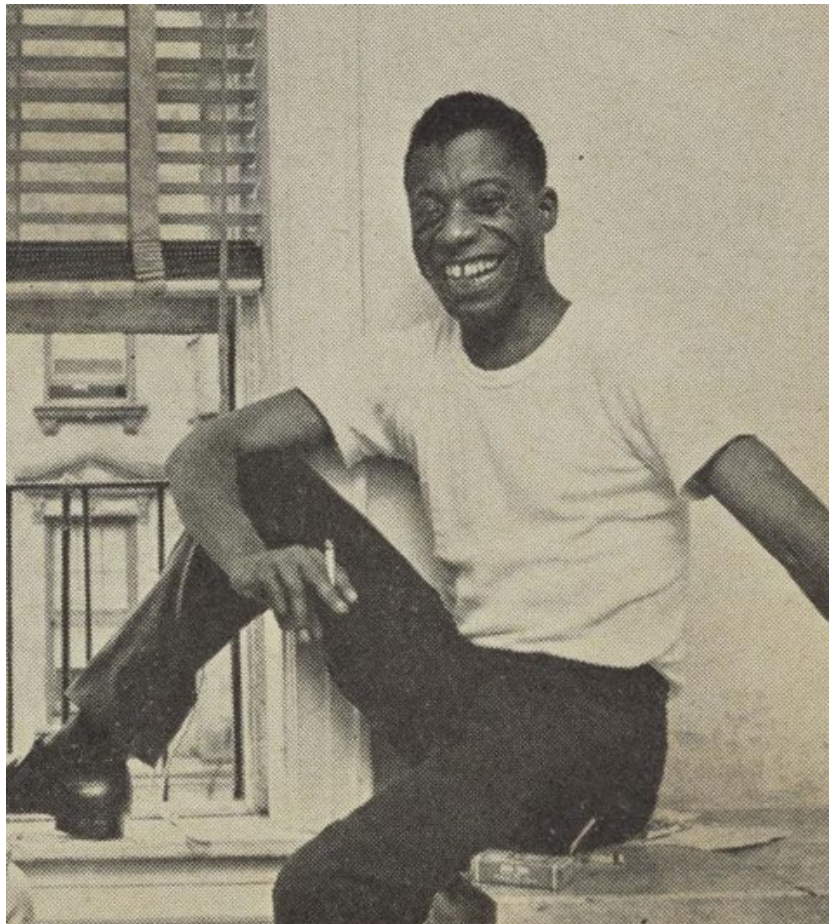


Course Booklet

Spring Semester 2021

22 February – 04 June 2021



James Baldwin in Leukerbad, 1950-53.

Collection of the Smithsonian National Museum of African American History and Culture.

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University of Bern
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www.ens.unibe.ch

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Welcome from the Head of Department

Dear students,

Spring semester 2021 will be the third semester in a row in which the Covid-19 pandemic creates havoc in university life. If spring 2020 still had something heroic about it, with the suddenness of the catastrophe and the severity of the lockdown, by now our experience of the pandemic has turned into a long, slow grind, marked by uncertainty about its duration. For you this means that you are missing some of the best parts of student life: forming study groups in which you can discuss anything from your next presentation to an exciting book of poetry you have just discovered; giving each other support during exam preparations; continuing a seminar discussion over coffee; forming friendships for life; going abroad and experiencing a different country for a whole semester; organising the annual Christmas party together. None of these are 'bycatch' in the process of acquiring a higher education; they are essentials.

Currently, teaching and studying have been stripped down to the bare bones – a frustrating experience for lecturers and students alike. Although by now we have all improved our skills in using Zoom and other digital tools, the collective experience of the virtual classroom is significantly different from a meeting in physical space. This semester's teaching evaluation forms asked about the advantages of on site and remote classes, respectively. All the participants in my class unanimously agreed that face-to-face teaching is infinitely preferable: discussions are more spontaneous and authentic, as well as less tiring; "on-site teaching allows for a group dynamic to develop which is not necessarily possible online"; "I think classroom teaching is much better, simply because the discussions can flow more 'naturally'". Regarding the advantages of online classes, the only one that students could

see was the saving of time by not travelling to the campus; one participant wrote: "As far as discussion-based seminars are concerned, none." Despite this dissatisfaction, we all have to face the fact that teaching will again take place remotely for most of the spring semester. I thank all the academic staff in the Department of English, the study counsellors and the international coordinator, our wonderful admin staff, and last but not least you, dear students, and especially the members of the Students' Committee for the extra work everyone put in in 2020, for your resourcefulness and patience, and for your kindness and politeness in social intercourse, even under stress.

* * *

Although badly affected, intellectual life at university is far from dead, as witnessed by the exciting guest lectures Professor Mita Banerjee gave – online, of course – in autumn 2020 on "Narrative Medicine and the Black Maternal Mortality Crisis", or Professor John Brannigan's lecture on "Blue Frontiers: The Coastal Imaginary in the Age of Environmental Catastrophe", to pick just two examples. These topics are representative of the social commitment to which we subscribe at the Department of English. In the spring semester 2021, we hope to provide you with a similarly thought-provoking fare. At the centre of our course offerings is the Focus Module on "Race, Ethnicity and Migration", with its co-taught lecture "Unlearning Racism: Literary and Linguistic Perspectives". Once again, colleagues from linguistics and literature come together to share their insights, from the perspectives of their different fields, on one of the fundamental issues of our times. Protests against structural racism in the United States, the United Kingdom and other European countries, including Switzerland, have been widespread in 2020. They also included a questioning of our established forms of

commemoration and transmission of the cultural heritage. Should statues of slave merchants remain on display in public spaces? Should streets be named after imperialists and colonialists? Closer to home, should 'founders of modern science' continue to be celebrated, even if they are known to have been blatant racists?

The Swiss-born naturalist Louis Agassiz (b. 1807 at Môtier, d. 1873 at Cambridge, Mass.), is called a "Creator of American Science" in the title of a recent biography. Agassiz reorganised science studies at Harvard University, and made lasting contributions to diverse scientific fields including glaciology (*Etudes sur les glaciers*, 1840). However, he also believed that blacks and whites belonged to different species, created separately by God. Agassiz was, and remained, a polygeneticist and a creationist, even after creationism had been dislodged by Darwin's theory of evolution. (Apparently, Agassiz also was "a terrible mentor who withheld his assistants' salaries and confiscated their laboratory keys when they dared ask for payment" – not in every respect an academic role model. See Audra J. Wolfe, "The Unloved Naturalist". *Chemical and Engineering News* 91.29 (2013). <https://cen.acs.org/articles/91/i20/Unloved-Naturalist.html>, accessed 7.12.2020). Because of his public racist pronouncements and his contributions to 'scientific racism', a debate has been going on about his status as a Swiss scientist; this has centered on the possible renaming of Agassizhorn, the mountain on the border between Bern and Valais of which Agassiz was the first climber. In July 2020, the magistrates of Grindelwald and Guttannen opted against a name change, stating that "History can't be wiped out just like that" (<https://www.swissinfo.ch/eng/mountain-linked-to-racist-scientist-agassiz-to-keep-its-name/45888254>, accessed 7.12.2020). But the controversy continues.

Charles Darwin (1809-1882), Agassiz' antagonist in the debates about evolution, was a monogeneticist, i.e. he believed that all humans had descended from the same

ancestors and hence, no group was essentially inferior or superior to the others. In discussions of racism, Darwin is generally considered as one of the good guys, also because he was an opponent of slavery and wrote a trenchant account of the decimation of the indigenous population by white settlers in Argentina, which he observed during his travels in the 1830s. But in his seminal work *The Descent of Man* (1871), Darwin wrote:

The savage and the dog have often found water at a low level, and the coincidence under such circumstances has become associated in their minds. A cultivated man would perhaps make some general proposition on the subject; but from all that we know of savages it is extremely doubtful whether they would do so, and a dog certainly would not. (*The Descent of Man*, ed. H.J. Birx. New York: Prometheus Books, 1998, 79.

If Agassiz was an important scientist in his own time, Darwin is a giant. His research laid the foundations for modern biology, zoology, biogeography, and ethology. And yet, in this passage he implicitly claims that 'savages' – by which he means, basically, black Africans, Australian Aborigines and the natives of Patagonia – are closer to dogs than to "cultivated men" (read, Englishmen), that they can't think rationally and inductively ("make some general proposition"), and that they don't actively *think* at all, but are somehow the passive recipients of associations ("has become associated in their minds"). By nineteenth-century standards, this was a pretty average assumption; today, we are aghast.

The modern university, with its division into faculties, its implementation of the disciplines we continue to teach to the present day, its

teaching formats (the lecture and the discussion-based seminar), its rituals, was formed by men of Agassiz's and Darwin's generation. The university as an institution, and we who work in it, are the inheritors of their achievements as well as their errors. It is our task to reflect not only on this heritage, but on the way it continues to shape academic structures – not from a moralising, supposedly 'superior' standpoint, and certainly not ahistorically, "wiping out history", but in keeping with the statement by Stuart Hall with which the course description of the "Unlearning Racism" lecture closes:

I'm interested in deep change, but I don't think intellectual work should be short-changed to prove a political point. To point towards complexity, ambiguity, unexpected consequences – that's intellectual vocation.

* * *

To conclude, some departmental news.

Last Summer, the administrative team was joined by Bettina Rhyn-Holzer as Secretary (replacing Susanne Graber), and Fabienne Blaser as Directors' Assistant (replacing Leona Goop).

In Professor Rippl's section, Dr. Julia Straub took up a position as Full Professor at the University of Fribourg already at the end of the last spring semester, but will continue to contribute to the Literary History Lecture in spring 2021. We congratulate her cordially on this tremendous success! Her position as Senior Lecturer in North American Literature and Culture will be taken up by Dr Axel Stähler from the University of Kent at Canterbury, a specialist in Jewish-American Literature.

Sabine von Rütte will resume teaching after her maternity leave.

Professor Kern-Stähler's team will be joined by a new postdoctoral research and teaching assistant, Dr Hannah Piercy (replacing Dr Ricarda Wagner). Samuel Rööslì will leave the Medieval Studies section at the end of February. Prof. Flannery has selected a PhD candidate, Kristen Curtis.

Academic exchange schemes have almost come to a standstill, but we welcome Mr Xi Cheng who joins Language & Communication for one year as a visiting PhD candidate from East China Normal University; he is funded by a prestigious China Scholarship Council grant.

A warm welcome to our new colleagues, and the very best wishes for their various career paths to those who left, or are about to leave us!

Bern, December 2020



Prof. Dr. Virginia Richter, 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 COURSE REGISTRATION

Autumn Semester	15 October
Spring Semester	15 March

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 COURSE ASSESSMENT

Autumn Semester	15 November
Spring Semester	15 April

You cannot change your registration after the deadline. If you do not want a graded

assessment, you need to deregister by the deadline.

Exam Schedule for Lectures

Starting in Autumn 2019, the examination schedule for lectures (including Grammar) will take place within the 14-week teaching semester. The obligatory exam for lectures will take place in the twelfth semester week and mainly at the usual course meeting time and in the usual course venue. Students failing an exam are allowed one chance to resit it. These resit exams will take place in the thirteenth semester week (again, usual course time and venue). Students who, for valid medical or other official reasons, were unable to take the main exam or resit exam, will have another chance in the fourteenth semester week to take the exam. The exceptions to this fixed exam schedule are the two MA Foundation lectures.

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.

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.

Check out the [HELP booklet](#), it might answer your question.

Notes:

How to register and deregister in KSL: see

http://www.ens.unibe.ch/studies/additional_information/ksl_registration/index_eng.html.

Advanced Readings: see

https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html

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](#).

SUBMISSION IN SPRING 2021

Supervisor deadline	15 November 2020
Study counsellor and secretariat deadline	1 March 2021
Thesis submission deadline	04 June 2021

SUBMISSION IN AUTUMN 2021

Supervisor deadline	30 April 2021
Study counsellor and secretariat deadline	30 September 2021
Thesis submission deadline	24 December 2021

MA Thesis Registration

MA theses need to be registered both with the Department of English and the Dean's Office (more information on their [website](#)). 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. You must have completed all other compulsory modules except the last MA Colloquium. At the moment of registration you cannot have more than one graded seminar pending. Furthermore, you cannot miss more than 10 ungraded ECTS when registering your thesis.

The form 'Registration for Thesis (BA & MA)' can be found on our [website](#).

GRADUATION IN AUTUMN 2021

Department registration deadline	3 December 2020
Dean's Office registration deadline	3 December 2020
Thesis submission deadline	7 June 2021

GRADUATION IN SPRING 2022

Department registration deadline	07 June 2021
Dean's Office registration deadline	07 June 2021
Thesis submission deadline	06 December 2021

At the supervisor's discretion, short extensions *may* be granted: maximum two weeks for the BA thesis or, via the Dean's Office, one month for the MA thesis. Only in exceptional circumstances (e.g. serious illness) may the thesis be extended into another semester. students may be deregistered from the final colloquium and required to repeat it.

For further information, check out the [HELP booklet](#).

General Information

KSL Registration: General information

Click [here](#) (i.e. Studies > Additional Information > KSL Registration) for more information on how to register (and deregister) for courses and assessments or check the [HELP booklet](#).

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

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.

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.

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). A sample study plan can be found [here](#). 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.

Check out the [HELP booklet](#), it might answer your questions.

Notes: Consult our [website](#) for more information about how to register your thesis with the department and with the [Dean's office](#) as well as format requirements. Check the [website](#) of the Dean's Office to reconfirm the registration and submission deadlines.

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.

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 2021

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')

Dr. phil. habil. Axel Stähler / D209
axel.staehler@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. phil. Habil. Axel Stähler / D 209
axel.staehler@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

Fabienne Blaser

031 631 37 56 / D 202
fabienne.blaser@ens.unibe.ch

Enrolment for Theses and Exams

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

Library Enquiries

Sabrina Mutti / Nina Müller
031 631 83 72 / B 271
sabrina.mutti@ub.unibe.ch /
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').

Advisory Services

Please click [here](#) for further information for disabled students (future and current).

Please click [here](#) and then follow STUDIES > Advisory Services to find more information about services offered.

Academic Staff (SS21)

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, Head of
Department
Prof. Dr. Gabriele Rippl*
Literatures in English/North American
Studies
Prof. Dr. Crispin Thurlow*
Language and Communication

Lecturers

Dr. Franz Andres Morrissey*
Language and Linguistics
Dr. Susan Fox*
Language and Linguistics
Dr. Beatriz Lorente*
Academic Writing
Dr. Nicole Nyffenegger*
Medieval and Early Modern Literature
and Culture
Dr. Axel Stähler*
Literatures in English / North American
Studies

Visiting Lecturers

Dr. Zoë Lehmann Imfeld*
Modern English Literature

SNF Eccellenza Professorship

Prof. Dr. Mary Flannery
Dr. Amy Brown

Postdoctoral Researchers/Senior Researchers

Dr. Marijke Denger*
Modern English Literature
Dr. des. Hannah Hedegard*
Modern English Linguistics
PD Dr. Ursula Kluwick*
Modern English Literature
Dr. Gwynne Mapes*
Language and Communication
Dr. Viola Marchi*
North American Literature and
Culture/Literary Theory

PhD Candidates/Assistants/Research Assistants

Ms Sofie Behluli, M.A.*
Literatures in English/North American
Studies
Ms Olivia Biber, M.A.*
Modern English Literature
Mr Roman Bischof, M.A.*
Literatures in English/North American
Studies
Ms Fabienne Blaser, M.A.
Modern English Literature
Ms Olivia Droz-dit-Busset, M.A.
Language and Communication
Mr Xi Cheng, M.A.
Language and Communication
Ms Kristen Curtis M.A.
Medieval English Studies
Ms Sarah Grossenbacher, M.A.
Modern English Linguistics
Ms Guðrun í Jákupsstovu
Modern English Literature
Ms Marion Mathier, M.A.
Language and Communication
Ms Hannah Piercy*
Medieval English Studies
Ms Lara Portmann, M.A.
Language and Communication
Mr Jonathan Sarfin, M.A.
Literatures in English/North American
Studies
Ms Malaika Sutter, M.A.

Literatures in English/North American
Studies
Ms Danielle Tod, M.A.
Modern English Linguistics
Ms Sabine von Rütte, M.A.
Literatures in English/North American
Studies

** Teaching this semester*

Administrative Staff (SS21)

Administrators

Monika Iseli-Felder	Tuesday	9-10; 14-15:30
	Wednesday	9-10
Sannie Germann	Monday	9-10; 14-15:30
	Wednesday	9-10
	Thursday	9-10; 14-15:30

Drittmittel Administration

Bettina Rhyn-Holzer	By appointment
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Directors' Assistant

Fabienne Blaser	By appointment
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IT Coordinator & Web Administrator

Fayaz Ali Khan / Martin Ritzmann	By appointment
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Librarian

Sabrina Mutti / Nina Müller	Monday-Wednesday
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Information is subject to change. Please consult the notice boards and the departmental website regularly.



The Students' Committee

We are 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 hold General Assemblies, where 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, workshops or other events, to give you the opportunity to gather information. Check the notice boards as well as our social media profiles for announcements. 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 our members or e-mail us (**fsanglistik@sub.unibe.ch**). Feel free to join the Students' Committee, or if you are interested in finding out what we are all about, you can also just join in on one of our meetings.

Find us on social media and stay updated on upcoming events and activities throughout the semester!

Facebook



@StudentsCommitteeUniBe

(no Facebook account required)

Instagram



eng_sc_unibe

WhatsApp



<https://bit.ly/2DAQLqS>

(info group)

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 2021

BA STUDIES

Language Module

Course: Modern English Grammar II

Instructor: Franz Andres Morrissey

Time: Tuesday 8-10

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

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).

Required Reading: 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: Mini exams on 27 April 2021 and 1 June 2021

Resit Dates: 3 May 2021 and 4 June 2021 respectively

Course: Writing Skills II

Instructor: Beatriz Lorente

Time: Tuesday 10-12, 12-14, Wednesday 10-12, 12-14, Thursday 12-14 and 14-16

Credit Points: 6 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

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, rewrite, work in groups, and 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;
- have practiced the skills needed in academic writing;
- be able to apply these 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

Lecture: Literary History

Instructor: Thomas Claviez / Annette Kern-Stähler /
Virginia Richter / Julia Straub

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: 19 May 2021, 14-16

Resit date: 26 May 2021, 14-16

Substitute resit date (for valid medical or other official reason): 2 June 2021, 14-16

Seminar: **Analysing Language**

Instructor: **David Britain / Susan Fox / Hannah Hedegard /
Gwynne Mapes / Crispin Thurlow**

Time: Tuesday 14-16

Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description: This core-curriculum course is run as a series of hands-on lecture sessions taught by a range of 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. Over the rest of the semester, we will cover two modules addressing approaches to spoken language such as discourse analysis, interactional sociolinguistics, and variation studies. Here, we will also cover transcription techniques. We also consider the study of written language, including, for example, an introduction to critical discourse studies and multimodal discourse analysis. Over two weeks we examine the key principles and practices of phonetic analysis, and also 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 12 of the teaching term on Tuesday 18 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 18 May

Resit date: Tuesday 25 May

Seminar: **Analysing Literature**

Instructors: **Roman Bischof / Olivia Biber / Nicole Nyffenegger**

Time: Monday 12-14, Tuesday 12-14, Wednesday, 10-12,
Thursday 10-12
(students choose *one* out of the four possible slots)

Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

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 read Henry James' *The Turn of the Screw* before the first session; your knowledge of it may be subject to examination. Please purchase this exact edition (as we will work with additional materials in this volume):

- James, Henry. *The Turn of the Screw*. Ed. Peter G. Beidler. 3rd ed. Case Studies in Contemporary Criticism. Boston: Bedford/St. Martin's, 2010. ISBN: 978-0-312-59706-1.

In addition, please purchase:

- Shakespeare, William. *A Midsummer Night's Dream*. Ed. Sukanta Chaudhuri. The Arden Shakespeare. Third Series. London: Bloomsbury, 2017. ISBN: 978-1-4081-3349-1.

Copies can be purchased from the Bugeno book shop in the main building of the University.

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 Friday, 21 May 2021, 14-16

Resit Date: Friday, 4 June 2021, 14-16

Focus Module Language & Linguistics and Literature: Race, Ethnicity and Migration

Lecture: Unlearning Racism: Literary and Linguistic Perspectives

Instructor: David Britain / Thomas Claviez / 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:

The time has come to realize that the interracial drama acted out on the American continent has not only created a new black man, it has created a new white man, too. No road whatever will lead Americans back to the simplicity of this European village where white men still have the luxury of looking on me as a stranger. ... This world is white no longer, and it will never be white again.

These famous words are taken from an essay by the African-American novelist James Baldwin who, in 1953, wrote about his experience of visiting Leukerbad. Given the place of their conception, these words have a special, enduring significance for us here in Switzerland. What's more, in the wake of the worldwide *Black Lives Matter* protest movement, they also have a reinvigorated poignancy and relevance. We are surely reminded that, while some things may have changed, the world is still one stacked in favour of some people at the expense of others.

This lecture series is, in principle, grounded in Baldwin's important observations; most notably, the idea that racialized and racist notions of blackness are inevitably constructed through the dominant, privileged lens of whiteness. As Sarah Ahmed (2007: 157) reiterates, however: "whiteness is invisible and unmarked, as the absent centre against which others appear only as deviants, or points of deviation." It is for this reason that, from the allied perspectives of literature and linguistics, one key objective of this lecture is to understand how language is often used to teach white people that their/own position in the world is somehow natural, neutral and normal. In doing so, we invite students to form their own opinion on the various discourses of race/ethnicity, and to (re)consider their own commitment to unlearning racism.

Our lectures will reach across both time and space; for example, from the Middle Ages to Early Modernity, and from the USA and the UK to Switzerland. We will cover critical scholarship on, for example, biological racism, the histories of racial thinking, and the current representational politics of race/ethnicity. We will also consider how racism emerges in the language of both academia itself and everyday talk. As well as our own lectures, we have also invited several guest speakers who, collectively, will speak to the ways ethnic marginalization and racism are experienced in Switzerland and in Bern itself. Ultimately, this lecture is underpinned by an important ethic expressed by Stuart Hall (2000), one of the world's foremost voices in race/ethnicity studies:

I'm interested in deep change, but I don't think intellectual work should be short-changed to prove a political point. To point towards complexity, ambiguity, unexpected consequences – that's intellectual vocation.

Required Reading: For each session, set texts will be uploaded on ILIAS. It is expected that the following three texts will have been read before the first lecture:

Ahmed, Sarah. (2007). A phenomenology of whiteness. *Feminist Theory*, 8(2): 149–168.

Baldwin, James. (1955 [1953]). Stranger in the village. In *Notes of a Native Son* (pp. 159–175). Boston, MA: Beacon Press

Hall, Stuart. (1987). Minimal selves. In Lisa Appignanesi & Homi K. Bhabha (eds), *Identity: The Real Me* (pp. 44–46). London: Institute of Contemporary Arts.

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

- have familiarised themselves with key disciplinary texts in the study of race/ethnicity;
- have acquired an overview of important concepts and issues within the field;
- understand how racism is theorised by literature scholars and sociocultural linguists;
- be able to discuss critically questions relating to race/ethnicity and racism; and,
- recognize the pre-modern and other historical origins of modern racism.

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

Exam date: Wednesday 19 May 2021

Resit date: Wednesday 26 May 2021

* 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.8.

Seminar: Multiethnolects

Instructor: Sue Fox

Time: Tuesday 12-14

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description:

The term *multiethnolect* is used to mean the new forms of language and new ways of speaking, usually among young people of both immigrant and non-immigrant backgrounds, that have arisen in large multilingual cities. They have emerged due to high levels of language contact brought about by massive increases both in the amount and diversity of immigration in the last fifty years or so. In Oslo, for example, 125 different languages are now spoken and in London over 300 languages are reported as spoken in its schools. In this seminar, we will explore the multiethnolects that have been documented in European cities such as Oslo, London, Stockholm and Berlin as well as considering similar language developments in places such as Nairobi and Jakarta. We will consider the social and historical conditions that have brought these varieties into existence and we will also examine some of the innovative linguistic forms of the different languages of the countries under consideration. In the final part of the seminar we will look at attitudes towards these varieties and the effect that these attitudes might have on the long-term existence of the innovative forms.

Required Reading: Readings will be made available on ILIAS.

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

- have acquired a good understanding of the use of the term multiethnolect to refer to the new forms of language and new ways of speaking in Europe and other large multilingual cities;
- be aware of the social and historical conditions in which these varieties have emerged;
- have acquired a sense of language attitude research in relation to multiethnolects;
- 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 a class presentation/project

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

Deadline for Assessed Work: 14 June 2021

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.8.

Seminar: African American English: Variation and Ideology

Instructor: Hannah Hedegard / Gwynne Mapes

Time: Monday 12-14

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description:

“Nothing be wrong with the way I be talkin” – Worthy Patterson

The Black Lives Matter civil rights movement of 2020 has highlighted the systemic and pervasive discrimination suffered by ethnic minorities in the West, in place for several centuries now. Language is at the very core of this issue: in its typological *form*, to define and express the identities of different ethnic groups, but also its rhetorical *use*, to divide, subjugate or reconcile these factions. African American English (AAE) is the native language of approximately 30 million people in the US, with a lexicon, grammar and phonology that demonstrates considerable sociolinguistic variation. Meanwhile, the status of, ideologies towards, and discourse around, the AAE variety in US society are complex and evolving, reflecting the realities of its speakers. This course explores AAE from both perspectives, combining Variationist Sociolinguistic approaches with those of Discourse Analysis. We will examine AAE’s developmental history and variation according to region, gender, class, and sexual orientation. Alongside, we will study the relationship between AAE and linguistic theory, education, politics, and culture, focusing in particular on the ideological implications of speaking a marginalized variety of American English. In this vein, we will consider the various spatial, aural, rhetorical, and material practices that are key to the maintenance of racial inequality in the United States, and the ways in which these discourses are deeply connected to AAE.

In a commitment to centring the voices of the black community, the wide array of literature that this course draws upon are authored by African-Americans only.

Required Reading: The course will rely on a series of articles and chapters made available on ILIAS. Please note that all students will be expected to read the following chapter before the first day of class:

H. Samy Alim and Geneva Smitherman. 2012. “Nah, we straight”: Black Language and America’s First Black President. In *Articulate While Black: Barack Obama, Language, and Race in the US*, 1-30. Oxford and New York: Oxford University Press. (2012).

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

- understand key theoretical principles related to the study of AAE;
- are familiar with the phonological, lexical and morphosyntactic characteristics of AAE;
- have gained hands-on experience with AAE sociolinguistic data;
- can analyze and develop positions on the discourses related to ethnicity and race in the United States;
- are able to explain how ethnicity and race intersect with other identity categories (such as gender, class, disability and religion, for example).

Coursework (pass/fail): Class participation, independent reading and reading quizzes, in-class group presentation (15-20 minutes)

Assessment (graded):* Class participation, independent reading and reading quizzes, in-class group presentation (15-20 minutes), 3000-4000-word paper

Deadline for Assessed Work: 28 June 2021

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.8.

Seminar: Applied Linguistics and Migration

Instructor: Hannah Hedegard

Time: Friday 10-14 block course
26 February, 5, 12, 19, 26 March, 30 April

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

Course Description: In the past 20 years, the number of international migrants has doubled, and currently 258 million people live outside their country of origin. Whether fleeing civil war, escaping political persecution or seeking economic security, all immigrants face the intercultural and linguistic challenges of integration and survival in a new place. Concomitantly, societal institutions such as educational and judicial bureaus have developed complex infrastructure to process, support and filter these migrants. This infrastructure includes sites of applied linguistics (defined as the practical use of linguistic theory in society), at its intersection with migration. This course explores this dynamic at both micro and macro levels in several nation-states and global organisations, i.e. the agents and participants of institutional immigration's linguistic practices, as well as the large-scale political economies that govern them. Across five four-hour block sessions we will analyse six examples of applied linguistics that have migration at their core, ranging from legal interpreting and translating for asylum seekers, to TOEIC testing for gate-keeping purposes. For each theme, we will a) dissect the policy and ideologies that shape(d) the development and current form of the practise, and b) analyse the methodology involved. For both perspectives, we will review up-to-date research from forensic linguistics and social/political theory, and go over important case studies from the literature and media. In the final session, students will present on a chosen topic within the field, highlighting the linguistic realities of local immigrants in Bern.

Required Reading: Texts to be uploaded to ILIAS prior to the course start

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

- have detailed knowledge of various applications of (socio)linguistics in legal and educational domains;
- are able to critically review these practices in light of previous literature on the subject;
- can apply these analytical skills to the migration processes of their own contexts; identifying, narrowly evaluating and deftly communicating to the class, applied linguistic practices in the canton of Bern or further afield in Switzerland.

Coursework (pass/fail): Class participation, oral presentation

Assessment (graded):* Class participation, oral presentation, 3000-4000 word paper

Deadline for Assessed Work: 1 July 2020

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.8.

Seminar: Race, racism, and the Middle Ages

Instructor: Annette Kern-Stähler

Time: Thursday 14-16

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

This seminar probes the relevance of race to the study of the Middle Ages and the relevance of the Middle Ages to current racial politics. The appropriateness and usefulness of the term 'race' in the analysis of pre-modern European societies have been a matter of debate in the past two decades. A growing number of medievalists have challenged the long-held view that racial thinking has its origin in the seventeenth or eighteenth century, arguing that racial formation existed before a vocabulary of race emerged. They have pointed to a variety of pre-modern racial practices, which categorized human beings and assigned values, positions, and powers to the groups thus differentiated.

Before the role of heredity came to dominate theories of race in the eighteenth century, bodily diversity was explained as the consequence of climatic difference. According to a popular medieval encyclopaedia, the cold climate of the north produces white men, who are large-bodied, blond, and "bolde and hardy;" the hot climate of Africa produces short, black men, who are "cowards of herte" and "guileful." (John Trevisa's *On the property of things*, a fourteenth-century translation of Bartholomaeus Anglicus' *De Proprietatibus Rerum*). Climate was supposed to govern not only people's bodily differences (skin and hair colour, body size) but also their behavioural disposition (courage vs. weakness).

In this seminar, we will explore the role of literature in such "mechanisms of sorting" (G. Heng), labelling, and moralizing. Considering a variety of genres, we will study literary constructions of difference with particular attention to the nexus of blackness/sinfulness and whiteness/purity. Finally, we will consider the modern idea of a homogenous 'white Middle Ages,' and the co-opting of the Middle Ages by white supremacists.

Required Reading: Please read the first three texts on the list prior to the first session; your knowledge of the texts may be subject to examination. Please buy a copy of John Mandeville, *Book of Marvels and Travels*, ed. Anthony Bale, Oxford World Classics (Oxford: OUP). Available at BUGENO. All other texts will be available on ilias, most of them in Middle English *and* in Modern English translation.

- Extracts from Adomnan of Iona's *Life of Saint Columba* (in Modern English translation)
- Extracts from Bede's *Life of Cuthbert* (in Modern English translation)
- *The King of Tars*
- *The Turke and Sir Gawain*
- John Mandeville, *Book of Marvels and Travels*
- Chaucer, "The Prioress' Tale"
- Extracts from Thomas of Monmouth's *The Life and Passion of William of Norwich*

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

- are familiar with race as a transhistorical category
- are able to approach medieval literature through the lens of critical race theory
- have a better understanding of pre-modern racial practices
- have gained an understanding of the role of literature in racial formation
- are familiar with medieval texts of various genres
- have improved their presentation and critical writing skills

Coursework (pass/fail): regular attendance, active participation, preparation of set texts, short class assignments

Assessment (graded):* the above and a seminar paper of 3000-4000 words

Deadline for Assessed Work: 1 July 2021

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.8.

Seminar: The Holocaust in American Literature, Film and Culture

Instructor: Axel Stähler

Time: Monday 14-16

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description: In the immediate aftermath of the cataclysmic events of the Holocaust the philosopher and sociologist Theodor W. Adorno interrogated the meaning of 'culture' after the failure of culture. In contemporary discourse, the Holocaust has long since turned into a marketable icon of suffering. Indeed, the encroachment on the victims' memory of what has contentiously been called the "Holocaust industry" or, with a gruesome pun, "Shoah business," is frequently perceived as threatening to pervert remembrance of this singular, unfathomable, and most inhumanly destructive event in history. Adorno's often quoted 'dictum' that it is "barbaric" to write poetry "after Auschwitz" (1949) triggered an ongoing discussion about the value and the significance of the representation of the Holocaust in cultural production. Many of the concerns informing this debate remain controversial, among them the questions of the memory of the Holocaust and its medial representations and of the potentially therapeutic value of confronting the emotional trauma of genocide in cultural production. More recently, the generic classification of what has been described as "Holocaust literature" has been challenged and its specificity questioned.

In this seminar, students will enter into these debates by enquiring into the ability of narrative, in literature, film, and other forms of memorialization, to represent the 'unrepresentable,' by exploring the use of these narratives as 'history,' and by investigating the so-called "Americanization" of the Holocaust.

Required Reading: Students should ensure to have read each text in advance of the relevant seminar session, as indicated in the schedule. Copies will be available at Bugeno.

Edward Lewis Wallant, *The Pawnbroker* (1961)

Leslie Epstein, *King of the Jews* (1978)

Art Spiegelman, *Maus* (parts 1 and 2; 1986, 1991)

Jonathan Safran Foer, *Everything is Illuminated* (2002)

Tova Reich, *My Holocaust* (2006)

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

- demonstrate critical understanding of the Holocaust and its representations in cultural production in different cultural and historical contexts;
- theorize the therapeutic effects of literary and artistic representations of traumatic events;
- confidently identify the reasons for, and the precise nature of, literary and artistic negotiations of memory, remembrance, and memorialization;
- assertively address theoretical debates on the interrelation of "fact" and "fiction" and the nature of "literature".

Coursework (pass/fail):

One oral presentation of 15-20 minutes, regular attendance, and active seminar participation

Assessment (graded):*

One mini project (conceptualization of a Holocaust memorial: 1,000 words) and one essay (2000-2500 words)

Deadline for Assessed Work:

4 June 2021 (mini project)

2 July 2021 (essay)

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.8.

Seminar: From 'Rule the Waves' to 'Rhodes Must Fall': Race and Empire in Anglophone Literature from the 19th Century to the Present

Instructor: Marijke Denger

Time: Friday 14-16

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description: : Throughout the summer of 2020, the political and social movement known as 'Black Lives Matter' regained international attention following the killing of George Floyd by a white police officer in Minneapolis and the mass protests against institutional racism that subsequently sprung up across the USA and other countries around the world. Similarly, what started in 2015 at the University of Cape Town as the 'Rhodes Must Fall' movement – a campaign to have the statue of the imperialist Cecil Rhodes removed from the university's premises – returned to the spotlight in June 2020, when protesters demanded the removal of a Rhodes statue from one of the University of Oxford's colleges, and indignation about the continuing representation (not to say glorification) of historical figures involved in European expansionism ensued in various other countries as well. In this seminar, we will contextualise such recent developments and debates by looking at the history of institutional racism through literary representations of British imperialism. Throughout the nineteenth century, the British became 'rulers of the waves', with the realm of British dominion literally becoming one 'in which the sun never set'. Although the British Empire was established through military superiority (and motivated, in the first instance, by economic interests), it was discursive practices about 'Self' and 'Other', about 'Western' civilisation and 'Eastern' degeneracy, that upheld the empire as an institution based on fundamental inequality. Looking at a range of Anglophone texts dealing with empire and its aftermath, we will explore how writers represented, shaped and, in some cases, defied the policies and practices of subjugation and exclusion that continue to impact on many societies today. Thus, we will also engage with some of the key concepts and concerns of the field of postcolonial studies, as a means of analysing historical and contemporary modes of oppression and resistance.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination.

Joseph Conrad, *Almayer's Folly*; Henry Rider Haggard, *King Solomon's Mines*; Michelle de Kretser, *The Lost Dog*. These novels will be ordered for purchasing at the Bugeno. Shorter texts will be made available on ILIAS.

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

- have gained an understanding of the historical background to some of the issues underpinning present-day manifestations of (institutional) racism and exclusion;
- have further developed their close reading skills in relation to literary works produced during the height of British imperialism as well as texts reflecting on the present-day ramifications of empire;

- have investigated the interrelation between (historical) socio-political events and different forms of literary production.

Coursework (pass/fail): Regular attendance and active participation, oral presentation during one of the sessions (incl. PPT or hand-out), summary (1'000 words) of selected piece of secondary literature (to be discussed in advance with instructor)

Assessment (graded):* Regular attendance and active participation, oral presentation during one of the sessions (incl. PPT or hand-out), 4000 word seminar paper (to be discussed in advance with instructor)

Deadline for Assessed Work: 12 July 2021

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.8.

Free-Standing Lectures and Seminars

Lecture Language and Linguistics: **Language Contact**

Instructor: **David Britain / Christoph Neuenschwander (CSLS)**

Time: Tuesday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: In this lecture course, we present an overview of the variety of outcomes of language contact – what happens when speakers of different languages or varieties of language interact. We begin with an examination of dialect contact – considering, first, the linguistic consequences of relatively fleeting encounters, before considering what happens when dialects come into contact over the longer term and how new dialects come into being as a result of such contact. We also consider second dialect acquisition, considering the extent to which people acquire (or not) new dialects when they move to a different dialect area. We then move on to consider contact between mutually unintelligible language varieties, looking first at second language acquisition, and then at practices arising in communities of multilingual speakers, such as code-switching and the concept of translanguageing. This will lead us to language mixing and linguistic phenomena specific to situations of intense language contact in colonisation and trade between different speech communities: the emergence of pidgins and creoles. Next, we consider borrowing, when languages adopt and adapt words from other languages, before looking at language death, both as a social (why is it that speakers stop using one language and choose another?) and a linguistic phenomenon (what happens structurally to languages when they approach death?). Finally, we will investigate the ideological aspects of contact between linguistic varieties, i.e. we will look at how ideas and opinions about dialects, languages and speech communities are formed and contested in discourse.

Required Reading:

Relevant texts for each week of the course will be put onto ILIAS. It is important to read these texts as the examination will be based on the lectures and the readings.

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

- will understand some of the key linguistic outcomes of the contact of languages and dialects, and consequently understand the mechanics of many triggers of language change;
- will understand the social contexts conducive to language contact, and the social mechanisms behind the spread of contact-induced change;
- will understand the similarities and differences between language contact and dialect contact.

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

Exam date: May 18 2021

Resit date: May 25 2021

* 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.8.

Lecture Language and Linguistics: **Language Shaped Realities**

Instructor: **Franz Andres Morrissey**

Time: Wednesday 8-10

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

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

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

Required Reading:

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

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

- a more nuanced understanding of notions and types of performance, both in everyday contexts and in settings characterised by stylisation;
- a broader understanding of the relationships between language, perceptions and resulting behaviour;
- have a heightened awareness of how language is actively used to influence reality/ies or even create them.

Assessment (pass/fail or graded):* pass/fail Handing in of a list of topic-based take-home messages and personal aha-moment for each lecture. These will be marked for graded as well as for pass/fail assessments. Hand-in dates are 31 March, 28 April and 4 June.

Exam date: continuous assessment

* 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.8.

Lecture Literature: **Constructions of the American West**

Instructor: **Axel Stähler**

Time: **Monday 10-12**

Credit Points: **3 ECTS**

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

Course Description: Originating in the Western American territory's discovery, colonization, and settlement, the 'American West' is a myth, which has defined the imaginary of America like no other. It is shaped, among others, by images of cowboys, gunslingers, and card sharpers; of the gold rush and the majestic natural beauty of the Rocky Mountains and the Grand Canyon, stark deserts and endless plains; of the stage coach, covered wagon trains, and of 'Red Indians' – as noble, or infernal, savages.

This lecture offers in conjunction with a historical perspective on the westward expansion of the white settlers of the eastern board in particular since the 1820s, a discussion of key concepts, such as the frontier, manifest destiny, and American exceptionalism. More specifically, it explores representations of the West in literature, film, music, and popular culture (ranging from Wild West shows to museums and advertisements) which crucially contributed to, and were shaped by, the emerging myth from its inception to the present day.

Required Reading: A selection of texts discussed in this lecture will be made available on Ilias. Students should ensure to have read each text in advance of the relevant seminar session, as indicated in the schedule.

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

- recognize and critically discuss patterns of constructions of the American West in cultural production;
- demonstrate systematic understanding of the terms and mechanisms of American expansion in the West (including the frontier, American exceptionalism, and manifest destiny);
- reflect critically on the different historical and cultural contexts of constructions of the American West;
- critically appreciate the diversity of cultural production about the American West (including Native American and Latina/o).

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

Exam date: 17 May 2021

* 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.8.

Seminar Linguistics:

Introduction to Cognitive Linguistics

Instructor:

Franz Andres Morrissey

Time:

Wednesday 10-12

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich?

☐ Yes

☒ No

This course is only open to students studying in the Department of English.

Course Description: The focus of this seminar will be on exploring the various levels of microlinguistic analysis from the cognitive perspective. Although billed as a seminar, the format resembles that of a workshop in the sense that we will do a fair amount of practical analysis, based in background studies conducted in advance of the sessions. The links to texts, but also to useful podcasts will be posted beforehand on www.morrissey.unibe.ch and all seminar participants are expected to have familiarised themselves with the concepts presented before we explore and broaden the notions in question in the seminar sessions.

The seminar to a large extent follows a curriculum of microlinguistics along the lines of "Introduction to Language and Linguistics" with the aim to broaden our understanding of this area of linguistic study as the Introduction had to deal with many of the topics more as a tour of approaches to the study of language and could therefore not go very much into depth. This seminar is meant to remedy this and to give all participants hands-on practical experience, thereby, hopefully to our understanding of how (the English) language is structured and what strategies we can use to get more detailed insights into its workings. Areas to be explored will include suprasegmental phonology, morphology, semantics, particularly of idioms and metaphors (in the framework of cognitive linguistics), additional and more detailed models of syntax and how these levels of analysis can be applied to other areas of linguistic investigation.

It is important that students are aware of the hands-on nature of this course and that they need to be prepared to try their (newly re-/gained) in the activities we will work on during the sessions.

Required Reading: Some texts to be read before the first session will be uploaded to www.morrissey.unibe.ch in late January 2021. Please check the website regularly.

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

- developed a more in-depth understanding of microlinguistic topics;
- acquired the tools for the analysis of language in a variety of fields;
- explored critically various ways of syntactic approaches to parsing;
- an understanding about the relationship between cognitive processes underlying language analysis and how these can be used in a variety of analytical contexts, for instance stylistics.

Coursework (pass/fail): Continuous assessment, based on assignments before and after sessions

Assessment (graded):* A seminar podcast or seminar paper exploring an area of cognitive linguistics, demonstrating its practical applications. Details about how to do podcasts can be found on the downloads website.

Deadline for Assessed Work: 30 June 2021

* 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.8.

Seminar Literature: **Contested Masculinities in Early Modern Drama**

Instructor: **Nicole Nyffenegger**

Time: Friday 10-12

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open to students studying in the Department of English.

Course Description: Starting from the ever-relevant questions of gender and its performativity in drama, this seminar focuses on the ways in which masculinities are constructed and negotiated in early modern plays. In keeping with early modern ideas of wartime heroism as particularly masculine, we will begin our explorations at Christopher Marlowe's *Tamburlaine* and William Shakespeare's *Coriolanus* and from there move on to Shakespeare's *Othello* and/or *Macbeth*. Our reading of the plays will be informed by recent critical literature on gender in general and heroic masculinity in particular. In addition to discussions in groups and in the plenary, short writing assignments throughout term will form our basis to discuss and practice precise scholarly argumentation.

Required Reading: Please buy and read **before term starts:**

- Christopher Marlowe, *Doctor Faustus and other Plays*, Oxford World Classics 2008 (ordered at BUGENO) – read *Tamburlaine* I and II
- William Shakespeare, *Coriolanus*, Arden Edition 2013 (ordered at BUGENO)

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

- Read and analysed 3-4 early modern plays,
- discussed in particular constructions of masculinity in early modern drama,
- discussed some recent critical literature concerned with gender in early modern drama,
- further honed their skills of scholarly research and argumentation.

Coursework (pass/fail):

Thorough preparation of set texts, active participation, regular presence. Additional coursework in the form short writing assignments throughout term.

Assessment (graded):*

All of the above plus a paper of ca. 3000 words (tbc)

Deadline for Assessed Work:

1 July 2021

* 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.8.

Seminar Literature:

Fairies and Otherworlds in Medieval Romance

Instructor:

Hannah Piercy

Time:

Wednesday 16 -17.45 First Session 3 March 2021

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich?

☐ Yes

☒ No

This course is only open to students studying in the Department of English.

Course Description: While modern perceptions of fairies suggest harmless, diminutive creatures, medieval fairies are a different kind of being altogether. Medieval fairies can be desirable or threatening, disruptive or reaffirming – or sometimes all these things at once! This course explores the variety of representations of fairies and the otherworlds associated with them in medieval romance. We will read a range of romances that portray fairies and otherworlds in different ways, exploring how fairies mediate ideas about gender, desire, consent, escapism, lineage, and salvation. We will also consider the ways in which literary tropes develop and change over time, examining the shifting representations of fairies in terms of violence, comedy, and fantasy. The works discussed will include *Sir Landevale*, *Sir Launfal*, *Sir Orfeo*, *Sir Degaré*, extracts from Thomas of Erceldoune, *Reinbroun*, and *Sir Thopas*. Texts will usually be available in an online edition or via ILIAS.

Required Reading: Please read *Sir Landevale* and *Sir Launfal* before the first session (*Sir Landevale* will be available in scanned form on ILIAS, while *Sir Launfal* is freely available via <https://d.lib.rochester.edu/teams/publication/laskaya-and-salisbury-middle-english-breton-lays>). Please also prepare the short translation exercise(s), which will be available on ILIAS at the start of the semester. The other texts can be read during the semester. Please make sure to bring print outs or a laptop to class so that you can work with the primary texts in the online editions.

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

- will have read and engaged with a variety of medieval romances;
- will have gained experience reading and translating Middle English;
- will have practiced their skills of literary analysis and academic discussion, both orally and in writing;
- will have explored a range of critical and theoretical perspectives on medieval fairies and otherworlds.

Coursework (pass/fail): regular attendance, thorough preparation of set texts (including short translation exercises), active participation in the seminars. Additional coursework in the form of presentations and/or writing assignments depending on student numbers.

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

Deadline for Assessed Work: 30 June 2021

* 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.8.

Optional Courses

Workshop: Creative Writing: Exploring Formal Poetry

Instructor: Franz Andres Morrissey

Time: Thursday 12-14

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

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: 25 June 2021

Workshop: Page to Stage: Staging Midsummer Night's Dream

Instructor: Franz Andres Morrissey
(with the expertise/contributions by Nicole Nyffenegger)

Time: Thursday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

This course is only open to students studying in the Department of English.

Course Description: In difference to previous "Page to Stage" workshops, which mainly focused on individual scenes, one-act plays and sketches, this workshop is meant to lead to a stage production of Midsummer Night's Dream at the end of the semester. We will be casting the roles at the very beginning of the term and then use the workshop times for rehearsals. However, further rehearsal times need to be scheduled and actors cast are expected to make themselves available for these, including at least one rehearsal weekend.

It is rather likely that there will be more students interested in the workshop that there will be roles to play. Contributions of all potential participants will be valued as well, as there will be a need for a production crew, dealing with technical aspects, costumes, make-up, stage management, backdrop, directors' assistance, music and other elements of a live theatre production.

Although this is a BA workshop, MA students and students from other departments are welcome to participate, on, behind or in front of the stage. Their contributions can get them Independent Study Project credits, to be discussed with FAM.

Required Reading: For textual work we will be using the Arden Shakespeare edition. For the performance, there is a Word document downloadable from www.morrissey.unibe.ch, which will be regularly updated to reflect decisions concerning the production and the text to be performed (i.e. cuts)

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

- will have experienced how a classic theatre text is staged, from read-through to stage performance;
- will be able to evaluate staging decisions;
- will have gained first-hand knowledge of translating textual analysis into stage characters;
- will have developed a deeper understanding of Shakespeare's language ;
- will have seen how collaboration between people with a variety of talents can create a comprehensive work of art.

Coursework (pass/fail):

Active participation on all levels of the production

Deadline for Assessed Work: The dates of the four performances will be announced at the beginning of term.

Wahlbereich Lecture: Dürrenmatts Welten – Literatur, Recht, Psychiatrie und mehr

Instructors: Collegium Generale

Times: Wednesday 18:45-19:45

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

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

Course Description: Die Universität Bern widmet sich ihremehemaligen Studenten Friedrich Dürrenmatt interdisziplinär. Anlässlich seines einhundertsten Geburtstages veranstaltet das Collegium generale im Frühjahrssemester 2021 eine Ringvorlesung, die sich Dürrenmatt aus den Perspektiven diverser Fächer nähert: Es sprechen Literaturwissenschaftlerinnen und Editionsphilologen, ein Psychiater und ein Jurist, eine Dramaturgin und ein Autor, eine Kunsthistorikerin und eine Philosophin. Es geht u. a. um Dürrenmatt als Zeichner, die Figuren seiner Kriminalromane, das Strafprozessrecht, das Motiv des Scheiterns, die postkoloniale Rezeption, die Präsentation seines Nachlasses und die Neuausgabe der *Stoffe*.

Location: Vorlesungen werden digital via Zoom durchgeführt.

Programme:

- 24.02.2021 **Dr. Ulrich Weber, Schweizerische Literaturarchiv**
Friedrich Dürrenmatt: Weltautor, Schweizer Hofnarr und Nationalheld – Biographische Aspekte einer literarischen Karriere im 20. Jahrhundert
- 03.03.2021 **Lukas Bärfuss, Schriftsteller, Friedrich Dürrenmatt Gastprofessor für Weltliteratur**
Eine kleine Geschichte des Wahnsinns
- 10.03.2021 **Prof. Dr. Werner Strik, Psychiatrie und Psychotherapie, Universität Bern**
Figuren in Kriminalromanen aus Sicht der Psychiatrie
- 17.03.2021 **Dr. Rudolf Probst, Schweizerisches Literaturarchiv**
Querfahrt durch Dürrenmatts *Stoffe*.
Einblicke in die Online-Edition der erweiterten *Stoffe*-Ausgabe
- 24.03.2021 **Dr. Barbara Piatti, Literaturwissenschaftlerin, Basel**
Dürrenmatts Schauplätze.
Literaturgeografische Streifzüge von Konolfingen bis zur Blüemlisalp

- 31.03.2021 **PD Dr. Irmgard Wirtz, Schweizerisches Literaturarchiv**
Friedrich Dürrenmatts *Turmbau* verbrannt und fortgeschrieben.
Ein Denkbild aus den *Stoffen*
- 14.04.2021 **Prof. Dr. Claudia Paganini, Medienethik , Hochschule für Philosophie München**
Die Kunst des Scheiterns. Dürrenmatts Beitrag für die Philosophie
- 21.04.2021 **Prof. Dr. Régine Bonnefoit, Kunstwissenschaft, Université de Neuchâtel**
«[...] Ich treibe auch mit dem Stift furchtbar gern Unisinn [...]»
Friedrich Dürrenmatt als Karikaturist
- 28.04.2021 **Prof. em. Dr. Ulfrid Neumann, Rechtswissenschaft, Goethe Universität Frankfurt**
Gerechtigkeit (nur) durch kompensierende Ungerechtigkeit.
Rechtsskepsis im Werk Friedrich Dürrenmatts
- 05.05.2021 **Dramaturgin Svea Haugwitz und die Schauspieler Matthias Schoch und Günter Baumann, TOBS**
Fressen, Saufen und Gericht spielen:
Die Panne am Theater Orchester Biel Solothurn TOBS
- 19.05.2021 **Dr. Ulrich Boss, Germanistik, Universität Bern**
Die *Alte Dame* im postkolonialen Senegal: Djibril Diop Mambéty's Film *Hyènes*

Anmeldung: Veranstaltungsnummer 468605-FS2021 Angaben zum Leistungsnachweis. Bitte melden Sie sich im KSL für die Leistungskontrolle an. Bitte melden Sie sich ebenfalls im ILIAS für die Veranstaltung an.

Grade Requirement: Einzureichende Texte: Sie verfassen zu drei der Einzelvorlesungen eine kritische Zusammenfassung und Stellungnahme (à je ca. 3 Seiten) und einen schriftlichen Kommentar bezogen auf die Leitidee der gesamten Reihe (ca. 3 Seiten):

- Die drei Zusammenfassungen sollen die Schwerpunkte der Vorlesung wiedergeben und nach Möglichkeit die Diskussion nach der Vorlesung berücksichtigen. Sie müssen zudem deutlich die Verarbeitung zusätzlicher Literatur (mind. 1 Aufsatz pro Einzelzusammenfassung) erkennen lassen. Literaturhinweise zu den einzelnen Vorlesungen werden laufend auf ILIAS aufgeschaltet. Die Texte müssen einen klaren Aufbau aufweisen: Einleitung (Hinführung zu Thema und Fragestellung), Hauptteil (Vorstellen und Diskutieren des eigentlichen Materials und der Literatur), Schluss (Beantwortung der aufgeworfenen Fragen bzw. Schlussfolgerung, weiterführende Überlegungen, persönliche Stellungnahmen).
- Der schriftliche Kommentar ist eine selbständige Reflexion über die Leitideen der Vorlesungsreihe. Dabei ist eine themenbezogene Aufgabe zu bearbeiten, die am Schluss der Vorlesungsreihe bekanntgegeben wird.

Abgabefrist für die Texte: Abgabefrist für die Texte ist der 21. Juni 2021. Sie können die Texte auch laufend während des Semesters einreichen. Korrigiert werden sie erst am Schluss. Bitte für die Abfassung der Texte die dafür vorgesehenen Formulare verwenden, die auf ILIAS beim entsprechenden Kurs abrufbar sind. Die Zusammenfassungen sind in Einzelarbeit abzufassen und im WORD-Format einzureichen (keine PDF- Dateien).

Beurteilung: Jeder Text wird mit einer Note bewertet. Der Durchschnitt der Einzelnoten ergibt, allenfalls gerundet, die Gesamtnote. Falls diese ungenügend ist, besteht die Möglichkeit, die Texte nachträglich noch einmal zu verbessern. Drei der eingereichten Texte müssen bestanden werden.

Allfällige Fragen zur Leistungskontrolle sind zu richten an die Geschäftsstelle:
sara.bloch@cg.unibe.ch

BMZ Lecture: Von Globalisierung bis *Critical Race Theory*: Aktuelle Ansätze in der Mediävistik

Instructors: Annette Kern-Stähler / Beate Fricke and other Medievalists of the University of Bern

Times: Thursday 17.15-18.45 and 3 post lecture seminars with Annette Kern-Stähler dates TBA mandatory

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: Wie arbeiten Mediävistinnen und Mediävisten? Was haben neuere theoretische Ansätze und Methoden der Mediävistik zu bieten? Diese Fragen stehen in diesem Semester im Zentrum der interdisziplinären Vorlesungsreihe des Berner Mittelalterzentrums.

Die am BMZ beteiligten Wissenschaftler/innen (Geschichte, Kunstgeschichte, Germanistik, Anglistik, Romanistik, Klassische Philologie, Judaistik, Theologie, Musikwissenschaft, Archäologie) erläutern, welche theoretischen Ansätze und methodischen Zugänge in den letzten Jahren in ihrem Fach besondere Resonanz gefunden haben, und zeigen beispielhaft auf, wie sie diese für ihre eigene Forschung fruchtbar machen: von Globalisierung, critical race theory und postkolonialen und intersektionalen Theorien über entangled histories, ecocriticism und material culture studies bis hin zu Wirkungsästhetik und den Digital Humanities. In diesem Rahmen zeigen die Berner Forscherinnen und Forscher Synergien und erfolgreiche Kooperationen mit Nachbardisziplinen auf.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- wichtige Positionen nennen und erläutern;
- Argumentationszusammenhänge eigenständig beurteilen;
- Fragestellungen, Gegenstände und Methoden verschiedener mediävistischer Disziplinen zueinander in Beziehung setzen.

Assessment (pass/fail or graded): * Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und der drei Nachbesprechungen einzelner Vorträge nach Ankündigung. Essay (2800 Wörter) bis Semesterende zuhanden Prof. Dr. Annette Kern-Stähler.

Submission date: Semesterende

* 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.8.

Research Module

BA Colloquium:	Language and Linguistics
Instructor:	David Britain / Crispin Thurlow / Susan Fox
Times:	Monday 14-16
Sessions:	22 February, 01 March, 29 March, 26 April BA Conference 28 May
Credit Points:	2 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

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 and Presentation Skills (see dates above). Students writing their theses are required to attend an additional "analysis clinic" in on Monday 26 April. ALL students must then participate fully in the one-day colloquium conference on Friday 28 May.

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 (and analysis clinic if relevant). 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 official 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.

BA Colloquium:

North American Literature I

Instructors:

Gabriele Rippl / Sofie Behluli

Time:

Thursday 10-12

Sessions:

25 February, 11 March, 1 and 22 April, 6 and 20 May

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

This course is only open for students studying in the Department of English.

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

BA Colloquium:

North American Literature II

Instructors:

Thomas Claviez / Axel Stähler

Time:

Thursday 10-12

Sessions:

25 February, 11 March, 25 March, 15 April, 6 May

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No

This course is only open for students studying in the Department of English.

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

BA Colloquium: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Virginia Richter

Time: Thursday (see times below)

Dates: 25 February 10-11, 25 March 9-12, 20 May 9-13

Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

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

Exam: Advanced Readings in Linguistics and Literature

Supervisor: Gwynne Mapes

Dates: Introductory Q&A session: 02 March 16-17
Exam Date: 25 May 2021 16-17
Resit Date: 10 September 2021 16-17

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

Inter-sectional Lecture

Lecture: Unlearning Racism: Literary and Linguistic Perspectives

Instructor: David Britain / Thomas Claviez / 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:

The time has come to realize that the interracial drama acted out on the American continent has not only created a new black man, it has created a new white man, too. No road whatever will lead Americans back to the simplicity of this European village where white men still have the luxury of looking on me as a stranger. ... This world is white no longer, and it will never be white again.

These famous words are taken from an essay by the African-American novelist James Baldwin who, in 1953, wrote about his experience of visiting Leukerbad. Given the place of their conception, these words have a special, enduring significance for us here in Switzerland. What's more, in the wake of the worldwide *Black Lives Matter* protest movement, they also have a reinvigorated poignancy and relevance. We are surely reminded that, while some things may have changed, the world is still one stacked in favour of some people at the expense of others.

This lecture series is, in principle, grounded in Baldwin's important observations; most notably, the idea that racialized and racist notions of blackness are inevitably constructed through the dominant, privileged lens of whiteness. As Sarah Ahmed (2007: 157) reiterates, however: "whiteness is invisible and unmarked, as the absent centre against which others appear only as deviants, or points of deviation." It is for this reason that, from the allied perspectives of literature and linguistics, one key objective of this lecture is to understand how language is often used to teach white people that their/own position in the world is somehow natural, neutral and normal. In doing so, we invite students to form their own opinion on the various discourses of race/ethnicity, and to (re)consider their own commitment to unlearning racism.

Our lectures will reach across both time and space; for example, from the Middle Ages to Early Modernity, and from the USA and the UK to Switzerland. We will cover critical scholarship on, for example, biological racism, the histories of racial thinking, and the current representational politics of race/ethnicity. We will also consider how racism emerges in the language of both academia itself and everyday talk. As well as our own lectures, we have also invited several guest speakers who, collectively, will speak to the ways ethnic marginalization and racism are experienced in Switzerland and in Bern itself. Ultimately, this lecture is

underpinned by an important ethic expressed by Stuart Hall (2000), one of the world's foremost voices in race/ethnicity studies:

I'm interested in deep change, but I don't think intellectual work should be short-changed to prove a political point. To point towards complexity, ambiguity, unexpected consequences – that's intellectual vocation.

Required Reading: For each session, set texts will be uploaded on ILIAS. It is expected that the following three texts will have been read before the first lecture:

Ahmed, Sarah. (2007). A phenomenology of whiteness. *Feminist Theory*, 8(2): 149–168.

Baldwin, James. (1955 [1953]). Stranger in the village. In *Notes of a Native Son* (pp. 159–175). Boston, MA: Beacon Press

Hall, Stuart. (1987). Minimal selves. In Lisa Appignanesi & Homi K. Bhabha (eds), *Identity: The Real Me* (pp. 44–46). London: Institute of Contemporary Arts.

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

- have familiarised themselves with key disciplinary texts in the study of race/ethnicity;
- have acquired an overview of important concepts and issues within the field;
- understand how racism is theorised by literature scholars and sociocultural linguists;
- be able to discuss critically questions relating to race/ethnicity and racism; and,
- recognize the pre-modern and other historical origins of modern racism.

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

Exam date: Wednesday 19 May

Resit date: Wednesday 26 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.8.

Specialisation Language and Linguistics

Lecture:	Language Contact
Instructor:	David Britain / Christoph Neuenschwander (CSLS)
Time:	Tuesday 16-18
Credit Points:	3 ECTS

Course Description: In this lecture course, we present an overview of the variety of outcomes of language contact – what happens when speakers of different languages or varieties of language interact. We begin with an examination of dialect contact – considering, first, the linguistic consequences of relatively fleeting encounters, before considering what happens when dialects come into contact over the longer term and how new dialects come into being as a result of such contact. We also consider second dialect acquisition, considering the extent to which people acquire (or not) new dialects when they move to a different dialect area. We then move on to consider contact between mutually unintelligible language varieties, looking first at second language acquisition, and then at practices arising in communities of multilingual speakers, such as code-switching and the concept of translanguaging. This will lead us to language mixing and linguistic phenomena specific to situations of intense language contact in colonisation and trade between different speech communities: the emergence of pidgins and creoles. Next, we consider borrowing, when languages adopt and adapt words from other languages, before looking at language death, both as a social (why is it that speakers stop using one language and choose another?) and a linguistic phenomenon (what happens structurally to languages when they approach death?). Finally, we will investigate the ideological aspects of contact between linguistic varieties, i.e. we will look at how ideas and opinions about dialects, languages and speech communities are formed and contested in discourse.

Required Reading: Relevant texts for each week of the course will be put onto ILIAS. It is important to read these texts as the examination will be based on the lectures and the readings.

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

- will understand some of the key linguistic outcomes of the contact of languages and dialects, and consequently understand the mechanics of many triggers of language change;
- will understand the social contexts conducive to language contact, and the social mechanisms behind the spread of contact-induced change;
- will understand the similarities and differences between language contact and dialect contact.

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

Exam date: May 18 2021

Resit date: May 25 2021

* 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.8.

Lecture:	Languaged Shaped Realities
Instructor:	Franz Andres Morrissey
Time:	Wednesday 8-10
Credit Points:	3 ECTS

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

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

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

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

- a more nuanced understanding of notions and types of performance, both in everyday contexts and in settings characterised by stylisation;
- a broader understanding of the relationships between language, perceptions and resulting behaviour;
- have a heightened awareness of how language is actively used to influence reality/ies or even create them.

Assessment (pass/fail or graded):* pass/fail Handing in of a list of topic-based take-home messages and personal aha-moment for each lecture. These will be marked for graded as well as for pass/fail assessments. Hand-in dates are 31 March, 28 April and 4 June.

Exam date: continuous assessment

* 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.8.

Seminar: Elite Discourse: Language, Class, Privilege

Instructor: Crispin Thurlow

Time: Tuesday 10-12

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Course Description:

“Constructing a narrative solely around the characteristics and problems of the most disadvantaged people and places does not address how the power and privileges of the advantaged are organized.” (Cunningham & Savage, 2015: 322)

This seminar addresses the relationship between language and class, with a particular attention to privilege and elitism. Once a core topic in sociolinguistics and discourse studies, scholars across the humanities and social sciences have recently begun to think again about issues of social status and structural, economic inequality. Our fickle commitment to studying class seems strange given the central role language and communication play in the production, organization, and maintenance of class. As well-known sociologist Beverly Skeggs (2015: 205) notes: “To understand class we need to understand the processes of classification: exploitation, domination, dispossession and devaluation, and their legitimation.” This, as Pierre Bourdieu (1984, 1991) famously documented in his classic works, is all achieved discursively in, for example, everyday conversations, advertising, movies, political speeches and university seminars. With its particular focus on “elite discourse”, the seminar deliberately addresses – and problematizes – those who actively generate and materially benefit from inequality. By focusing on those at the more privileged end of the so-called class spectrum, this seminar invites you also to think about your own class status and your role in local, regional and global class formations.

Required Reading: A series of articles and chapters (posted on ILIAS) will comprise foundational theory material, case study readings, and then any material recommended by invited speakers. **The following two texts must be read before the first session when your knowledge of them will be assessed:**

- Bourdieu, P. (1986). The forms of capital. In J. Richardson (ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–58). Westport, CT: Greenwood.
- Crossley, N. (2012). Social class. In M. Grenfell (ed.), *Pierre Bourdieu: Key Concepts* (pp. 85–97). Durham: Acumen Publishing.

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

- raising awareness about contemporary class formations;
- examining the discursive underpinnings of class status/inequality;
- introducing foundational social theory on class and elite distinction;
- exploring a range of approaches to language and class;
- increasing understanding of how power is exercised through discourse;
- applying theoretical/analytical frameworks to first-hand discourse data.

Coursework (pass/fail): In order to pass this seminar, you are will be expected to:

- engage fully with all in-class discussions, in-class exercises, and guest lectures;
- complete (with a 70% average) all quizzes based on the required readings; and,
- achieve at least 70% in a “core concepts” revision test towards the end of term.

Assessment (graded):* You will be expected to undertake a data-driven analysis of elite discourse; the topic/focus may be assigned by Professor Thurlow or you may be allowed to select your own topic. The project must entail the collection of good-quality spoken or written discourse data. In the last two weeks of term – before you write-up your analysis – you will be expected to deliver a short, engaging presentation of the topic, research design and preliminary analysis.

Deadline for Assessed Work: Wednesday 30 June 2021

* 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.8.

Seminar:	Language, Identity and Migration
Instructor:	Sue Fox
Time:	Wednesday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

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 2021

* 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.8.

CSLS Seminar: Language and Sexism

Instructor: Erez Levon

Time: Tuesday 14-16

Credit Points: 7 ECTS

Course Description: This seminar provides an advanced exploration of the relationship between language and sexism. Considering evidence from a variety of cultural and linguistic contexts, we discuss the various ways - both implicit and explicit - that language transmits sexist beliefs and contributes to the continued prevalence of sexism in society. We also discuss some of the various non-sexist language strategies that have been proposed, and whether these strategies have achieved their objectives. Topics to be covered include the sexual politics of labels and naming practices, debates surrounding the use of generic masculine gender morphology, gender stereotypes in conversation, gendered representations in literature and media, and the evaluation of women and women's voices in the public sphere, among others. We adopt an expansive view of sexism to also include heterosexism, cis-sexism and the interplay between sexism, racism and classism. Throughout, we draw on elements of feminist and queer political theories to inform our discussion and to help develop a working model of the relationship between language and social inequality.

Learning Outcomes: Through this module, students will learn to:

- describe the relationship between language and different forms of sexism in society;
- critically evaluate the various that have been suggested for combatting sexist language (and sexism in society more broadly);
- make the connection between the linguistic study of sexism and feminist and queer theories of society more broadly;
- conduct and analyze original research on language and sexism in a context of their choosing.

Assessment: Course marks are based on: active participation in seminar discussions (10%); group presentation on everyday sexism (10%); seminar paper on topic, to be agreed with Prof. Levon (80%). Final essay in English / French / German

Deadline for Assessed Work: 30 June 2021

CSLS Seminar: **Quantitative Methods in Sociolinguistics**

Instructor: **Erez Levon**

Time: Wednesday 14-16

Credit Points: 4 ECTS or 7 ECTS with graded assessment

Course Description: This course provides students with an advanced overview of quantitative research methods in sociolinguistics, including various field research methods (surveys, interviews, focus groups) and experimental techniques. Covering all aspects of data collection and analysis, students learn how to devise appropriate research hypotheses; collect data for subsequent quantitative analysis; perform a variety of the quantitative analytical techniques most commonly used in the social sciences (including analyses of variation, linear, logistic and mixed-model regressions, and various non-parametric tests). Students also learn how to effectively summarize and present quantitative findings to both specialist and non-specialist audiences. In addition to coursework during the semester, students taking the course for 7 ECTS will collect and analyze original sociolinguistic data and write a seminar paper analyzing their data.

Learning Outcomes: By the end of the course, students will:

- have knowledge of the various quantitative methods most commonly used in sociolinguistics and the social sciences, including the theory behind these methods (data assumptions, restrictions on interpretations of findings, etc.);
- understand hypothesis-driven, deductive research methods more broadly, including devising appropriate data collection methods for subsequent analysis;
- be able to design empirically sound data collection methods;
- have the skills to identify and perform appropriate quantitative data analysis techniques;
- know how to extrapolate and support general findings from incomplete information;
- be empowered to think analytically about a given problem
- feel confident presenting complex information in a concise and effective fashion, tailored to a particular audience.

Coursework (4 ECTS): Four practical data collection/analysis exercises conducted during the course of the semester

Assessment (7 ECTS): Four practical data collection/analysis exercises conducted during the course of the semester (40% of final grade); written seminar paper based on original data collection and analysis (60% of final grade; due on 30 June 2021)

Deadline for Assessed Work: 30 June 2021

CSLS Seminar: Intercultural Communication

Instructor: Matthew Hadodo

Time: Thursday 10-12

Credit Points: 4 ECTS or 7 ECTS with graded assessment

Course Description: With globalization, people are increasingly mobile and frequently interact with distinct cultures and languages. This course examines how communities form, how language use varies from culture to culture, and how knowledge of these differences can help understand relationships amongst cultures. Throughout the semester we will examine crucial concepts related to social organization, social practices, and social institutions, and how their relationship with language is used to enforce social constructs. Some key topics include language ideologies, socialization, globalization, and differences in communicative strategies across cultural and in inter-cultural interactions as they relate to concepts such as politeness and power dynamics.

Learning Outcomes: tba

Coursework (4 ECTS): Class activities and participation

Assessment (7 ECTS): Class activities and participation (40%), in-class presentation (10%), seminar paper (50%)

CSLS Seminar: **Multilingual Communities and Practices**

Instructor: **Sara Lynch**

Time: Thursday 16-18

Credit Points: 4 ECTS or 7 ECTS with graded assessment

Course Description: This seminar offers an introduction to multilingualism from three complementary perspectives. First, we consider multilingualism around the world. Through the examination of localised case studies, students will understand the breadth and complexity of language choice and use in various societies across continents. Second, we examine multilingualism in specific social domains including education, language policy and planning, and popular culture. Students will learn to recognise and analyse multilingualism in their everyday environment. Third, this course will provide an understanding of the many systems of multilingual practices. Students have the opportunity to reflect on their own linguistic practices and academically engage with multilingual communities as part of this course.

Learning Outcomes: Over the course of this seminar students will:

- feel confident in their ability to identify the various practices of multilingualism;
- critically engage with multilingualism in their home and understand the role and relevance of multilingualism in our locality;
- Understand the many facets of multilingualism on a global scale; challenge ideologies of linguistic hegemony; and evaluate the roles of colonialism and language planning on societies;
- produce one publicly available resource and acquire the skillset to write a cohesive focus paper.

Coursework (4 ECTS): Course marks are based on “Linguistic Landscapes in the Home”. Students will contribute to a blog on Domestic Linguistic Landscapes in Swiss Homes.

Assessment (7 ECTS): Course marks are based on: “Linguistic Landscapes in the Home”. Students will contribute to a blog designed in class on Domestic Linguistic Landscapes in Swiss Homes (50% of final grade). A seminar paper describing the practices and significances of multilingualism in a selected community (50% of final grade)

Specialisation Literature

Lecture: Conceptualizing Cosmopolitanism and World Literature

Instructor: Thomas Claviez

Time: Wednesday 16-18

Credit Points: 3 ECTS / 4 ECTS for WL students

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 and two minutes from two lectures to be handed in in time

Assessment (graded): One minute from one lecture, written exam

Exam Date: 02 June 2021

Lecture:	Constructions of the American West
Instructor:	Axel Stähler
Time:	Monday 10-12
Credit Points:	3 ECTS

Course Description: Originating in the Western American territory's discovery, colonization, and settlement, the 'American West' is a myth, which has defined the imaginary of America like no other. It is shaped, among others, by images of cowboys, gunslingers, and card sharpers; of the gold rush and the majestic natural beauty of the Rocky Mountains and the Grand Canyon, stark deserts and endless plains; of the stage coach, covered wagon trains, and of 'Red Indians' – as noble, or infernal, savages.

This lecture offers in conjunction with a historical perspective on the westward expansion of the white settlers of the eastern board in particular since the 1820s, a discussion of key concepts, such as the frontier, manifest destiny, and American exceptionalism. More specifically, it explores representations of the West in literature, film, music, and popular culture (ranging from Wild West shows to museums and advertisements) which crucially contributed to, and were shaped by, the emerging myth from its inception to the present day.

Required Reading: A selection of texts discussed in this lecture will be made available on Ilias. Students should ensure to have read each text in advance of the relevant seminar session, as indicated in the schedule.

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

- recognize and critically discuss patterns of constructions of the American West in cultural production;
- demonstrate systematic understanding of the terms and mechanisms of American expansion in the West (including the frontier, American exceptionalism, and manifest destiny);
- reflect critically on the different historical and cultural contexts of constructions of the American West;
- critically appreciate the diversity of cultural production about the American West (including Native American and Latina/o).

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

Exam date: 17 May 2021

* 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.8.

Seminar: Ethics and Justice in US-American Literature and Film

Instructor: Thomas Claviez / Viola Marchi

Time: Thursday 14-16

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The seminar will cover central theoretical and moral-philosophical texts about ethics and justice, as well as analyze important novelistic and filmic negotiations of these topics in US Literature and Hollywood movies, as well as serials. The most important concepts to be addressed are alterity, difference, empathy, agency, and contingency, as they constitute the main "bones of contention" within the debate around ethics. The seminar will also include screenings of the most important movies, which spells extra time.

Required Reading: Among the literary texts we will read are Herman Melville's *Billy Budd* and Richard Wright's *Native Son*. For those interested in sneak-previewing the movies: We will watch, among others, *To Kill a Mockingbird*, *Twelve Angry Men*, *A Time to Kill*, and *A Simple Plan*.

Learning Outcomes: The aim of the seminar is to familiarize students with central theoretical and moral-philosophical texts, as well as to help them apply the concepts developed in these texts to the changing tides that the concept of ethics has gone through in US-American culture.

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

Assessment (graded):* Regular attendance, active participation in class, oral presentation, and final MA paper.

Deadline for Assessed Work: Sunday, 15 August 2021

* 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.8.

Seminar:	Prize Winners
Instructor:	Axel Stähler
Time:	Tuesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such, it is of crucial relevance to the study of contemporary literature. The award of literary prizes reflects the beginnings of the successful or potentially abortive formation of a literary canon. It affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes. It also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer. Literature is thus understood as a cultural product in ever changing contexts, which is frequently subject to external forces, of which literary prizes become indicators or even 'enforcers.'

In this seminar, students will investigate with the methods of literary and cultural studies the development of a number of major literary awards in the US, which have achieved national significance. Practical elements will be included in the module with the composition of a literary review and presentations in preparation of the concluding debate in the seminar in which students will decide which text will be winner of their own "Prize Winners Student Choice Award."

Required Reading: Students should ensure to have read each text in advance of the relevant seminar session, as indicated in the schedule. Copies will be available at Bugeno.

Chloe Aridjis, *Sea Monster* (PEN/Faulkner Award for Fiction)

Laila Lalami, *The Other Americans* (Arab American Book Award)

Brittney Morris, *SLAY* (AAMBC Awards; category debut author of the year)

Peter Orner, *Maggie Brown & Others* (Edward Lewis Wallant Award)

Colson Whitehead, *The Nickel Boys* (Pulitzer Prize for Fiction)

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

- recognize and analyze the cultural contexts from which notions of literary quality emerge;
- appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;
- follow critical debates in the most influential national (and international) feuilletons and form an opinion of their own by critically engaging with them;
- understand the politics of literary production and marketing as well as the economic, social, and cultural forces by which it is driven;
- demonstrate confidence in talking about recent literary texts and in joining literary debates.

Coursework (pass/fail):

One oral presentation of 15-20 minutes, regular attendance, and active seminar participation

Assessment (graded):*

One literary review (1000 words) and one essay (3000-3500 words)

Deadline for Assessed Work:

7 May 2021 (literary review)

2 July 2021 (essay)

* 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.8.

Seminar:	Postcolonial Studies
Instructor:	Ursula Kluwick
Time:	Monday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This course will provide an in-depth exploration of postcolonial studies, as it has evolved over the last decades. We will read some of the most important critics and discuss the most influential lines of enquiry that have shaped the field so far. In addition, we will also think about the future of postcolonial studies and try to identify some of the most exciting new directions within this area of research. With the help of three novels, we will tease out a variety of postcolonial readings and consider how the concerns of both postcolonial literatures and postcolonial criticism have developed and changed.

Required Reading: Selvon, Sam. *The Lonely Londoners*. 1959. (Please buy the Penguin Classics edition [2006], which has an introduction by Susheila Nasta)

Owuor, Yvonne Adhiambo. *The Dragonfly Sea*. Knopf, 2019. (Paperback edition: Random House, 2020)

Rushdie, Salman. *Midnight's Children*. Jonathan Cape, 1981. (Buy any paperback edition)

A range of critical texts will be available on ILIAS.

The primary texts 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:

- have a solid overview of postcolonial studies as a discipline;
- are familiar with a range of critical concepts associated with postcolonial studies;
- have a sense of the historical development of postcolonial studies and postcolonial literatures.

Coursework (pass/fail): Thorough preparation of set texts, active participation in class and regular attendance, short assignments, one expert session.

Assessment (graded):* Seminar paper (3000-4000 words)

Deadline for Assessed Work: 30 June 2021

* 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.8.

Seminar:	Yellow Books: The Aesthetics of the British Fin-de-Siècle
Instructor:	Zoë Lehmann
Time:	Thursday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: In this course we will investigate the ways in which the aesthetics of British Fin-de-Siècle fiction negotiated with the moral, philosophical and cultural transitions from the nineteenth into the twentieth century. We will explore the status of the Fin-de-Siècle as an 'in-between' period that transversed major literary periods in British literature. Our focus on aesthetics allows us to pay attention to the coalescence of the visual arts and Decadence, in particular the concept of the Fin-de-Siècle book as itself an art object. We will have a particular (although not exclusive) focus on supernatural and weird fiction, and further material will include works by Friedrich Nietzsche, Vernon Lee, Walter Pater and the illustrations of Aubrey Beardsley.

Required Reading: You should purchase your own copies of the following texts. Please make sure to purchase the editions indicated:

Chambers, Robert W., *The King in Yellow*, Wordsworth, 978-1840226447 (our one American gate-crasher)

Machen, Arthur, *The White People and Other Stories*, Penguin, 978-0143105596

Showalter, Elaine (ed.) *Daughters Of Decadence: Stories by Women Writers of the Fin-de-Siècle*, Virago, 978-1853815904. It appears that the text Showalter, *Daughters of Decadence* is currently very difficult to obtain. I will therefore provide the relevant stories on ILIAS, so don't worry if you aren't able to get your own copy.

Wilde, Oscar, *The Picture of Dorian Gray*, Penguin, 978-0141439570

Further material will be made available via ILIAS.

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

- Have insight into the philosophical and ethical preoccupations of Fin-de-Siècle literature;
- Understand the position of the Fin-de-Siècle and Decadence as inheritors of 'high Victorian' literature and as anticipating Modernism;
- Can articulate the key characteristics of major aesthetic movements of the period (Decadence, Symbolism, Modernism);
- Can reflect on the relationship between literature and social/cultural transitions.

Coursework (pass/fail): Regular attendance and active participation, including various weekly tasks (e.g. forum entries).

Assessment (graded):* Seminar paper 5000-6000 words

Deadline for Assessed Work: 30 July 2021

* 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.8.

Seminar: Skin. Medieval and Early Modern

Instructor: Nicole Nyffenegger

Time: Thursday 14-16

Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

Course Description: From the biblical mark of Cain to the mark attesting the royal birth of a lost prince in the 13th century romance *Havelok*, from wounds that do not bleed in the Old English battle poems to wounds that do not heal in Shakespeare's *Coriolanus*, from the blushes of lovers in Chaucer's *Troilus and Criseyde* to skin colour as a marker of race in Shakespeare's moors Othello and Aaron - skin matters in medieval and early modern literature. In this research-led seminar we will explore the role of marked human skin in a wide range of texts from different genres. Our analysis of the primary texts will be informed by recent critical literature and relevant theoretical texts. Following an introductory phase, students will be guided in developing their own projects, finding the relevant literature, and presenting and discussing their arguments both in oral presentations and in writing.

Required Reading: Please read and prepare the texts uploaded in the Ilias folder "reading in preparation for first session." Further primary and secondary texts will be uploaded on Ilias throughout the term.

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

- explored a range of medieval and early modern texts of genres as diverse as medieval romances, saints' lives, poetry, and early modern drama,
- gotten an overview of the field of medieval and early modern skin studies,
- discussed some recent criticism and relevant theoretical texts,
- developed their own projects and further honed their academic research skills,
- presented the outcome of their research, both in oral presentations and in writing.

Coursework (pass/fail):

Thorough preparation of set texts, active participation, regular presence. Additional coursework in the form of presentations and short writing assignments, depending on student numbers.

Assessment (graded):*

All of the above and in addition a seminar paper of 4000-5000 words (tbc).

Deadline for Assessed Work:

1 July 2021

* 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.8.

Other Courses

Workshop:	Reading the Beach
Instructor:	Virginia Richter
Time:	Tuesday fortnightly 16-18 23 February, 09 and 23 March, 13 and 27 April, 11 and 25 May
Credit Points:	3 ECTS

Course Description: Following up from, but independent of, last semester's 'Oceanic Studies' workshop, this course turns to the space at the edge of the sea: the beach. Defined by its placement between the sea and the land, and materially shaped by the daily impact of the tides, by erosion and silting, and by human intervention, the beach forms a classic 'assemblage' (Deleuze and Guattari), a space in which heterogeneous entities – waves, sand, crabs, tourists, plastic litter, sunscreen molecules – interact. In creative literature, the beach is mainly framed by its social history as 'the seaside': the beach has been depicted as a site of leisure, sensuous enjoyment and play, clearly distinguished from and often in a dialectical relationship with industrialised and metropolitan spaces of work. However, the prevalent conception of the beach as a liberating, and even paradisiacal, space mainly connoting leisure overlooks the continuous presence of violence and death. The workshop will again be organised as a hybrid class. In class, we will look at the overlapping but often contradictory constructions of the beach in theory and literature. We will start by discussing seminal texts from the new burgeoning field of Littoral Studies, and then move on to an in-depth reading of Jim Crace's novel *Being Dead*, which negotiates the materiality of the human body, and the construction of desire, the family and history in a littoral environment. In the intermittent weeks, students are expected to form study groups in which they undertake research on beach-related cultural objects (stories, poems, pictures, artefacts); the objective is to analyse and present these objects as a contribution to a joint literary atlas, or in the form of a poster.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please buy and read the text in the following recommended edition which has been ordered at the BUGENO bookshop (main building): Jim Crace, *Being Dead*. Picador 2010. Additional texts will be uploaded on ILIAS by 1 February 2021.

Learning Outcomes: : By the end of this course, it is expected that students have familiarised themselves with cutting-edge research, have learned to develop their own research questions in relation to a new field, and are able to apply these to literary studies.

Coursework (pass/fail): Moderating the discussion of one session; participating in group work; presenting results of group work as poster, or contribution to literary atlas.

Deadline for Assessed Work: Throughout the semester.

Workshop: Page to Stage: Staging Midsummer Night's Dream

Instructor: Franz Andres Morrissey
(with the expertise/contributions by Nicole Nyffenegger)

Time: Thursday 16-18

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? ☒ Yes ☐ No

This course is only open to students studying in the Department of English.

Course Description: In difference to previous "Page to Stage" workshops, which mainly focused on individual scenes, one-act plays and sketches, this workshop is meant to lead to a stage production of Midsummer Night's Dream at the end of the semester. We will be casting the roles at the very beginning of the term and then use the workshop times for rehearsals. However, further rehearsal times need to be scheduled and actors cast are expected to make themselves available for these, including at least one rehearsal weekend.

It is rather likely that there will be more students interested in the workshop that there will be roles to play. Contributions of all potential participants will be valued as well, as there will be a need for a production crew, dealing with technical aspects, costumes, make-up, stage management, backdrop, directors' assistance, music and other elements of a live theatre production.

Although this is a BA workshop, MA students and students from other departments are welcome to participate, on, behind or in front of the stage. Their contributions can get them Independent Study Project credits, to be discussed with FAM.

Required Reading: For textual work we will be using the Arden Shakespeare edition. For the performance, there is a Word document downloadable from www.morrissey.unibe.ch, which will be regularly updated to reflect decisions concerning the production and the text to be performed (i.e. cuts)

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

- will have experienced how a classic theatre text is staged, from read-through to stage performance;
- will be able to evaluate staging decisions;
- will have gained first-hand knowledge of translating textual analysis into stage characters;
- will have developed a deeper understanding of Shakespeare's language ;
- will have seen how collaboration between people with a variety of talents can create a comprehensive work of art.

Coursework (pass/fail):

Active participation on all levels of the production

Deadline for Assessed Work: The dates of the four performances will be announced at the beginning of term.

Interdisciplinary Lecture:	“Contamination” – A Key Term in Modern and Contemporary Discourses
Instructor:	Hildebrandt / Rippl / Schäuble / Schneemann
Time:	Tuesday 14-16
Credit Points:	3 ECTS

Course Description: The term contamination (from Latin *contaminare*, “to stain”, “to pollute”) has come to serve as a key term in central discourses of modernity and the present day. Substances and environments are described as “contaminated” whenever they have been tainted or polluted by what are usually undesirable incidents. This connotation – although deficient and pejorative – is palpable throughout the history of the term and is accompanied in many cases by ideological preconceptions. In this respect, “contamination” is held in dialectical tension with conceptions of the pure, the untouched and the immaculate. As a process, contamination damages notions of purity. Conversely, contaminated materials, environments or situations can also be “cleaned”, as is the case in the example of radioactive decontamination.

It is often difficult to make moralizing or normative judgements about the status of contamination in regard to concrete materials, texts or circumstances. *Spolia*, remnants, ruins and *objets trouvés* emerge from complex historico-semantic traditions and have found their way into the visual arts and literature. From the 20th century onwards, artists have sublimated and reevaluated even waste and garbage. In literature, different forms of contamination are imagined and integrated into dystopian and apocalyptic narratives and visions. The concepts of hybridity, ambivalence and dissemination developed by scholars in postcolonial studies help to decipher and highlight notions of purity in racist and colonial discourses and systems of classification. Social anthropology has called to mind various conditions (such as AIDS, toxicity, disability) along with their “embodied ethics” in the name of an ethics “against purity” (Shotwell).

Using the idea of contamination, this lecture series will examine art histories as well as literary histories and assess critical discourses of “contamination” in modernity and the Anthropocene from an anthropological perspective.

The organizers and guest lecturers will discuss literary perspectives, art historical analyses and social anthropological methods. It is possible to receive credits for this lecture series in all three participating subject areas.

Please note that the lecture series will **start in the second week of term, i.e. 2 March 2021**. The individual lectures will be held in English and German.

Required Reading: A selection of texts/text excerpts discussed in this lecture will be made available on Ilias.

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

- reflect critically on the different historical discourses and artistic representations of contamination;
- have learnt about interdisciplinary methods ;
- gain insight into the goals of the environmental humanities and cultural sustainability.

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

* 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.8.

BMZ Lecture: Von Globalisierung bis *Critical Race Theory*: Aktuelle Ansätze in der Mediävistik

Instructors: Annette Kern-Stähler / Beate Fricke and other Medievalists of the University of Bern

Times: Thursday 17.15-18.45 and 3 post lecture seminars with Annette Kern-Stähler dates TBA mandatory

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: Wie arbeiten Mediävistinnen und Mediävisten? Was haben neuere theoretische Ansätze und Methoden der Mediävistik zu bieten? Diese Fragen stehen in diesem Semester im Zentrum der interdisziplinären Vorlesungsreihe des Berner Mittelalterzentrums.

Die am BMZ beteiligten Wissenschaftler/innen (Geschichte, Kunstgeschichte, Germanistik, Anglistik, Romanistik, Klassische Philologie, Judaistik, Theologie, Musikwissenschaft, Archäologie) erläutern, welche theoretischen Ansätze und methodischen Zugänge in den letzten Jahren in ihrem Fach besondere Resonanz gefunden haben, und zeigen beispielhaft auf, wie sie diese für ihre eigene Forschung fruchtbar machen: von Globalisierung, critical race theory und postkolonialen und intersektionalen Theorien über entangled histories, ecocriticism und material culture studies bis hin zu Wirkungsästhetik und den Digital Humanities. In diesem Rahmen zeigen die Berner Forscherinnen und Forscher Synergien und erfolgreiche Kooperationen mit Nachbardisziplinen auf.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- wichtige Positionen nennen und erläutern;
- Argumentationszusammenhänge eigenständig beurteilen;
- Fragestellungen, Gegenstände und Methoden verschiedener mediävistischer Disziplinen zueinander in Beziehung setzen.

Assessment (pass/fail or graded): * Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und der drei Nachbesprechungen einzelner Vorträge nach Ankündigung. Essay (2800 Wörter) bis Semesterende zuhanden Prof. Dr. Annette Kern-Stähler.

Submission date: Semesterende

* 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.8.

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow / Susan Fox
Time:	Monday 14-16
Sessions:	22 February, 1 and 29 March, 3 May; MA Conference on 21 May
Credit Points:	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. Students are expected to attend three initial framing sessions: General Introduction, Writing Skills and Presentation Skills (see dates above). Students in their penultimate colloquium semester will be required to attend an additional poster preparation session on Monday 03 May. ALL students must then participate fully in the one-day colloquium conference on Friday 21 May.

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.

MA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	4 and 18 March, 15 and 29 April, 27 May, 3 June
Credit Points:	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

MA Colloquium:	North American Literature II
Instructors:	Thomas Claviez / Axel Stähler
Time:	Thursday 10-12
Sessions:	4 and 18 March, 1, 22 and 29 April, 20 May
Credit Points:	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

MA Colloquium:

Medieval and Modern English Literature

Instructors:

Annette Kern-Stähler / Virginia Richter

Time:

Thursday (see times below)

Dates:

25 February 11-12, 18 March 9-13, 06 May 9-13

Credit Points:

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

DOCTORAL STUDIES

PhD and Research Colloquium: Modern English Linguistics
Instructor: David Britain
Time: Monday 12-14

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.

PhD and Research Colloquium: Language and Communication

Instructor: Crispin Thurlow

Time: Monday 14-16

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.

PhD and Research Colloquium: **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.

PhD and Research Colloquium: **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.

PhD and Research Colloquium:	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.

PhD and Research Colloquium: **Key Issues in American Studies**

Instructor: **Gabriele Rippl**

Time: Thursday 14:30 – 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 NAWA (National Association of Writers in Education) and EFL consultant for Cambridge University Press.

Sophie Behluli: Anglophone literature from 1900 to the present, the contemporary North American novel, postmodernism and post-postmodernism, intermediality, materiality, aura.

Olivia Biber: Victorian literature and culture, literature and economics, feminist economics, gender studies, queer theory.

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.

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; postcolonial theory; representations of cosmopolitanism; hospitality and otherness.

Olivia Droz-dit-Busset: critical discourse studies, digital/social media discourse, multimodality, ethnography, corpus linguistics, language workers, discourse and community, discourse and identity construction, language and gender.

Marijke Denger: Anglophone and Dutch colonial literatures, contemporary postcolonial literatures, comparative imperialisms, postcolonial theory, and concepts of identity and community.

Susan 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).

Sarah Grossenbacher: Sarah Grossenbacher studied English Linguistics and Geography at the University of Bern, where she graduated in 2016. Her main research interests include English dialectology, sociolinguistics, dialect diffusion and the connection of these to geographical topics such as internal migration, cartography and the rural-urban dichotomy.

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

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.

Ursula Kluwick: Victorian literature & culture, contemporary literature (especially fiction), representations of nature (especially water, the beach, and climate change), ecocriticism, postcolonial literatures and cultures, 'alternative realisms' (especially magic realism and the fantastic).

Zoë Lehmann-Imfeld: Literature and theology, literature and philosophy, literature and science, science fiction, fictionality, the long 19th-century.

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

Sara Lynch: sociolinguistics, corpus linguistics, sociopragmatics, sociophonology, Irish English, and lesser known varieties 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: Critical discourse studies / digital discourse / discourse ethnography / language and media ideologies / digital literacies / discourses and ethnography of educational 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.

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

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

Sabine von Rütte: Anglophone literature of the 20th and 21st centuries, feminist theory, race and gender representation in literature and popular culture, memory and identity, narratology, film studies, cultural studies, contemporary postcolonial literatures and postcolonial theory.

Staff Address List Spring Semester 2021

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

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Timetable Footnotes

Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral students

Ⓔ denotes classes with pre-1800 content

Focus Module (FM):

Race, Ethnicity and Migration

Language Module:

Writing Skills I

Grammar I

BA Core Curriculum:

Analysing Language and Linguistics (Seminar)

Analysing Literature (Seminar)

Literary History (Lecture)

Block Workshops, Seminars, Study Trips and other irregular courses (see Course Booklet for more information):

[1] **Britain/Fox/Thurlow**: BA and **MA Colloquium** Language and Linguistics:

BA and MA Colloquia together on 22 February, 01 & 29 March; BA only on 26 April; all day conference on Friday 28 May; MA only on 03 May; MA conference on Friday 21 May

[4] Kern-Stähler/Richter: BA and **MA colloquium** Medieval and Modern English Literature

BA on 25 February 10-11, 25 March 9-12, 20 May 9-13

MA on 25 February 11-12, 18 March 9-13, 06 May 9-13

[5] Rippl/Behluli: BA and **MA Colloquium** North American Literature I:

BA on 25 February, 11 March, 01 and 22 April, 6 and 20 May

MA on 4 and 18 March, 15 and 29 April, 27 May, 3 June

[6] Claviez : BA and **MA Colloquium** North American Literature II

BA on 25 February, 11 and 25 March, 15 April and 6 May.

MA on 4 and 18 March, 1, 22 and 29 April and 20 May

[7] Hedegard: Applied Linguistics and Migration (BA FM Seminar)

Block course Friday 10-14 on 26 February, 5, 12, 19 and 26 March, 30 April

Additional information for regular courses

[2] **Richter: Reading the Beach (MA Workshop)**

Fortnightly on 23 February, 09 and 23 March, 13 and 27 April, 11 and 25 May

[3] Piercy: Faries and Otherworlds in Medieval Romance

First session 3 March