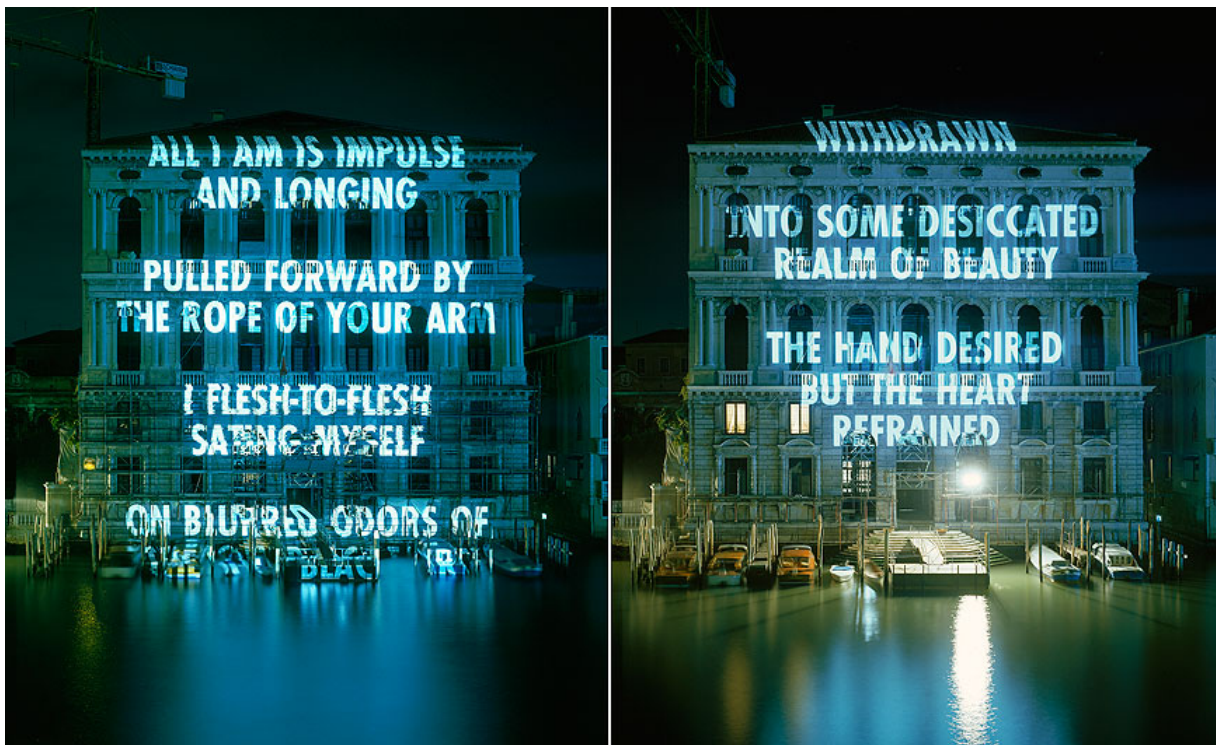


# Course Booklet

Autumn Semester 2017

19 September – 23 December 2017



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CH-3000 Bern 9  
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The Jenny Holzer images on the cover are from her 2003 work titled *Xenon for the Peggy Guggenheim*; it featured poems by Henri Cole projected onto the Palazzo Corner della Ca' Granda in Venice.

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## Welcome from the Head of Department

### ALL THINGS ARE DELICATELY INTERCONNECTED

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

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

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

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

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

A handwritten signature in black ink, appearing to read "Ursula Thurn". The signature is fluid and cursive, with a horizontal line underneath the name.

Head of Department

## Key Dates & Deadlines

### Course Registration & Deregistration

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

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

#### DEADLINES

Autumn Semester	15 October
Spring Semester	15 March

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

### Assessment Registration & Deregistration

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

#### DEADLINES

Autumn Semester	15 November
Spring Semester	15 April

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

### Global Resit Date

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

Wednesday, 7 February 2018

Wednesday, 5 September 2018

### Advanced Readings (examination)

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

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

Notes:

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

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



## BA Thesis Registration

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

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

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

### SUBMISSION IN AUTUMN

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

### SUBMISSION IN SPRING

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

## MA Thesis Registration

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

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

### GRADUATION IN SPRING 2018

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

### GRADUATION IN AUTUMN 2018

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

### Notes:

How to register your thesis:

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

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

see [http://www.philhist.unibe.ch/studies/master/master\\_s\\_degree](http://www.philhist.unibe.ch/studies/master/master_s_degree).

## Study Plan 2017 – Key Points

### Degrees

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

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

### BA: Changes to obligatory courses

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

### BA: Changes to optional courses

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

### MA: Changes to obligatory courses

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

### MA: Changes to optional courses

Single ECTS points can be earned by completing:

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

## General Information

### KSL Registration: General information

Visit [http://www.ens.unibe.ch/studies/ksl\\_registration/index\\_eng](http://www.ens.unibe.ch/studies/ksl_registration/index_eng) for more information on how to register (and deregister) for courses and assessments.

### KSL Registration: Special cases

#### FOCUS MODULES:

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

#### BA COLLOQUIA:

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

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

If you are studying with an older study plan (pre-2017), in your first semester of the BA colloquium, you need to register for the "BA Colloquium (old study plan)".

In your second semester of the BA colloquium, you need to register for the "BA Colloquium (old study plan)" **and** for the "BA Colloquium (assessment, old study plan)".

#### MA COLLOQUIA:

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

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

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

### MA Requirements

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

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

### Attendance

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

### Communicating with the Secretariat and Study Counsellors

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

## Who to Ask – Autumn Semester 2017

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

#### Students with surnames A-K

Dr. Zoë Lehmann

D 211

[zoe.lehmann@ens.unibe.ch](mailto:zoe.lehmann@ens.unibe.ch)

#### Students with surnames L-Z

Ryan Kopaitich

B 273

[ryan.kopaitich@ens.unibe.ch](mailto:ryan.kopaitich@ens.unibe.ch)

### **Study Counselling for MA Students**

#### Students with surnames A-K

Hannah Hedegard

B 266

[hannah.hedegard@ens.unibe.ch](mailto:hannah.hedegard@ens.unibe.ch)

#### Students with surnames L-Z

Dr. Ursula Kluwick

B 267

[ursula.kluwick@ens.unibe.ch](mailto:ursula.kluwick@ens.unibe.ch)

### **International Coordinator (Stay Abroad Enquiries)**

#### Students with surnames A-K

Joseph Comer

031 631 45 09 / B 272

[joseph.comer@ens.unibe.ch](mailto:joseph.comer@ens.unibe.ch)

#### Students with surnames L-Z

Dr. Rory Critten

031 631 55 15 / B 267

[rory.critten@ens.unibe.ch](mailto:rory.critten@ens.unibe.ch)

### **Admission Enquiries**

Viola Marchi

B 273

[viola.marchi@ens.unibe.ch](mailto:viola.marchi@ens.unibe.ch)

### **Independent Studies Proposals**

Contact any member of teaching staff

### **Independent Studies Coordinator**

Anja Thiel

B 266

[anja.thiel@ens.unibe.ch](mailto:anja.thiel@ens.unibe.ch)

### **Assessment of Courses and Information about your Results**

Individual course instructors and Notice Boards

### **KSL Enquiries**

Sarah Zürcher

031 631 82 45 / D 201

[sarah.zuercher@ens.unibe.ch](mailto:sarah.zuercher@ens.unibe.ch)

Rahel Braunschweig

031 631 37 56 / D 202

[rahel.braunschweig@ens.unibe.ch](mailto:rahel.braunschweig@ens.unibe.ch)

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

Dr. Zoë Lehmann

D 211

[zoe.lehmann@ens.unibe.ch](mailto:zoe.lehmann@ens.unibe.ch)

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

Sarah Zürcher

031 631 82 45 / D 201

[sarah.zuercher@ens.unibe.ch](mailto:sarah.zuercher@ens.unibe.ch)

### **Library Enquiries**

Nina Müller

031 631 83 72 / B 271

[nina.mueller@ub.unibe.ch](mailto:nina.mueller@ub.unibe.ch)

<b>For information about staff consultation times please consult the departmental website.</b>
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## Academic Staff (AS17)

### Professors

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

### Lecturers

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

### Senior/Post-Doc Assistants

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

### Assistants/Doctoral Researchers

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

*\* Teaching this semester*

## **Administrative Staff (AS17)**

### **Secretaries**

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

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

### **Directors' Assistant**

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

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

Nina Müller	Monday-Thursday
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<b>Information is subject to change. Please consult the notice boards and the departmental website regularly.</b>
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## A week in the life of your instructor

by Professor Crispin Thurlow

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

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

### Teaching/mentoring-related activities <sup>1</sup>

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

### Admin-related activities

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

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

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

#### **Research-related activities**

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

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



**Autumn Semester 2017**

# BA STUDIES

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

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

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

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

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

**Resit Date:** 5 September 2018

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

**Course Type:** Language Module Seminar

**Title:** Writing Skills I

**Instructors:** Beatriz Lorente / Nicole Nyffenegger

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

**Credit Points:** 3 ECTS

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

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

**Texts:** Materials will be posted on ILIAS.

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

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

**Grade Requirement:** Evaluation of written work

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

Core Curriculum
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**Course Type:** Core Curriculum Lecture

**Title:** Introduction to Language and Linguistics

**Instructor:** Franz Andres Morrissey

**Time:** Wednesday 8-10

**Credit Points:** 3 ECTS

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

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

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

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

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

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

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

**Resit Date:** 7 February 2018

**Deadline for Submission of Assignment/Evaluation:** 9 January 2018

**Course Type:** Core Curriculum Lecture

**Title:** Earlier Englishes

**Instructor:** Rory Critten

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

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

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

**Course Type:** Core Curriculum Lecture

**Title:** Introduction to Literature

**Instructor:** Nicole Nyffenegger

**Time:** Wednesday 10-12

**Credit Points:** 3 ECTS

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

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

**Texts:** All students are requested to have read *Hamlet* in the 2016 Arden edition by the third week of term. References will be made also to other works on the departmental reading list. Please make sure to have a personal copy of all “Core texts” on that list:

[http://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/reading\\_list/index\\_eng.html](http://www.ens.unibe.ch/studies/course_types_and_modules/reading_list/index_eng.html)

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

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

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

**Resit date:** 7 February 2018.

<b>Focus Module Language and Linguistics: Contact: Globalising Language</b>
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**Course Type:** Focus Module Lecture (and MA Lecture)

**Title:** Global English

**Instructor:** Sue Fox

**Time:** Wednesday 12-14

**Credit Points:** 3 ECTS

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

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

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

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

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

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

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

**Resit Date:** 20 December 2017

**Deadline for Submission of Assignment/Evaluation:** 6 December 2017

**Course Type:** Focus Module Seminar

**Title:** Linguistic Landscapes

**Instructor:** Maida Bilkic

**Time:** Tuesday 16-18

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

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

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

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 7 January 2017



**Course Type:** Focus Module Seminar

**Title:** Language and Diversity

**Instructor:** Joseph Comer

**Time:** Wednesday 14-16

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course Type:** Focus Module Seminar

**Title:** Dialect Contact in North American and Australian English

**Instructor:** Hannah Hedegard / Anja Thiel

**Time:** Wednesday 10-12

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

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

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

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

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

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

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

**Grade Requirement:** Same as above, plus a report

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

**Deadline for Submission of Assignment/Evaluation:** 3 January 2018

<b>Focus Module Literature: Early America</b>
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**Course Type:** Focus Module Lecture (and MA Lecture)

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

**Instructor:** Thomas Claviez

**Time:** Tuesday 14-16

**Credit Points:** 3 ECTS

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

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

**Texts:** Texts be uploaded on ILIAS.

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

**Evaluation (pass/fail):** Final exam

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

**Resit Date:** 7 February 2018

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

**Course Type:** Focus Module Seminar

**Title:** The Early American Novel and the Nation

**Instructor:** Julia Straub

**Time:** Tuesday 8-10

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

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

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

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

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

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

**Evaluation (pass/fail):** Cumulative course work

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

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

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

<b>Course</b>	<b>Focus Module Seminar</b>
<b>Title:</b>	<b>Of Genocide</b>
<b>Instructor:</b>	<b>Ryan Kopaitich / Viola Marchi</b>
<b>Time:</b>	Monday 12-14
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS)
<b>Open to students from other departments as Wahlbereich?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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

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

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

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

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

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

**Course Type:** Focus Module Seminar

**Title:** 19<sup>th</sup> Century American Literature: An Ecocritical Approach

**Instructor:** Edward Wright

**Time:** Thursday 12-14

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

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

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

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

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 28 January 2018

## Free-Standing Lectures and Seminars

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

**Title:** Performing 'Realities'

**Instructor:** Franz Andres Morrissey

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

**Texts:** Texts to be read before the sessions will be made available in PDF format on [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch).

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

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

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



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

**Title:** Language Policy

**Instructors:** Beatriz Lorente

**Times:** Monday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

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

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

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

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

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

**Title:** Hot Topics in Medieval Studies: An Introduction

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

**Times:** Thursday 14-16

**First Session:** 28 September 2017

**Credit Points:** 3 ECTS

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

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

**Texts:** Texts will be uploaded on ILIAS.

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

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

**Resit Date:** 21 December

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

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

**Title:** Mind as Machine? Altered Cognition in Science Fiction

**Instructors:** Claudine Bollinger

**Times:** Friday 14-16

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

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

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

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

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

Further reading material will be uploaded to ILIAS.

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 26 January 2018

<b>Optional Courses</b>
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**Course Type:** BA Workshop

**Title:** Shakespeare at the Movies

**Instructor:** Nicole Nyffenegger

**Time:** Friday 14-18 (fortnightly)

**First session:** 22 September 2017 (only two hours)

**Credit Points:** 3 ECTS

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

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

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

\* [http://www.telegraph.co.uk/film/macbeth/best\\_shakespeare\\_adaptations/](http://www.telegraph.co.uk/film/macbeth/best_shakespeare_adaptations/)

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

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

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

**Course Type:** BA Workshop

**Title:** Creative Writing

**Instructor:** Franz Andres Morrissey

**Time:** Thursday 12-14

**Credit Points:** 3 ECTS

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

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

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

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

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

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

**Grade Requirement:** Ungraded

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

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

**Course Type:** BA Workshop

**Title:** Text in Performance

**Instructor:** Franz Andres Morrissey

**Time:** Thursday 16-18

**Credit Points:** 3 ECTS

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

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

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

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

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

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

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

**Grade Requirement:** Ungraded

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

**Course Type:** Lecture/Wahlbereich Lecture

**Title:** Profile und Projekte – Mittelalter-Forschung an der Universität Bern und benachbarten Institutionen

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

**Time:** Thursday 17.15 - 18.45

**Credit Points:** 3 ECTS

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

**Course Description:** Im Jahre 1996 beschloss eine Gruppe von Professorinnen und Professoren der philosophisch-historischen Fakultät der Universität Bern, ein gemeinsames Zentrum zu schaffen, um ihre unterschiedlichen Zugänge zum Mittelalter einem breiten (akademischen wie auch nicht-akademischen) Publikum zu vermitteln. Das Historische Institut, die Institute für englische Sprachen und Literaturen, Germanistik, Islamwissenschaft, Kunstgeschichte, Musikwissenschaft, Theaterwissenschaft, Philosophie, romanische Sprachen und Literaturen, slawische Sprachen und Literaturen eröffneten die Aktivitäten des Zentrums mit einer interdisziplinären Vorlesungsreihe, die seither – mit einem neuen Thema für jedes Semester – stetige Fortsetzung gefunden hat. Der Kreis der Vortragenden umfasst, ausser den Professor/innen und Dozierenden der beteiligten Institute, auch Vertreter/innen anderer Institutionen von Stadt und Kanton mit einem mediävistischen Schwerpunkt (so u.a. die Burgerbibliothek, das Bernische Historische Museum, den Archäologischen Dienst und das Staatsarchiv des Kantons Bern). Gastvorlesungen, die teilweise von Stiftungen und vom Freundeskreis des BMZ unterstützt werden, setzen dabei besondere Akzente. In diesem Semester wird die BMZ-Ringvorlesung die Spannweite mediävistischer Forschung in Bern vorstellen: Die Vertreter/innen der mediävistischen Disziplinen der Universität Bern ebenso wie Wissenschaftler/innen anderer Institutionen des Kantons werden einen Einblick in ihre Forschungspraxis geben, Traditionen sichtbar machen und aktuelle Projekte präsentieren. Dabei ist die Einführung in das mediävistische Profil Berner Forschung ausdrücklich auch als Einladung an die Studierenden zur aktiven Beteiligung gedacht.

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

**Evaluation:**

- **As BA and MA lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Kolloquiumssitzungen, Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbarer Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: tba)  
Datum der Vorbesprechung: tba (unmittelbar vor der ersten Vorlesung) – wir treffen uns im kleinen Seminarraum, Raum 217, 2. OG, gleich neben dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler ([kern-staehler@ens.unibe.ch](mailto:kern-staehler@ens.unibe.ch)) und Dr. Rory Critten ([rory.critten@ens.unibe.ch](mailto:rory.critten@ens.unibe.ch)).
- **As Wahlbereich lecture (graded):** Gemäss den Vorgaben der BMZ-Direktorin Prof. Dr. Birgitt Borkopp-Restle (<http://www.bmz.unibe.ch/index.html>)

**Course Type:** Wahlbereich Lecture

**Title:** Schuld und Schulden

**Instructors:** Collegium Generale

**Time:** Wednesday 18-20

**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:** Angesichts der europäischen und globalen Schuldenkrise beschäftigt das Thema der kollektiven Unternehmens- und Staatsschulden, aber auch der privaten Verschuldung die verschiedensten Disziplinen. Strategien, wie einzelne der „Schuldenfalle“ entkommen können, werden ebenso intensiv diskutiert wie solche zur Entschuldung von Staaten. Schulden erzeugen bedeutende strukturelle Abhängigkeiten und die Idee der Verschuldung ist moralisch aufgeladen. Als eine zentrale kulturelle Errungenschaft ist die Einführung des Geldes eng mit dem Thema Schulden verflochten. Die Vorlesungsreihe thematisiert die Ideen- und Alltagsgeschichte von Schuld und Schulden, auch im Zusammenhang mit aktuellen Krisen und Lösungsansätzen. Beiträge aus Psychologie, Volkswirtschaft, Anthropologie, Strafrecht, Geschichte und weiteren Fachgebieten werden ein möglichst umfassendes Verständnis des Themas ermöglichen.

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

**Programme:**

20.09.2017 **Prof. Dr. Laura Rischbieter, Wirtschafts- und Sozialgeschichte, Universität Konstanz**  
Staatsverschuldung: Probates Mittel der Wirtschaftspolitik oder potentieller Krisenherd?

27.09.2017 **Prof. em. Dr. Reinhard Merkel, Strafrecht und Rechtsphilosophie, Universität Hamburg**  
Willensfreiheit, Schuld und Recht: Eine philosophische Perspektive

04.10.2017 **Dr. Daniel Fink, Bundesamt für Statistik & Kriminologie, Lausanne**  
Schuld, Strafe, Strafvollzug im Wandel. Ein statistisch-historischer Zugang

11.10.2017 **Prof. em. Dr. Brigitte Boothe, Psychologisches Institut, Universität Zürich**  
Individueller Umgang mit Schuldgefühlen



- 18.10.2017 **Dr. Florence Metz, Institut für Politikwissenschaft, Universität Bern**  
Ökoschulden und Wert(er)schöpfung: Eine Frage der politischen Steuerungs-  
fähigkeit
- 25.10.2017 **Prof. Dr. Gabriela Signori, Mittelalterliche Geschichte, Universität Konstanz**  
Kreditwesen im Spätmittelalter
- 01.11.2017 **Dr. Fritz Zurbrügg, Schweizerische Nationalbank, Bern**  
Kredite, Schulden und Wachstum
- 08.11.2017 **Prof. Dr. Heinzpeter Znoj, Institut für Sozialanthropologie, Universität Bern**  
Geld und Gaben als Beziehungsmittel
- 15.11.2017 **PD Dr. Daniel Cuonz, Lehrstuhl für Deutsche Sprache und Literatur, Universi-  
tät St. Gallen**  
Das Drama des verschuldeten Menschen - Shakespeare, Ibsen, Dürrenmatt
- 22.11.2017 **Dr. Christoph Mattes, Hochschule für Soziale Arbeit, FHNW Basel**  
Verschuldung erlaubt? Integrative Aspekte der Jugendverschuldung
- 29.11.2017 **Prof. Dr. Georg Pfeleiderer, Systematische Theologie/Ethik, Basel**  
Schuld und Vergebung im Christentum. Ein theologischer Prospekt
- 06.12.2017 **Dr. Bernd Borchard, Bereich Risiko- und Interventionsabklärungen, Amt für  
Justizvollzug, Zürich**  
Schuld, Schuldfähigkeit und Rückfallprävention aus Sicht der Forensischen  
Psychologie
- 13.12.2017 **Dr. Joe Deville, Department for Organisation Work and Technology, Lancas-  
ter University**  
Debt Collection: The Emotional Work of Market Attachment  
(Referat auf Englisch)

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

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

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

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

**Title:** Language and Linguistics

**Instructors:** David Britain / Crispin Thurlow

**Sessions:** 18, 25 September, 16-18; 8 December, 8-18

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

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

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

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

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

**Grade Requirement:** Ungraded

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

**Course Type:** BA Colloquium

**Title:** North American Literature I

**Instructors:** Gabriele Rippl / Julia Straub

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

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

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

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

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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

**Course Type:** BA Colloquium

**Title:** North American Literature II

**Instructors:**

**Time**

**Sessions:**

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

**Credit Points:**

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

**Open to students from other departments as Wahlbereich?**

☐ Yes ☒ No

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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

This course has been merged with the course 'BA Colloquium: North American Literature I'. For details, please compare with this course.

**Course Type:** BA Colloquium

**Title:** Medieval and Modern English Literature

**Instructors:** Annette Kern-Stähler / Ursula Kluwick

**Time:** Thursday 10-12 (fortnightly)

**First Session/Sessions:** 28 September 2017

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

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

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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

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

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

**Supervisor:** Julia Straub

**Dates:** Monday, 11 December – Friday, 15 December

**Credit Points:** 3 ECTS

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

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

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

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

Please consult the Reading List on the Department Webpage.

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

**Evaluation (pass/fail):** Pass/fail

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

# MA STUDIES

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

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

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

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

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

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

**Resit Date:** Friday, 12 January 2018.

**Deadline for Submission of Assignment/Evaluation:** 13 December 2017

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

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

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

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

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

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

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

**Resit Date:** 20 December 2017

**Deadline for Submission of Assignment/Evaluation:** 6 December 2017



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

**Title:** Performing 'Realities'

**Instructor:** Franz Andres Morrissey

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS; Open to CSLS students

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

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

**Texts:** Texts to be read before the sessions will be made available in PDF format on [www.morrissey.unibe.ch](http://www.morrissey.unibe.ch).

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

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

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

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

**Title:** Language Policy

**Instructors:** Beatriz Lorente

**Times:** Monday 10-12

**Credit Points:** 3 ECTS; Open to CSLS students

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

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

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

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

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

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

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

<b>Course Type:</b>	<b>MA Seminar</b>
<b>Title:</b>	<b>Fieldwork Methods in Sociolinguistic Dialectology</b>
<b>Instructor:</b>	<b>David Britain</b>
<b>Time:</b>	Tuesday 14-18
<b>Sessions:</b>	19 September; 24, 31 October; 7, 14, 28 November; 19 December
<b>Credit Points:</b>	7 ECTS (ungraded 4 ECTS); Open to CSLS students

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

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 12 February 2018

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

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

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

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

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

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

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

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

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

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

This seminar is capped at 30 students.

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

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

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

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

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

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

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

**Title:** Literary Theory

**Instructor:** Thomas Claviez

**Time:** Wednesday 10-12

**Credit Points:** 4 ECTS (ungraded 3 ECTS)

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

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

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

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

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

**Resit date:** 7 February 2018

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

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

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

**Instructor:** Thomas Claviez

**Time:** Tuesday 14-16

**Credit Points:** 3 ECTS

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

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

**Texts:** Texts be uploaded on ILIAS.

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

**Evaluation (pass/fail):** Final exam

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

**Resit date:** 7 February 2018

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



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

**Title:** Hot Topics in Medieval Studies: An Introduction

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

**Times:** Thursday 14-16

**First Session:** 28 September 2017

**Credit Points:** 3 ECTS

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

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

**Texts:** Texts will be uploaded on ILIAS.

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

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

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

**Course Type:** Lecture/Wahlbereich Lecture

**Title:** Profile und Projekte – Mittelalter-Forschung an der Universität Bern und benachbarten Institutionen

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

**Time:** Thursday 17.15 - 18.45

**Credit Points:** 3 ECTS

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

**Course Description:** Im Jahre 1996 beschloss eine Gruppe von Professorinnen und Professoren der philosophisch-historischen Fakultät der Universität Bern, ein gemeinsames Zentrum zu schaffen, um ihre unterschiedlichen Zugänge zum Mittelalter einem breiten (akademischen wie auch nicht-akademischen) Publikum zu vermitteln. Das Historische Institut, die Institute für englische Sprachen und Literaturen, Germanistik, Islamwissenschaft, Kunstgeschichte, Musikwissenschaft, Theaterwissenschaft, Philosophie, romanische Sprachen und Literaturen, slawische Sprachen und Literaturen eröffneten die Aktivitäten des Zentrums mit einer interdisziplinären Vorlesungsreihe, die seither – mit einem neuen Thema für jedes Semester – stetige Fortsetzung gefunden hat. Der Kreis der Vortragenden umfasst, ausser den Professor/innen und Dozierenden der beteiligten Institute, auch Vertreter/innen anderer Institutionen von Stadt und Kanton mit einem mediävistischen Schwerpunkt (so u.a. die Burgerbibliothek, das Bernische Historische Museum, den Archäologischen Dienst und das Staatsarchiv des Kantons Bern). Gastvorlesungen, die teilweise von Stiftungen und vom Freundeskreis des BMZ unterstützt werden, setzen dabei besondere Akzente. In diesem Semester wird die BMZ-Ringvorlesung die Spannweite mediävistischer Forschung in Bern vorstellen: Die Vertreter/innen der mediävistischen Disziplinen der Universität Bern ebenso wie Wissenschaftler/innen anderer Institutionen des Kantons werden einen Einblick in ihre Forschungspraxis geben, Traditionen sichtbar machen und aktuelle Projekte präsentieren. Dabei ist die Einführung in das mediävistische Profil Berner Forschung ausdrücklich auch als Einladung an die Studierenden zur aktiven Beteiligung gedacht.

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

**Evaluation:**

- **As BA and MA lecture English (graded or ungraded):** Besuch aller BMZ-Vorträge und der obligatorischen Vorbesprechung, Besuch der drei Kolloquiumssitzungen, Anfertigung eines Essays, das mit einer Leitfrage drei frei wählbarer Vorträge der BMZ-Ringvorlesung thematisch miteinander verbindet (2800 Wörter, deadline: tba)  
Datum der Vorbesprechung: tba (unmittelbar vor der ersten Vorlesung) – wir treffen uns im kleinen Seminarraum, Raum 217, 2. OG, gleich neben dem Hörsaal 220. Bitte melden Sie sich bei Interesse an dieser Veranstaltung bei Prof. Annette Kern-Stähler ([kern-staehler@ens.unibe.ch](mailto:kern-staehler@ens.unibe.ch)) und Dr. Rory Critten ([rory.critten@ens.unibe.ch](mailto:rory.critten@ens.unibe.ch)).
- **As Wahlbereich lecture (graded):** Gemäss den Vorgaben der BMZ-Direktorin Prof. Dr. Birgitt Borkopp-Restle (<http://www.bmz.unibe.ch/index.html>)

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

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

**Texts:**

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

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

**Learning Outcomes:**

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 31 January 2018

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

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

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

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

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

**Grade Requirement:** Seminar paper (5000-6000 words)

**Deadline for Submission of Assignment/Evaluation:** 31 January 2018

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

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

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

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

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Cumulative course work and seminar paper

**Deadline for Submission of Assignment/Evaluation:** 25 January 2018

## Optional Courses

**Course Type:** MA Workshop

**Title:** Sensing the Middle Ages

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

**Time:** Wednesday, 27 September: 16-18; Wednesday, 4 October: 18-19.30; 11 October: attendance at *one* of the following paper sessions at the international senses workshop in Bern (see below): 9.30-10.30, 11.00-12.00, 13.30-14.30; followed by a block session (date to be arranged with students at the beginning of term)

**First Session:** 27 September 2017

**Credit Points:** 3 ECTS

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

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

**Texts:** Texts will be uploaded on ILIAS.

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

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

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

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

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

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

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 15 November 2017

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

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

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

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

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

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

**Deadline for Submission of Assignment/Evaluation:** 1 December 2017



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

**Title:** Language and Linguistics

**Instructors:** David Britain / Crispin Thurlow

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

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

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

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

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

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

**Grade Requirement:** Ungraded

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

**Course Type:** MA Colloquium

**Title:** North American Literature I

**Instructors:** Gabriele Rippl / Julia Straub

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

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

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

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

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

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

**Grade Requirement:** Ungraded

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

**Course Type:** MA Colloquium

**Title:** North American Literature II

**Instructors:** Thomas Claviez

**Time:** Thursday 10-12 (fortnightly)

**Sessions:** 28 September, 12 October, 26 October,  
2 November, 9 November, 16 November

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

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

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

**Evaluation (pass/fail):** Cumulative course work

**Grade Requirement:** Ungraded

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

**Course Type:** MA Colloquium

**Title:** Medieval and Modern English Literature

**Instructors:** Annette Kern-Stähler / Ursula Kluwick

**Time:** Thursday 10-12 (fortnightly)

**First Session/Sessions:** 5 October 2017

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

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

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

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

**Grade Requirement:** Ungraded

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

## PhD STUDIES

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

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

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

**Course Type:** PhD and Research Colloquium

**Title:** Language and Communication

**Instructor:** Crispin Thurlow

**Time:** Tuesday 12-14

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

**Learning Outcomes:** Doctoral candidates participating in this colloquium will:

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

**Course Type:** PhD and Research Colloquium

**Title:** Literary Theory

**Instructor:** Thomas Claviez

**Time:** Monday 14-18

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

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

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

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

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

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

#### **Learning Outcomes:**

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



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

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

**First Deadline for Signing-up: 18 September 2017;** please send an email to Dr. Anne Zimmermann. Your email should include a few words explaining why you are interested in attending the colloquium: [anne.zimmermann@cde.unibe.ch](mailto:anne.zimmermann@cde.unibe.ch)

**Course Type:** PhD and Research Colloquium

**Title:** Modern English Literature

**Instructor:** Virginia Richter

**Time:** Block seminar

**Sessions:** By appointment

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

**Course Type:** PhD and Research Colloquium

**Title:** Medieval Studies

**Instructor:** Annette Kern-Stähler

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

## STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Students' Committee

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

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

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

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

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

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

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

<b>Check our Facebook page regularly!</b>
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## Staff Address List Autumn Semester 2017

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

Name	Email Address
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## TIMETABLE AUTUMN SEMESTER 2017

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08-10		Morrissey: Grammar I (Language Module)  Straub: The Early American Novel and the Nation (FM Seminar: Early America)	Morrissey: Introduction to Language and Linguistics (Core Curriculum Lecture)  Britain: Language and Society (MA Foundation Lecture)		
10-12	Lorente: Language Policy (FS BA and MA Lecture Language and Linguistics)	Critten: Earlier Englishes (Core Curriculum Lecture)  Thurlow: Sensing the City: Nonverbal Communication (MA Seminar/Excursion)****  Morrissey: Performing 'Realities' (FS BA and MA Lecture Language and Linguistics)	Nyffenegger: Introduction to Literature (Core Curriculum lecture)  Hedegard/Thiel: Dialect Contact in North American and Australian English (FM Seminar: Contact: Globalising Language)  Claviez: Literary Theory (MA Foundation Lecture)  Britain: Modern English Linguistics (PhD and Research Colloquium)	Nyffenegger: Writing Skills I (Language Module)  Kern-Stähler/Kluwick: BA Colloquium Medieval and Modern English Literature Rippl/Straub: BA Colloquium: North American Literature I Claviez: BA Colloquium: North American Literature II Kern-Stähler/Kluwick: MA Colloquium Medieval and Modern English Literature Rippl/Straub: MA Colloquium North American Literature I Claviez: MA Colloquium: North American Literature II	
12-14	Kopaitech/Marchi: Of Genocide (FM Seminar: Early America)  Kluwick: Writing the Mediterranean (MA Seminar)	Lorente: Writing Skills I (Language Module)  Straub: Literary Reviewing (MA Workshop)  Thurlow: Language and Communication (PhD and Research Colloquium)	Lorente: Writing Skills I (Language Module)  Fox: Global English (FM and MA Lecture: Contact: Globalising Language)  Rippl: Anglophone World Literature (MA Workshop)***	Wright: American Literature in the 19 <sup>th</sup> Century: An Ecocritical Approach (FM Seminar: Early America)  Morrissey: Creative Writing (BA Workshop)  Straub: American Gothic 1780-1910 (MA Seminar)	
14-16	Lorente: Writing Skills I (Language Module)  14-18: Claviez: Literary Theory (PhD and Research Colloquium)  14-18: Rippl: Key Issues in American Studies (PhD and Research Colloquium)	Lorente: Writing Skills I (Language Module)  Claviez: American Genesis 1620-1865 (Flagged as Pre-1800) (FM Lecture and MA Lecture: Early America)  14-18: Britain: Fieldwork Methods in Sociolinguistic Dialectology (MA Seminar)*	Lorente: Writing Skills I (Language Module)  Comer: Language and Diversity (FM Seminar: Contact: Globalising Language)  Fox: Intercultural Discourse and Communication (MA Seminar)	Kern-Stähler/Nyffenegger: Hot Topics in Medieval Studies: An Introduction (FS BA and MA Lecture Literature)	Bollinger: Mind as Machine: Altered Cognition in Science Fiction (FS Seminar Literature)  14-18: Nyffenegger: Shakespeare at the Movies (BA Workshop)
16-18	Lorente: Writing Skills I (Language Module)  Britain/Thurlow: BA Colloquium Language and Linguistics**  Britain/Thurlow: MA Colloquium Language and Linguistics**  14-18: Claviez: Literary Theory (PhD and Research Colloquium)  14-18: Rippl: Key Issues in American Studies (PhD and Research Colloquium)	Bilkic: Linguistic Landscapes (FM Seminar: Contact: Globalising Language)  14-18: Britain: Fieldwork Methods in Sociolinguistic Dialectology (MA Seminar)*	Kern-Stähler/Nyffenegger: Sensing the Middle Ages (MA Workshop)	Morrissey: Text in Performance (BA Workshop)  17-19: BMZ: Profile und Projekte – Mittelalter-Forschung an der Universität Bern und benachbarten Institutionen (BA Wahlbereich Lecture and MA Lecture)  Rippl: North American Literature and Photography (MA Seminar)	14-18: Nyffenegger: Shakespeare at the Movies (BA Workshop)
18-20			Collegium Generale: Schuld und Schulden (BA Wahlbereich Lecture)		

**Key:**

Classes in **Bold** are for MA Students

Classes in *Italics* are for PhD Candidates

**Core Curricula:**

**Introduction to Language and Linguistics (Lecture)**

**Earlier Englishes (Lecture)**

**Introduction to Literature (Lecture)**

**Focus Modules:**

Language and Linguistics: Contact: Globalising Language

Literature: Early America

**Language Foundation Modules:**

Writing Skills

Grammar

**Block Workshops / Seminars and Excursion Seminars (see course booklet for more information):**

**\*Britain: Fieldwork Methods in Sociolinguistic Dialectology (MA Seminar):**

Tuesdays: 19 September; 24, 31 October; 7, 14, 28 November; 19 December

**\*\*Britain/Thurlow: Bachelor Colloquium Language and Linguistics/Master Colloquium Language and Linguistics:**

BAs and MAs together on Monday 18 and 25 September, 16-18; BAs only 8-18 (one day conference) on Friday 8 December; MAs only 8-18 (one day conference) on Friday November 17

**\*\*\*Rippl: Anglophone World Literature (MA Workshop):**

Preliminary meeting: Wednesday 20 September, 12.30-14.00; Block days: Friday 13 October and Friday 3 November, 9-18

**\*\*\*\*Thurlow: Sensing the City (MA Seminar/Excursion):**

Tuesday 19 and 26 September; 3 October; Monday 14 and 27; Thursday 30 November; Tuesday 12 December

**Straub: Advanced Readings Examination in Linguistics and Literature:**

Monday 11 - Friday 15 December. Individual times to be arranged nearer the time.