institut für Kulturwissenschaft, Humboldt Universität; Direktor, Zentrum für Literatur- und Kulturforschung, Berlin**
Heilserwartungen nach 1968 / Politik und Religion
- 03.04.2019 **Dr. Reto Sorg, Robert Walser Zentrum; Neuere Deutsche Literatur, Université de Lausanne**
Walter Benjamin liest Robert Walser
- 10.04.2019 **Dr. Sami Khatib, Leuphana Universität Lüneburg**
Messianisches ohne Messianismus. Mystik und Materialismus als Thema bei Benjamin
- 17.04.2019 **Prof. Dr. Dr. Claus Beisbart, Institut für Philosophie, Universität Bern**
«Die vernichtende Kritik muss sich ihr gutes Gewissen wieder erobern» - Walter Benjamin und die Möglichkeit der Kritik

- 01.05.2019 **Dr. des. Nassima Sahraoui, Forschungsinstitut für Philosophie, Hannover**
Melancholie; «Selbstmord- Quintessenz der Moderne»
- 08.05.2019 **Prof. Dr. Alexander Honold, Neuere Deutsche Literaturwissenschaft, Universität Basel**
Ambulantes und Stationäres Denken: Reise und Exil in Benjamins Schreibformen
- 15.05.2019 **Prof. Dr. Thomas Macho, Internationales Forschungszentrum Kulturwissenschaften, Kunstuniversität Linz**
Die Universität (von) Muri – Oder: Die Aufgabe der Intellektuellen Kooperation mit Gemeinde Muri Abschlussapéro
Ort: Villa Mettlen

Grade Requirement: Die Studierenden verfassen von mindestens dreien der Einzel-vorlesungen 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).

Research Module

Course Type:	BA Colloquium
Title:	Language and Linguistics
Instructor:	David Britain / Crispin Thurlow / Sue Fox
Times:	Monday 14-16
Sessions:	18 February, 25 February, 25 March; 15 April (thesis students only); all day 10 May
Credit Points:	2 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This Research Colloquium is for students who are either planning to write or are already in the process of writing their BA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. All registered students are expected to attend three initial framing sessions (General Introduction, Writing Skills, Presentation Skills) and then participate fully in a one-day conference later in the semester. Students writing their theses are required to attend an additional "analysis clinic" in week 9 of the semester.

Learning Outcomes: By the end of this course, it is expected that students will:

- know the general expectations for BA theses in Language and Linguistics;
- have acquired basic skills and best-practice techniques for academic writing;
- have acquired basic skills and best-practice techniques for academic presentations;
- be familiar with a variety of theoretical frameworks, research designs and methodologies in Language and Linguistics.

Coursework (pass/fail): All registered students are expected to be present for the whole conference; they should also attend each of the three framing sessions. Students can be exempted from attending the framing sessions provided they furnish evidence to prove prior attendance two times at each of the three sessions.

- Students presenting their theses will be expected also to prepare – and submit by fixed deadlines – an abstract of their thesis and a copy of their slideshow.
- Students not presenting (i.e. their first semester of the colloquium) will be required to undertake a supplementary research exercise to justify the 2 ECTS earned.

Note: Failure to attend the framing sessions (without exemption) or any part of the conference will result in extensive make-up tasks (e.g. a six-page annotated bibliography; typed reports on three or more conference presentations). The same applies, where relevant, for the analysis clinic.

Deadline for Assessed Work: All work should be completed by the time of the conference and no later than the end of the teaching term.

Course Type: Bachelor Colloquium
Title: North American Literature I
Instructors: Gabriele Rippl
Time: Thursday 10-12
Sessions: 21 February, 7 March, 21 March, 4 April, 2 May, 9 May
Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help BA candidates to improve the structure and style of their final academic papers.

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Course Type: Bachelor Colloquium
Title: North American Literature II
Instructors: Thomas Claviez / Julia Straub
Time: Thursday 10-12
Sessions: 21 February, 7 March, 21 March, 4 April, 2 May, 9 May
Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help BA candidates to improve the structure and style of their final academic papers.

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Course Type: Bachelor Colloquium

Title: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Virginia Richter

Time: Thursday (time see below)

First Session/Sessions: 21 February 10-12;
Block sessions: 7 March 9-13, 2 May 9-12

Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help BA candidates to improve the structure and style of their final academic papers.

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature

Course Type: ARL Exam

Title: Advanced Readings in Linguistics and Literature

Supervisor: Franz Andres Morrissey

Dates: Exam Date: 21 May 2019
Resit Date: 4 September 2019

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 specialisation 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:

- Four texts from North American Literature (one novel, one play, one short story, one set of poetry);
- Four texts from Medieval and Modern English Literature (one novel, one play, one piece of short fiction, one set of poetry);
- Four texts from Language and Linguistics. The student will also choose a specialisation list from one of the three sections.

Please consult the Reading List on the Department Webpage:

http://www.ens.unibe.ch/unibe/portal/fak_historisch/dsl/ens/content/e41030/e72711/e598299/e694204/2018_ReadingList_eng.pdf

Learning Outcomes: By the end of this course, it is expected that students will:

- have got to know a set of core texts in Language and Linguistics, North American Literature and Medieval and Modern English Literature;
- have acquired detailed knowledge of a further set of texts from a chosen section.

Assessment (pass/fail): Exam (30 minutes)

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

MA STUDIES

Specialisation Language Linguistics

Course Type:	MA Lecture (and FM Lecture)
Title:	Doing Gender in Linguistics and Literary Studies
Instructor:	David Britain / Annette Kern-Stähler / Virginia Richter / Gabriele Rippl / Crispin Thurlow
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Course Description: Through a number of internet campaigns, such as The Everyday Sexism Project (everydaysexism.com), #Aufschrei and, most recently and most prominently, #MeToo, the continuing existence of unequal power relations between men and women, unequal economic conditions, as well as the ubiquity of sexual harassment have found their way into public consciousness. At the same time, the academic field that for several decades has been dedicated to analysing precisely such structural inequalities, Gender Studies, is often dismissed in the media, labelled as unscientific, normative and ideological. We invite students to form their own opinion on one of the most vibrant interdisciplinary subjects, one that has an immediate relevance for every person's daily life. In this lecture series, we want to offer a differentiated overview of various aspects of the field, historicising gender norms (for example, in the Middle Ages and the Early Modern period, on both sides of the Atlantic), analysing the role of gender in language and discourse, and looking at gender as a category of knowledge production. The lecture series will draw on classic studies such as Judith Butler's *Gender Trouble* as well as the most recent insights in Queer Studies, Masculinity Studies and Colonial/Postcolonial Studies. In addition to lectures offered by Bernese professors of English across Linguistics and Literary Studies, we have invited several leading international scholars as guest speakers.

Required Reading: For each session, set texts will be uploaded on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students:

- will have familiarised themselves with selected key texts in Gender Studies;
- will have acquired an overview of important research areas within the field; and,
- will be able to discuss critically questions relating to gender and sexuality.
- This lecture course addresses central aspects of cultural sustainability (also known as the fourth pillar of sustainability). Moreover, it participates in the discussion of the global standards of sustainability as defined by the UN General Assembly.

Assessment (pass/fail or graded): * Pass/fail

Exam date: 15 May 2019

Resit date: 29 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.9.

Course Type:	MA Lecture (and BA Lecture)
Title:	Singing Social Friction: Community Building Through Antihegemonic Performances
Instructors:	Franz Andres Morrissey / Britta Sweers
Times:	Tuesday 10-12
Credit Points:	3 ECTS

Course Description: In this lecture we will look at popular songs of protest and songs that are critical about societal inequality and of authority, mainly from the British Isles, with a time frame ranging from the Jacobite Rebellions in Scotland (18th century) and the Irish struggle for independence, taking in class conflict before and as a result of the Industrial Revolution, but also soldiers' songs in the World Wars and protest in the 20th and 21st century (e.g. Anti-Vietnam protests, Labour songs and Occupy Wall Street). Such songs have a number of socially important functions inasmuch as they address social friction and in doing so present an “underdog” perspective of takes on events often ignored in top-down (political and social) history. Furthermore, they are a very powerful tool for mobilisation in social movements, for creating solidarity and for expressing social criticism through the lens of “historicity” of traditional songs of inequality by implying parallels to injustice in present times. As far as the actual focus of this lecture is concerned, see “Learning Outcomes” below.

Required Readings:

These will be uploaded in Ilias and on www.morrissey.unibe.ch

Learning Outcomes: By the end of this course, it is expected that students will understand or have gained insights into:

- basic notions of folk song performance especially in terms of
 - performance frames
 - the role(s) of the performer
 - as a means of dissemination and transmission of original song material
- strategies for addressing the “social drama” inherent in the conflict between hegemonic and antihegemonic discourse
- the impact of folk song performances at the time of their composition and in present-day practice (folk scene)
- social stratification of the 19th/20th century, also as far as authorship and dissemination of songs of social comment are concerned
- the multimodality of protest in song, musically and linguistically;
- the role of communal singing as a means of mobilisation;
- discourse strategies in the depiction of “us and them” inherent in the songs;
- links between historical events and social movements of the period with the content of the songs.

Evaluation (pass/fail): Students who want this lecture counted for English need to hand in a brief summary of what they perceived as the academic core insight of each lecture as well as their own take-home message, a template for which will be uploaded on the relevant webpages. These are due in Weeks 5, 10 and at the end of the course.

Assessment (graded):* Students requiring a grade are expected to provide somewhat more detail in the above summaries.

Exam Date: Dates for handing in the final assignment (as mentioned above) is Friday, 31 May.

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type: MA Seminar (Excursion)

Title: Investigating new dialects: English in Malta

Instructor: David Britain

Time: Tuesday 16-18 and Wednesday 16-18 on 27 March

Dates: 19 February, 26 February, 26 March, 27 March, 7 May, 28 May
Excursion Dates: 19 – 24 May

Note: The excursion will be run in conjunction with Prof. Crispin Thurlow's MA excursion seminar.

Note: Excursion orientation session starts at 21:00 Sun 19 May; wrap-up session ends by 11:30 Fri 24 May

Note: For more information about the Dekanat's financial subsidy for excursion seminars, please visit:
http://www.philhist.unibe.ch/about_us/financial_support/study_trips/index_eng.html

Credit Points: 7 ECTS (ungraded 4 ECTS)

Course Description:

In this course we examine how new dialects of English have come into being in contexts where English is **not** the dominant ambient language used in the community. We begin with some theoretical framing of this issue, and a look at some of the typical linguistic characteristics of these what have come to be known as 'New' or 'World' Englishes. Most Englishes examined in this regard are to be found in Asia (e.g. Singapore, India, Hong Kong) or Africa (e.g. Nigeria, Ghana...).

In this course we examine a rare European case, that of Malta. The course will prepare students to collect and examine recordings of Maltese English by looking at we already know, thinking about how to collect data of different kinds that can inform us about Maltese English, and planning fieldwork that will be carried out during a 5-day trip to Malta in May. Once the trip is complete, students will analyse the data collected and write a report on their findings. As part of our preparations for visiting Malta, we will hear from Prof. Dr. Gabriella Mazzon, University of Innsbruck, during talks on Tuesday 26th and Wednesday 27th March (16:00 to 18:00).

Required Reading: Will be placed on ILIAS

Learning Outcomes: By the end of this course, it is expected that students will:

- understand the contexts in which new Englishes have emerged generally, and in the specific case of Malta;
- be aware of the linguistic characteristics of such Englishes;
- gain experience in designing and implementing a small research project;
- gain experience in analysing spoken language data.

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

- read the relevant preparatory literature;
- follow the excursion in Malta;
- prepare and undertake a Rapid Anonymous Survey in Malta.

Assessment (graded):* In addition to the work above, you will be expected to analyse recordings of Maltese English collected during the fieldwork trip and write an essay based on your analysis – the classes before the trip will prepare you for this.

Deadline for Assessed Work: Analysis essays should be submitted by 14 June 2019.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type: MA Seminar (Excursion)
Title: Language and Space/Place: Malta
Instructor: Crispin Thurlow
Time: Tuesday 12-14

Dates: 26 February, 12 March, 9 April, 30 April;
26 March, 27 March 16-18;
Excursion Dates: 19 – 24 May

Note: Excursion orientation session starts at 21:00 Sun 19 May; wrap-up session ends by 11:30 Fri 24 May

Note: The excursion will be run in conjunction with Professor David Britain's MA excursion seminar. It is possible to take both seminars.

Note: For more information about the Dekanat's financial subsidy for excursion seminars, please visit:
http://www.philhist.unibe.ch/about_us/financial_support/study_trips/index_eng.html

Credit Points: 7 ECTS (ungraded 4 ECTS)

Course Description: This excursion seminar will take you on a carefully designed scholarly and cultural journey whose main focus is the way language and other modes of communication are used to represent, organize and construct spaces. This is what some scholars refer to as the study of linguistic or semiotic landscapes, drawing on cutting-edge ideas from across the discourse studies, linguistic anthropology, sociolinguistics and multilingualism studies. In understanding the situated nature of language-in-space, there is no substitute for moving through places first-hand, observing the flow and organization of spatial practices, listening to and recording interactions, etc. To this end, our ethnographically-informed focus will be on Malta where, through a combination of hands-on fieldwork, scholarly reading and class discussions, you will learn about the representation, organization and discursive production of this small country in ways that go well beyond the usual touristic ways of seeing. As part of our preparations for visiting Malta, we will hear from Prof. Dr. Gabriella Mazzon, University of Innsbruck, during talks on Tuesday 26th and Wednesday 27th March (16:00 to 18:00).

Required Reading: 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, although guided by reading quizzes preparing you for discussion in our class meetings. (See below for more information about graded assessment.)

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

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

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

- complete a series of academic readings which constitute the theoretical and methodological framing for the seminar;
- complete reading quizzes and/or in-class reviews of these readings, leading to discussion and analysis;
- undertake a series of in-country (Malta) fieldwork exercises, preparing field notes and post hoc discussion;
- participate respectfully, thoughtfully and concretely in the discussion of other people's work from the seminar.

Assessment (graded):* *In addition to the work above, you will be expected to sit a review test addressing material covered in the assigned reading and/or to prepare a short (max. ten pages) re-entry essay. Details to be decided later.

Deadline for Assessed Work: All assessed work should be completed and submitted no later than the last day of the teaching semester.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 9.

Course Type:	MA Seminar
Title:	Language, Identity and Migration
Instructor:	Sue Fox
Time:	Wednesday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In this seminar we will examine the multi-faceted relationships between language, identity and migration. The course investigates different types of migration, such as forced versus voluntary and temporary versus permanent, for their linguistic and sociolinguistic consequences. Linguistic consequences of migration include phenomena such as contact-induced language change and new-dialect formation. Sociolinguistic consequences of migration include changes in a group's ethnolinguistic vitality; language and endangerment phenomena such as language shift, death and loss; immigrants' acculturation orientations and host communities' ideologies for the integration of immigrants as well as altered ethnolinguistic identities. In order to fully reflect the breadth of issues in the field of language, identity and migration, the seminar will explore data from various regions as well as various different types of texts and sources.

Required Reading: Weekly readings will be uploaded to ILIAS

Learning Outcomes: By the end of this course, it is expected that students will be able to:

- demonstrate a systematic understanding of the key concepts and theories in the field of language, identity and migration;
- analyse and critically evaluate current debates and controversies in the field;
- competently work with the different types of text and sources that are relevant in the field;
- demonstrate an awareness of the practical implications of research in this field.

Coursework (pass/fail): Regular attendance, class participation and an oral presentation

Assessment (graded):* Regular attendance, class participation, an oral presentation and a written assignment of approximately 5000 words.

Deadline for Assessed Work: 21 June 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	MA Seminar
Title:	Constructing Communities
Instructor:	Franz Andres Morrissey
Time:	Wednesday 8-10
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: There are countless ways in which individuals define themselves in terms of a social groupings or may find themselves associated with one, more or less by choice. They are typically formed around one or more features, characteristics or values that the individuals in these groupings share or aspire to; membership may be determined by the degree to which an individual conforms with these features and characteristics or shares these values, in other words, how they see themselves or are seen as a community of some description. This may sound somewhat vague but as we shall see, there are some more tightly constructed communities, where membership is based on rigid and exclusive criteria, whereas other communities are very loose in their make-up and individuals may gain access and maintain membership as well as leave the community with few to no formalities. What may complicate the picture is that in some communities members need to share the same time and space, whereas in others only one or neither may be a prerequisite for the community-typical social interaction. In this seminar we shall first develop a set of criteria for how communities are created and maintained and how their boundaries are constructed socially and discursively. We will then focus on a number of practical examples to be explored in small working groups, where the criteria developed previously are put to the test. The choice of the communities to be explored will be left to the groups and developed in discussions. The results are to be presented in interactive sessions, when the plenum will be given an opportunity to examine the findings of and to suggest ways to refine the approaches of the “expert” group.

Required Reading: This will be uploaded in time on www.morrissey.unibe.ch

Learning Outcomes: By the end of this course, it is expected that students will understand:

- how various communities are constituted;
- what criteria are important for the creation and maintenance of a community;
- how the criteria are negotiated (or, by contrast, are non-negotiable) in discourse;
- how these criteria apply to an existing community to be researched;
- the differences between levels of communal cohesion in different communities;
- and which aspects of the concept of “community” would be in need of critical appraisal.

Coursework (pass/fail): Continuous assessment of assignments given in the seminars and a successful moderation of a class session on a focus community of the students choosing.

Assessment (graded):* A mark to be derived from the seminar moderation and an independent study project, which can focus on the same group as the moderation session, but needs to explore at least one aspect in more detail; the results of this study project are in the form of a podcast with a script, a poster with a presentation documentation or a seminar paper.

Deadline for Assessed Work: 6 July 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	MA Seminar
Title:	Multilingualism Across Different Global Contexts
Instructor:	Kellie Gonçalves
Time:	Friday 10-15
Dates:	Block sessions: 5 April, 12 April 10-12; 23 – 26 April 10-15; 17 Mai 10-15
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: This course offers a post-modern perspective of language(s) and multilingual practices within different socio-cultural and political contexts on a global level. This course will allow students to engage directly and critically with current and debated theoretical and methodological trends in the field of multilingualism studies, with a focus on different contexts:

- multilingualism within families and family language policy (FLP);
- multilingual workplaces in both white and blue-collar domains;
- multilingualism, literacy, policy and education;
- multilingual scripts and orthography online and offline.

An essential part of this course is to engage students in an empirical hands-on project, part of which they will carry out during the course, which includes data collection, transcription, coding and analysis.

Required Reading: All texts will be available online at the beginning of the semester on ILIAS.

Learning Outcomes: Subsequent to this course, students will be able to engage critically with theoretical concepts within the field of multilingualism studies. They will become familiarized with different theoretical frameworks and methodological approaches within the field and be able to academically position themselves as both students and researchers in the field based on their own fieldwork and projects. Students will carry out a small empirical study on their own and present their findings in a student conference.

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

Assessment (graded): Seminar paper 4500 words, 10 minute presentation (17 May 2019); fieldwork session; article discussion & presentation (10 minutes)

Deadline for Assessed Work: Submission of seminar paper 10 May 2019

Course Type:	MA Seminar
Title:	Literary Dialect
Instructor:	Shane Walshe
Time:	Thursday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Linking the fields of literature and linguistics, this weekly seminar will focus on the conventions used by authors to portray dialects in writing. In addition to examining the purpose of literary dialect, we will address its limitations, notions of authenticity and consistency, as well as possible problems of interpretation, depending on the linguistic backgrounds of both author and audience. In keeping with the multilingual nature of the Master's programme, we will also explore the difficulties one encounters when translating literary dialect into other languages and the strategies that translators use to overcome these obstacles.

By comparing the findings from corpora of spoken English with corpora of literary dialect, we will also investigate the validity of using the latter as linguistic evidence. Along the way, we will explore a wide range of topics relevant to the study of language and society, such as class, ethnicity, locale, gender and age, as well as other important issues pertaining to identity and language, including indexicality and enregisterment. Over the course of the semester, students will also be exposed to literary dialect not only in various literary genres, but also across a variety of media, such as comics and film.

Required Reading: Reading material for the individual sessions will be made available on the ILIAS platform.

Learning Outcomes: After attending this seminar, students will:

- be familiar with the various strategies employed by writers to convey dialect features in fictional writing;
- be familiar with the ideologies that motivate the use of varying forms of literary dialect;
- be aware of the criticisms that apply to the use of same;
- be conscious of the differing approaches used in different languages and across different genres and media;
- be conscious of the use of literary dialect in everyday life, including in literature, cinema, jokes and advertising.

Coursework (pass/fail): Attendance, active participation, thorough preparation of set texts, in-class presentation

Assessment (graded): Attendance, active participation, thorough preparation of set texts, in-class presentation as well as a seminar paper

Deadline for Assessed Work: 18 August 2019

Specialisation Literature

Course Type:	MA Lecture (and FM Lecture)
Title:	Literature and the Real: American Realism and Naturalism
Instructor:	Thomas Austenfeld
Time:	Wednesday 16-18
Credit Points:	3 ECTS

Course Description: After the end of the Civil War, American writers turned away from symbolic and allegorical writing, seeking instead precise descriptions and plots that were probable instead of merely possible. They investigated social milieus to discover the degree to which human agents had free will. Rebecca Harding Davis, Mark Twain, William Dean Howells, and Henry James each produced lasting statements of realistic and psychologically astute fiction.

The next generation of writers, the naturalists, embraced supposedly scientific ideas about heredity and social environment as being more powerful than human agency. Frank Norris, Jack London, Stephen Crane, and Theodore Dreiser all chronicled fates crushed by circumstance.

The sexual and racial codes of the late 19th century were explored in a considerably more complex manner by women such as Edith Wharton, Kate Chopin, and Willa Cather (already on the cusp of Modernism) and by writers highlighting African Americans' fates from (white) George Washington Cable to (black) Charles Chesnutt.

Required Reading: The lecture will explore the central fictional texts and theoretical statements of American Realism and Naturalism. In order to ensure an adequate reading load, **several shorter texts, selections from some novels, and the required theoretical statements will be provided on ILIAS.** Two full-length novels are required in addition.

- Rebecca Harding Davis, *Life in the Iron-Mills* **must be read before the first session; your knowledge of it may be subject to examination.**
- Mark Twain, "*The Celebrated Jumping-Frog of Calaveras County*"
- Henry James, "*Daisy Miller*"
- William Dean Howells, "*Editha*"
- George Washington Cable, "*Belles Demoiselles Plantation*"
- Jack London, "*The Law of Life*"
- Kate Chopin, *The Awakening* Oxford UP, 2008. ISBN: 978-0199536948
- Theodore Dreiser, *Sister Carrie* Oxford UP, 2009. ISBN: 978-0199539086
- Stephen Crane, **selections** from *The Red Badge of Courage* or *Maggie, A Girl of the Streets*
- Frank Norris, **selections** from *McTeague*
- Edith Wharton, **selections** from *The House of Mirth* and "Roman Fever"
- Charles Chesnutt, "*The Doll*"

- Willa Cather, "*Paul's Case*"

Learning Outcomes: By the end of this course, it is expected that students will:

- accurately describe and assess the historical, sociological, and narratological conditions of American realism
- accurately describe and assess the historical, psychological, and narratological conditions of American naturalism
- critically evaluate the major theoretical statements of realist and naturalist writers
- compare and contrast the aesthetic and stylistic tools of realism and naturalism
- establish connections to the major movements that preceded (dark romanticism and transcendentalism) and succeeded (modernism) the era of realism and naturalism
- assess the traces and relevance of realism and naturalism in contemporary American literary culture

Coursework (pass/fail):* I can give grades to those who require them.

Assessment (pass/fail or graded): 29 May 2019

Deadline for Assessed Work: 29 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.9.

Course Type:	MA Lecture
Title:	Conceptualizing Cosmopolitanism and World Literature
Instructor:	Thomas Claviez
Time:	Tuesday 16-18
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.

Required Reading: 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.

Coursework (pass/fail): Cumulative Course Work, Lecture Notes

Assessment (pass/fail or graded):* 28 May 2019

Deadline for Assessed Work: 28 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type:	MA Lecture (and Free-Standing BA Lecture)
Title:	A Short History of the Comedy
Instructor:	Ursula Kluwick
Time:	Thursday 12-14
Credit Points:	3 ECTS

Course Description: In this course, we will look at the development of the comedy as a dramatic genre, from the early modern period up to the present. We will consider different theories and functions, forms and styles of comedy, typical character types associated with the genre, the language and rhetoric of comedy, and the relation between “the comic” as a mode and “comedy” as a genre. A few plays will be discussed in detail and with reference to their performance history.

Required Reading: A reading list will be available on my departmental website and some material will also be made available on ILIAS. **Please read all the primary material (to be found on the reading list) before the start of semester.**

Learning Outcomes: By the end of this course, it is expected that students will be familiar with different theories of comedy, as well as with the history of the comedy as a dramatic genre from the early modern period up to the present. They will have a sense of historical shifts in form and style and be able to use the correct terminology when discussing the genre and its subgenres. In addition, students will develop a sense of the cultural and social functions of the comedy and be aware of how these have changed over the course of time. They will also be able to set the required reading into its cultural and historical context.

Assessment (pass/fail or graded): * Written exam on 9 May 2019

Resit Date: 23 May 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.9.

Course Type:	Lecture
Title:	Kunst, Ökonomie und Kapital in Mittelalter
Instructor:	Annette Kern-Stähler and other Medievalists of the University of Bern and guest speakers
Time:	Thursday 17:15-18:45
Credit Points:	3 ECTS

BMZ: Das Berner Mittelalter Zentrum (BMZ) hat als interdisziplinäres und Synergien stiftendes Forum an der Universität Bern die Aufgabe, Forschung und Lehre sowie Öffentlichkeitsarbeit auf dem Gesamtgebiet der mittelalterlichen Geschichte und Kultur zu fördern und zu koordinieren. Dies geschieht durch gemeinsame Lehrveranstaltungen, Forschungsprojekte, Publikationen, Sprachkurse, Tagungen und Exkursionen sowie durch Gastvorträge von in- und ausländischen Gelehrten.

Course Description: Dass die Ursprünge der Theorien zu Geld und zur Geldpolitik eigentlich im Mittelalter liegen, ist heute nur wenigen bekannt. Wichtige Autoren wie Nicolas Oresme, Thomas von Aquin, Tholomeus von Lucca und Gabriel Biel haben zu den zentralen Prinzipien und Mechanismen klare Positionen vertreten. Bereits im zwölften Jahrhundert wurde ähnlich wie an modernen Börsen trafen sich Geldwechsler, Händler und Kaufleute an den Börsen in Antwerpen, Brügge, Florenz, Genua, Lucca, Venedig, Barcelona, Palma, Perpignan und Valencia sowie an Souks in Aleppo, Damaskus oder Tunis und schlossen Geschäfte z.T. auch mit Krediten finanziert ab.

Wie der Wert des Geldes festgelegt wurde, welche Rolle Geld im transkulturellen Handel, sowie bei der Entstehung höfischer und städtischer Kultur, bei der Errichtung von kommunalen Bauten (z.B. Börsen- und Markthallen) und bei der Finanzierung von Kriegen im Allgemeinen spielte, wird im Rahmen der Vorlesung diskutiert werden.

Ebenso werden vormoderne Vorstellungen über die Wechselbeziehungen zwischen Handel, Ökonomie, Literatur und den Künsten im Mittelalter vorgestellt sowie neuere Forschungen zu einzelnen Institutionen wie den frühen Börsenbauten, der Geldpolitik von Fürsten, der Kirche, und Städten und den Münz- und Zollstätten, und der Entstehung des Rohstoff- und Kunsthandels.

Lektürehinweise:

Bernd Kluge, *Münzen: Eine Geschichte von der Antike bis zur Gegenwart* (München 2016).
 Germano Maifreda, *From Oikonomia to Political Economy. Constructing Economic Knowledge from the Renaissance to the Scientific Revolution* (Farnham, 2012).
 Alex T. Paul, *Theorie des Geldes. Zur Einführung* (Hamburg, 2017).

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning outcomes: By the end of the semester, it is expected that:

- students will have become familiar with the opportunities and challenges of interdisciplinary scholarship;
- students will be familiar with the history of theories of money;
- students will have honed their analytical and writing skills.

Assessment (pass/fail or graded): Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung; Anfertigung eines Essays (Umfang: 2800 Wörter) bis Semesterende.

Course Type:	MA Seminar
Title:	Reading Walter Benjamin/Walter Benjamin lesen
Instructor:	Div. members of the Phil-hist. Faculty
Time:	Wednesday, roughly weekly (see dates below) 12-16
Dates:	20 February, 6 March, 13 March, 27 March, 17 April, 15 May, 29 May
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The reading seminar will familiarize students with some of the most important aspects of Benjamin's oeuvre. It is taught by different members of the Phil-hist. faculty, and thus constitutes the first attempt to co-teach a seminar in this comprehensive manner. The seminar will be taught partly in German, partly in English.

Please note: This seminar is run by the WBK. There is only space for 5 students from this department. In order to have access to ILIAS, please follow the link in KSL.

Required Reading: All readings will be uploaded on ILIAS. Students should check early which readings are required for the first two sessions.

Learning Outcomes: By the end of this course, it is expected that students will:

- have gained an overview on the impressive breadth of Benjamin's work;
- have gained an idea as to the enormous influence his oeuvre still yields in different disciplines;
- have intensely read and discussed some of his most important concepts.

Coursework (pass/fail): Regular attendance, membership in discussion groups, one short presentation

Assessment (graded):* Additional 6000-7000 word term paper

Deadline for Assessed Work: 15 August 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	MA Seminar
Title:	American Literature and Culture 1919-1939
Instructor:	Thomas Claviez
Time:	Tuesday 12-14
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: The two decades between the two World Wars arguably constitute the most exciting epoch in US-American Literature and Culture. Most notably, they witness the emergence of Avant-Garde Modernism; however, there is a multitude of other phenomena – such as the ‘Roaring 20s,’ the ‘Lost Generation,’ the short-lived rise of an American Left, a boost in popular culture, the ‘Harlem Renaissance’ and the socially engaged social documentary – that combine for an unprecedented variety of literary and cultural forms of expression during this era. The seminar will provide an overview of these manifold forms, and analyse paradigmatic texts and other artefacts of these two decades, addressing also new developments in painting and architecture.

Required Reading: Most of the reading will be collected and uploaded on ILIAS. The students are expected to read Jean Toomer, *Cane*, James Agee and Walker Evans, *Let’s Now Praise Famous Men*, and Agnes Smedley, *Daughter of Earth*.

Learning Outcomes: By the end of this course, it is expected that students will:

- have familiarized themselves with some of the main currents of US-American Modernism;
- have an overview of the rich variety of cultural and literary expressions of the 20’s and 30’s;
- be able to draw some connections between the political and economic developments within these two decades, and the artistic manifestations analysed.

Coursework (pass/fail): One presentation in the seminar, regular attendance and active participation.

Assessment (graded):* All of the above, plus a seminar paper (4000-5000 words)

Deadline for Assessed Work: 15 August 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	MA Seminar (Excursion)
Title:	The Power of Money: Economics, Money, and Commerce in Late Medieval English Literature
Instructors:	Annette Kern-Stähler / Nicole Nyffenegger
Time:	Thursday 14-16 on 21 February, 2 May, 9 May, 23 May; Thursday 17-19 (3 BMZ Lectures to be announced); Excursion dates: 12-18 May
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Late medieval literature abounds in textual witnesses of the developing towns, the rising mercantile class, and the increasingly complex economy of salvation. Money from the flourishing wool-trade enabled merchants to build churches and town houses, donate altars, and fund the production of art and literature. Literary works of all genres tell stories of wealth and poverty, greed and ruin, treasures and fortune. In this course, we will critically analyse a variety of texts and embed them in their cultural and geographical contexts. We will expand our explorations into other disciplines by visiting and discussing three lectures of the interdisciplinary Berner Mittelalter Zentrum (BMZ) lecture series on the same topic (dates to be announced). In May, we will explore the traces of the power of money on a one-week interdisciplinary excursion to England, together with students of medieval history.

Required Reading: The relevant primary and secondary texts will be made available on Ilias.

Learning Outcomes: By the end of this course, it is expected that students will:

- have read and discussed a variety of late medieval English texts relating to economics, money, and commerce;
- have further practiced their skills in analysing literature and writing short argumentative papers about the texts discussed;
- have some insight into approaches to the same topics in other disciplines (via the BMZ lectures);
- have a good grasp of how the traces of medieval culture are visible in today's Europe in general and Northern England in particular (through the excursion to England).

Coursework (pass/fail): Thorough preparation of set reading, active participation, short writing assignments, and regular presence are expected. In addition, attendance of three BMZ lectures (dates to be announced) and excursion to England, 12-18 May 2019.

Assessment (graded):* All of the above plus a paper of 4000-5000 words.

Deadline for Assessed Work: 1 July 2019

Course Type:	MA Seminar
Title:	Empire Windrush: Writing (in) Multiracial Britain
Instructor:	Virginia Richter
Time:	Tuesday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In 1948, the British Nationality Act gave British citizenship to all people living in the United Kingdom and its colonies, and the right to entry and settlement in the UK. On 22 June 1948, the ship HMT Empire Windrush docked at Tilbury near London, bringing 802 workers from the Caribbean to the UK. This event gave the name 'Windrush Generation' to the many people of colour who immigrated from the colonies between the late 1940s and the early 1970s, transforming Great Britain into a multiracial and multicultural society. In 2018, it became known that the Windrush immigrants and their descendants, although legal residents, had been targeted by the 'hostile environment' policy implemented by former home secretary Theresa May. They faced harassment ranging from the denial of medical care and social benefits to threats of deportation. Between these two dates, the history of the Windrush generation unfolds, a story of migration, work, a difficult quest for belonging and the fight against racism. Taking this historical and political background into consideration, we will discuss three novels that explore the experience of Britain's citizens of Caribbean descent: Sam Selvon's *The Lonely Londoners* (1956), Andrea Levy's *Small Island* (2004) and Caryl Phillips's *In the Falling Snow* (2010). The theoretical framework of this seminar will be based on concepts developed in Postcolonial Studies.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following books as hard copy (no ebooks!) and read them before the beginning of the semester: Sam Selvon, *The Lonely Londoners*. Intr. Susheila Nasta. London: Penguin Modern Classics, 2006; Andrea Levy, *Small Island*. 10th Anniversary Edition. Intr. Gary Young. London: Tinder Press, 2014; Caryl Phillips, *In the Falling Snow*. London: Vintage, 2010. **Please use the recommended editions.** Copies have been ordered at the Bugeno bookshop, main building. Theoretical texts will be made available on ILIAS before the beginning of the semester.

Learning Outcomes: By the end of this course, it is expected that students will have gained insight into the complex debate on migration, citizenship and belonging in contemporary British, and by extension European, society; they will have a good grasp of analytical concepts such as ethnicity; they will have a deeper understanding of British literary and political history after the Second World War.

Coursework (pass/fail): Oral presentation, project work, regular active participation

Assessment (graded):* Written seminar paper

Deadline for Assessed Work: 15 July 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Course Type:	MA Seminar
Title:	Rewriting the Black Atlantic
Instructor:	Julia Straub
Time:	Monday 10-12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: In the 1990s, Paul Gilroy coined the notion of the “Black Atlantic” to give full credit to a black Atlantic culture that for centuries has thrived beyond geo-political borders. In the last 10 years, a number of American and African writers such as Chimamanda Ngozie Adichie, Teju Cole, Taiye Selasi, and NoViolet Bulawayo have emerged. Their works celebrate this fluid site of cultural production, but also put it into a new light, flaunting cosmopolitan identities and offering exciting perspectives on ethnic and racial identities in the 21st century, in the United States and beyond. In this seminar, we will turn to these contemporary literary voices with the aim of revisiting Gilroy’s concept, allowing us to critically explore the images (and their contortions) of the United States, Africa, and Europe which they produce.

Required Reading: These are the longer texts that must be read before the first session; your knowledge of them may be subject to examination. The sequence of our reading will be Selasi – Adichie – Coates – Bulawayo. Copies have been ordered at the Bugeno:

- Taiye Selasi. *Ghana Must Go*. London: Penguin, 2014. ISBN-13: 978-0143124979
- Chimamanda N. Adichie. *Americanah*. London: HarperCollins, 2014. ISBN: 978-0007356348
- NoViolet Bulawayo. *We Need New Names*. London: Vintage, 2014. ISBN: 978-0099581888
- Ta-Nehisi Coates. *Between the World and Me*. New York: Spiegel and Grau, 2017. ISBN: 978-0525510307

Learning Outcomes: By the end of this course, it is expected that students will:

- be able to identify and give persuasive accounts both orally and in writing of some of the key issues in contemporary African American and African writing;
- be able to apply important theoretical concepts to a discussion of contemporary literary works;
- be able to situate contemporary literature within broader transatlantic and transnational frameworks of investigation;
- be able to independently work on little researched aspects of contemporary literature.

Coursework (pass/fail): Regular and active participation, oral presentation.

Assessment (graded):* Seminar paper of 6000 words.

Deadline for Assessed Work: 30 June 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.9.

Optional Courses

Course Type:	Workshop (and BA Workshop)
Title:	Creative Writing
Instructor:	Franz Andres Morrissey
Time:	Thursday 12:30–14:00 (no break)
Credit Points:	3 ECTS

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

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.”

Required Reading: This course does not have any required reading because you will produce the texts.

Learning Outcomes: By the end of this course, it is expected that students will:

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

Coursework (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.

Deadline for Assessed Work: 1 July 2019

Course Type:	Workshop (and BA Workshop)
Title:	Performing Shakespeare Texts
Instructor:	Franz Andres Morrissey
Time:	Thursday 16-18
Credit Points:	3 ECTS

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

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.

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

Learning Outcomes: By the end of this course, it is expected that students will:

- have developed an understanding for literary texts as oral performance;
- have developed techniques that will be useful for presentation and/or public speaking;
- have learned to speak freely and with minimal preparation.

Coursework (pass/fail): Cumulative course work. Please 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.

Research Module

Course Type:	MA Colloquium
Title:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow / Sue Fox
Time:	Monday 14-16
Sessions:	18 February, 25 February, 25 March; 8 April (poster presenters only); all day 03 May
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: This research colloquium is for students who are either planning to write or are already in the process of writing their MA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. All registered students are expected to attend three initial framing sessions (General Introduction, Writing Skills, Presentation Skills) and then participate fully in a one-day conference later in the semester. Students in their penultimate colloquium semester will be required to attend an additional poster preparation session (see dates above).

Learning Outcomes: By the end of this course, it is expected that students will:

- know the general expectations for BA theses in Language and Linguistics;
- have acquired basic skills and best-practice techniques for academic writing;
- have acquired basic skills and best-practice techniques for academic presentations;
- be familiar with a variety of theoretical frameworks, research designs and methodologies in Language and Linguistics.

Coursework (pass/fail): All registered students are expected to be present for the whole conference; they should also attend each of the three framing sessions. Students can be exempted from attending the framing sessions provided they furnish evidence to prove prior attendance two times at each of the three sessions (e.g. once during their BA and once during their MA).

- Students presenting their theses will be expected also to prepare – and submit by fixed deadlines – an abstract of their thesis and a copy of their slideshow.
- Students not presenting (i.e. their first semester of the colloquium) will be required to undertake a supplementary research exercise to justify the 2 ECTS earned.

Note: Failure to attend the framing sessions (without exemption), The poster session (if relevant), or any part of the conference will result in extensive make-up tasks (e.g. a six-page annotated bibliography; typed reports on three or more conference presentations).

Deadline for Assessed Work: All work should be completed by the time of the conference and no later than the end of the teaching term.

Course Type:	Master Colloquium
Title:	North American Literature I
Instructors:	Gabriele Rippl
Time:	Thursday 10-12
Sessions:	28 February, 14 March, 28 March, 11 April, 16 May, 23 May
Credit Points:	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 colloquium; it is recommended that they take the opportunity to present their MA thesis in their final semester. The course 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.**

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help MA candidates to improve the structure and style of their final academic papers.

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

Course Type:	MA Colloquium
Title:	North American Literature II
Instructors:	Thomas Claviez / Julia Straub
Time:	Thursday 10-12
Sessions:	28 February, 14 March, 28 March, 11 April, 18 April, 16 May, 23 May
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

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

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help MA candidates to improve the structure and style of their final academic papers.

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Course Type:	Master Colloquium
Title:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Virginia Richter
Time:	Thursday (time see below)
First Session/Sessions:	28 February 10-12; Block sessions: 14 March 9-12, 09 May 9-13
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: The Research Colloquium is a continual course over the duration of three semesters. Students can choose in which semester to attend the colloquium; it is recommended that they take the opportunity to present their MA thesis in their final semester. The course 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.**

Learning Outcomes: To hone students' skills in problem framing and articulating research questions and hypotheses; to further their understanding of theoretical and methodological approaches; to help MA candidates to improve the structure and style of their final academic papers.

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

PhD STUDIES

PhD Colloquia

Course Type: PhD and Research Colloquium

Title: Modern English Linguistics

Instructor: David Britain

Time: Monday 16-18

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: Research and PhD Colloquium

Title: Language and Communication

Instructor: Crispin Thurlow

Time: Monday 10-12

Course Description: This advanced research colloquium is for visiting scholars and/or candidates working on their post-doctoral or doctoral research in Language and Communication. We meet weekly to discuss core theoretical readings, examine key methodological issues, and/or review each other's current work-in-progress. From time to time our time is organized around a guest presentation from an invited speaker or other participant.

Learning Outcomes: By the end of this course, it is expected that participants will:

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

Course Type: PhD and Research Colloquium

Title: Literary Theory

Instructor: Thomas Claviez

Time: Monday 13-16

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.

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: Medieval Studies

Instructor: Annette Kern-Stähler

Time: Wednesday 18-20

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.

Learning Outcomes: By the end of this course, it is expected that students 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: Literature

Instructor: Virginia Richter

Time: Block seminar

Sessions: By appointment

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a PhD thesis, their second book (Habilitation), etc. We will discuss our own work-in-progress as well as recent theoretical publications. Advanced MA students who are considering a PhD are asked to contact Professor Richter about an invitation to the colloquium.

Learning Outcomes: In this colloquium, young scholars will be encouraged to develop an independent and professional stance on their research. They will receive direct supervisory and peer mentoring on their research projects, develop their theoretical and methodological expertise and practise their academic writing and conference presentation skills.

Course Type: PhD and Research Colloquium

Title: Key Issues in American Studies

Instructor: Gabriele Rippl

Time: Monday 13-16

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

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;
- learn about cultural dimensions of sustainability.

STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

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

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 Bilic: Discourses of (genocide) remembrance; historical traumas; linguistic violence; meta-language; symbolic violence.

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.

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.

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.

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.

Samuel Rössli: Early medieval literature in Anglo-Saxon and Latin; the study of manuscript culture and glossing; reception of ancient, late ancient and medieval texts in subsequent periods; late ancient, medieval and early modern epic poetry.

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. visuality; 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 (no Facebook account required)

E-mail: fsanglistik@sub.unibe.ch

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

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

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

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

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

<p>Check our Facebook page regularly!</p>
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Office and telephone numbers are subject to change. Please consult the notice-boards and departmental website regularly.

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