

Course Booklet

Autumn Semester 2019

16 September – 20 December 2019



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WELCOME MESSAGE

From Crispin Thurlow as outgoing Head of Department

Whoever has emerged victorious participates to this day
in the triumphal procession in which the present rulers
step over those who are lying prostrate.

Walter Benjamin*

The cover image for this course booklet makes reference to two momentous anniversaries this year: the first moon landing on 20th July 1969 and, twenty years later, the fall of the Berlin Wall on 9th November 1989. Both these events were the outcome of human machinations and political ambitions; the first representing an unapologetic quest for predominance by a single nation-state and the second, the disintegration of one transnationalist ideology and the triumph(alism) of another. Both events were special opportunities for humankind to rethink its ways of making sense of the world. Both also have something to tell us about the nature of success and failure.

Our shared imagination – our sense of ourselves as a whole world – was dramatically shaped by the famous photo (see below) taken from the Apollo 8 rocket on Christmas Eve 1968, just six months before the moon landing itself would take place. This was an unprecedented chance for the



Earthrise, 1968 photo, Apollo 8 mission

astronauts and, eventually, all of us to look back on the earth, offering a tangible sense of ourselves in truly global terms – as an actual *globe*. Even then, however, our collective reading of this new perspective emerged in two very different ways, as the cultural geographer Denis Cosgrove (1994) notes and as my colleague Adam Jaworski (2015) explains. The first reading was “aligned with a universalizing, Christian vision of the world linked to the American ideology of expansionism, redefined here from intrusion into other peoples’ territories, to peaceful expansion beyond the Earth for the benefit of all the people.” The second reading, meanwhile, “evoked a more environmentally oriented image of humanity’s ‘home’ rooted in postmodernity: equally beautiful and small but fragile, vulnerable, and

susceptible to the complex and powerful forces beyond human agency and even beyond our full comprehension.” For good or bad, rightly or wrongly, these visions were structured by a desire for some kind of universal truth about our lives. This may seem like a perfectly reasonable objective, but it is not without its drawbacks.

For Jonathan Sacks (2003), a scholar and a rabbi, we are somewhat trapped by our universalist mentality, our yearning for harmony achieved through order. This is what he calls the “curse of Plato” which is, he suggests, exemplified in Raphael’s famous painting *The School at Athens* (see

* From paragraph VII of *The Concept of History*. Written in early 1940 before his suicide the same year, this essay appeared in English in 1968 as part of a collection titled *Illuminations*. Benjamin earned his PhD at the University of Bern (see below).

Wikipedia). In the centre of the painting stand the great forefathers of Western philosophy, Plato and Aristotle. With his hand raised up to the heavens, Plato appears to be saying:

If you seek truth, Aristotle, do not look down to this world that surrounds us, empirical reality with all its messy and chaotic particulars. Look up to heaven and the world of forms, for it is there that you will find the true essence and nature of things. There, in place of particularity and conflict, you will find unity and harmony.

And so it is that we come to think of particularity and difference as the source of conflict and prejudice, while favouring universality as the realm of peace and understanding. All of which has unfortunate ramifications for academia where we have inherited a tendency for seamless, coherent narratives or “theories” at the expense of the everyday and ordinary, the unusual and messy. This is especially so in the so-called natural sciences and social sciences; less so, however, in the humanities and humanistic social sciences. Thank goodness. In literary studies and socioculturally-oriented linguistics, for example, so much of our work entails using personal stories and everyday lives precisely in order to help tell some of the big, profound stories – rather than the other way round. Indeed, as feminist literary scholar Jane Gallop (2002: 5) observes, it is only by focusing on the narration of occasional or singular events that we can properly “honour the uncanny detail of lived experience”. If we attend to the local and the particular, she then proposes, we can also seed and nourish more global, general theories.

This more modest, perhaps even humble, way of approaching the big stuff of life is useful not only for our approach to academic work but also for our personal lives – for the way we chose to live our lives, particularly in the face of the relentless neoliberal demand for ambition, self-improvement and success. In this regard, I have myself been thinking again (cf Thurlow, 2004) about the place of failure in my work and in my life. No reflection, I hasten to add, on my term as Head of Department! In her Swarthmore lecture, the astronomer and Quaker, Jocelyn Burnell (1989) talked about what she saw as an undue emphasis on wholeness, success and “coping”, and the concomitant devaluation of, or disregard for, brokenness, imperfection and vulnerability. This “happy ending syndrome” means that we typically value the complete and rounded over the open-ended and uneven. In our sincere but misguided urge to always mend and heal everything, says Burnell (1989: 47), we must “resist the temptation of comfortable but spurious ‘final solutions’ too easily won”. This requires accepting that, as in physics, the uncertain is the usual order of things, and that, as in nature, brokenness is invariably a precursor for growth.

Along similar lines, my more recent thinking about the ordinary but productive nature of failure has been inspired by Jack/Judith Halberstam’s (2011: 120-1) rather special book *The Queer Art of Failure*. One of my favourite moments in this book comes in a chapter which opens with a splendid



*Section of the Berlin Wall,
Imperial War Museum, London*

aphorism by Quentin Crisp but ends with the following observation by Halberstam themselves and includes a reference to the same Walter Benjamin (1968: 256) essay quoted above:

The concept of practicing failure perhaps prompts us to discover our inner dweeb, to be underachievers, to fall short, to get distracted, to take a detour, to find a limit, to lose our way, to forget, to avoid mastery, and, with Walter Benjamin, to recognize that “empathy with the victor invariably benefits the rulers”. All losers are the heirs of those who lost before them. Failure loves company.

I rather like the invitation to discover my “inner dweeb”. I certainly think there’s something healthy about allowing oneself to be a so-called underachiever – not least because the reality is there is never a moment when any of us are allowed to feel that we have ever achieved enough. There is also something intriguing here about the insight (or warning?) borrowed from Benjamin about siding with victors. And this brings me full circle as well as to the Autumn semester. This year actually marks the centenary of Walter Benjamin’s having completed his PhD at the University of Bern. It is a special opportunity for the Faculty of Humanities, in particular, to celebrate his life and work by hosting the bi-annual conference of the International Walter Benjamin Society.[†] Then, in mid-September, Jack Halberstam will be visiting Bern to give a keynote lecture at the Gender Campus conference being organized under the theme of “Violent times, rising protests: Structures, experiences, and feelings”.[‡] Of course, our department also has its own local happenings too.

In Autumn semester, Professor Virginia Richter takes over as Head of Department while Professor Gabriele Rippl takes up her position as Vice-Dean. With gratitude I welcome the one, and to the other I offer a heart-felt “good luck”. This semester also sees Professors Annette Kern-Stähler and Thomas Claviez on well-deserved research leave. (Professor David Britain will be on research leave in the Spring 2020.) As part of these sabbaticals, the central administration offers one course substitution which will be covered by Dr Ricarda Wagner and Dr Ladina Bezzola, respectively. We are delighted to welcome Dr Mary Flannery who now joins us properly with the SNF project mentioned previously. We also welcome Ms Sabrina Mutti who joins our library and we welcome back Dr Viola Marchi who “returns” as a postdoctoral researcher. This is a nice moment to thank Dr Rory Critten who has been a valued member of the department for some time; last semester saw him teaching *Earlier Englishes* for the last time. (Dr Wagner will be taking over the course now.) This semester sees the arrival of some new student assistants, including Mr Jonathan Sarfin (with Professor Rippl), Ms Sarah Locher (with Dr Nyffenegger) and, with me, Mr Nicolas Röthlisberger. Finally, we are again pleased to have on board a number of excellent tutors: Mr Jurre Schuling, Mr Joel Schaad, Ms Gianna Vella, Ms Rebekka Flotron, Ms Marion Troxler, Ms Fabienne Blaser and Ms Vanessa Näff.

Speaking of teaching, and before I wrap up, I would like briefly to highlight a few courses this semester. We have two Foundation Modules on offer: there is *Globalizing Language* with three satellite seminars including Ms Hannah Hedegard’s *Multilingualism and the Law*; and there is *Literature and Nature* with four satellite seminars including Dr Ursula Kluwick’s *Poetry and Nature in the Long Eighteenth Century*. Professor Rippl is co-teaching a multidisciplinary lecture course titled *Auto-Bio-*

[†] Walter Benjamin conference: http://www.wb2019.unibe.ch/index_eng.html.

[‡] Gender Campus conference: <https://www.gendercampus.ch/en/sags/conference-2019/>

Grafie along with professors from Anthropology, Art History, Dance Studies and Spanish. We are also delighted to have Professor Deborah Madsen from the University of Geneva who will be teaching a special free-standing lecture on *American Literature Since 1497*. As I say, Dr Ladina Bezzola from the University of Basel will also be covering the MA foundation lecture in *Literary Theory*.

Note: All references are offered on last page of booklet

A handwritten signature in black ink, reading "Lispin Thunli". The signature is written in a cursive, flowing style. The first name "Lispin" is written in a more compact, rounded script, while the last name "Thunli" is more elongated and features a prominent, sweeping flourish at the end.

Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

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

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

DEADLINES

Spring Semester	15 March
Autumn Semester	15 October

Once you are registered for a course, you are automatically also signed up for the exam. You cannot change your registration after the deadline. If you do not want to take the course, you need to deregister by the deadline.

Assessment Registration & Deregistration

For seminars, you need to register in KSL for the course AND for the course assessment (paper).

DEADLINES

Spring Semester	15 April
Autumn Semester	15 November

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

Exam Schedule for Lectures

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

Advanced Readings (examination)

The exam for Advanced Readings in Linguistics and Literature is offered once every semester. It takes place in the penultimate week of the semester (09-13 December 2019; 18-22 May 2020).

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

Notes:

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

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

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

SUBMISSION IN AUTUMN 2019

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

SUBMISSION IN SPRING 2020

Supervisor dead-line	15 November 2019
Study counsellor and secretariat deadline	1 March 2020
Thesis submission deadline	29 May 2020

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

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

GRADUATION IN SPRING 2020

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

GRADUATION IN AUTUMN 2020

Department registration deadline	5 December 2019
Dean's Office registration deadline	5 December 2019
Thesis submission deadline	8 June 2020

Notes: Consult our [website](#) for more information about how to register your thesis with the department and with the [Dean's office](#) as well as format requirements. Check the [website](#) of the Dean's Office to reconfirm the registration and submission deadlines. (Link: http://www.ens.unibe.ch/studies/course_types_and_modules/writing_papers_and_thesis_information/index_eng.html)

SPECIAL NOTICE

NEW EXAM SCHEDULE FOR LECTURES

STARTS AUTUMN 2019

Exam Schedule for Lectures

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

Study Plan 2017 – Key Points

Degrees

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

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

BA: Changes to obligatory courses

- The Core Curriculum now encompasses 3 new courses: Analysing Language, Analysing Literature and Literary History.
- There are less Focus Modules, but more free-standing lectures and seminars to give you more choice.
- The BA Colloquium now earns students 4 ECTS in total.

BA: Changes to optional courses

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

MA: Changes to obligatory courses

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

MA: Changes to optional courses

Single ECTS points can be earned by completing:

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

General Information

KSL Registration: General information

Visit http://www.ens.unibe.ch/studies/additional_information/ksl_registration/index_eng.html (i.e. Studies > Additional Information > KSL Registration) for more information on how to register (and deregister) for courses and assessments.

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

BA COLLOQUIA:

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

Students studying with Study Plan 2017 register for the 2 ECTS “BA Colloquium” course. If you are studying with an older study plan (pre-2017), in your first semester of the BA colloquium, you need to register for the 1 ECTS “BA Colloquium (Old Study Plan – first semester)” course. In the

second semester, you need to register for the 2 ECTS “BA Colloquium” course – the same as people in the new study plan.

MA COLLOQUIA:

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

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

MA Requirements

MA major students have to acquire a minimum of 72 credits within their specialization (e.g. Language and Linguistics), and another 14-18 in the other field (e.g. Literature). MA minor students can acquire up to 9 credits in the other field, but they do not have to.

Attendance

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

Communicating with the Secretariat and Study Counsellors

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

Conduct and Correspondence Guidelines

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

General conduct

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

Absences

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

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

Allowance is always made for university-sanctioned absences such as documented illnesses, deaths in the family, or military service. Absence due to your participation in a departmental

excursion seminar may also be excused. Regardless, any absence threatens the success of your learning and missed work should always be caught up and/or made up. Excused absences, like any absence, should always be signaled to your instructor (see above).

Written correspondence

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

Openings and closings

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

OPENING

On a separate first line:

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

Dear Alison,
Dear Timothy,

CLOSING

On a separate penultimate line:

Yours sincerely,
Sincerely,

Best wishes,
Kind regards,

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

Introducing yourself/stating the subject

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

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

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

Register and style

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

Tea corner

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

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

Who to Ask – Autumn Semester 2019

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

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

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

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

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

International Coordinator (Stay Abroad Enquiries)

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

Admission Enquiries (BA, MA, PhD)

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

Independent Studies Proposals

Contact any member of teaching staff

KSL Enquiries

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

Leona Goop

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

Enrolment for Theses and Exams

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

Library Enquiries

Nina Müller
031 631 83 72 / B 271
nina.mueller@ub.unibe.ch

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

Nachteilsausgleich

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

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

Independent Studies Coordinator

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

Academic Staff (AS19)

Professors

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

Lecturers

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

Postdoctoral Researchers

PD Dr. Ursula Kluwick*
Modern English Literature
Dr. Gwynne Mapes
Language and Communication
Dr. Viola Marchi
North American Literature and Culture/Literary Theory
Dr. Ricarda Wagner*
Medieval English Studies

PhD Candidates/Assistants

Mr Matthias Berger, M.A.
Medieval English Studies
Mr Roman Bischof, M.A.*
Literatures in English/North American Studies
Ms Olivia Droz-dit-Busset, M.A.
Language and Communication
Ms Sarah Grossenbacher, M.A.
Modern English Linguistics
Ms Hannah Hedegard, M.A.*
Modern English Linguistics
Ms Dominique Hess Bürki, M.A.
Modern English Linguistics
Ms Vanessa Jaroski, M.A.
Language and Communication
Ms Eva Kuske, M.A.
Modern English Linguistics
Ms Sara Lynch, M.A.
Modern English Linguistics
Ms Marion Mathier, M.A.
Language and Communication
Mr Christoph Neuenschwander, M.A.
Modern English Linguistics
Ms Jakhan Pirhulyieva, M.A.
Modern English Literature
Mr Samuel Rösli, M.A.*
Medieval English Studies
Ms Anja Thiel, M.A.*
Modern English Linguistics
Ms Danielle Tod, M.A.
Modern English Linguistics
Ms Sabine von Rütte, M.A.*
Literatures in English/North American Studies

* *Teaching this semester*

Administrative Staff (AS19)

Administrators

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

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

Drittmittel Administration

Susanne Graber	By appointment
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Directors' Assistant

Leona Goop	By appointment
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IT Coordinator & Web Administrator

Fayaz Ali Khan	By appointment
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Librarian

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



The Students' Committee

We are a group of students who serve as official representatives of all students in the Department of English. We maintain regular contact with academic and admin staff, as well as with other university departments and the SUB. Among other things, we hold General Assemblies where all English students (majors and minors alike) can meet and discuss topics of general concern. It is also our responsibility to assist you in any study-related matters and so we organize information meetings, workshops and reading groups. Please check the notice boards as well as our social media profiles (see below) for announcements.

We are one of the most effective, coordinated feedback mechanisms working on your behalf. You can always contact us if you need any kind of assistance concerning your studies. We meet regularly (often in the tea corner) to keep up to date with what is going on. If you have suggestions or concerns, please contact us any time by email (fsanglistik@sub.unibe.ch). We always welcome new members to the Students' Committee, so please don't hesitate to approach us if you are interested in getting more involved in the life of the department.

Facebook



@StudentsCommitteeUniBe

(no Facebook account required)

Instagram



eng_sc_unibe

WhatsApp



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

(info group)

A week in the life of your instructor

by Professor Crispin Thurlow

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

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

Teaching/mentoring-related activities *

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

Admin-related activities

* 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.

- reviewing a journal article/conference paper (3 hours)
- reviewing a book for a publisher (5 hours)
- 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 2019

BA STUDIES

Language Module

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

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

Course Description: This is the first part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will be looking at the grammar of the noun phrase as well as some aspects of English verb forms. The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them, in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, in which some students will find themselves involved, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts.

It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason the entire course is also podcasted and the solutions to the practical exercises are available online (link on www.morrissey.unibe.ch). Furthermore, we offer tutorial sessions 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.

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

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

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

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

Assessment (graded): Final module exam at the end of the spring semester (the exam will be held in the first week of the semester break). This course cannot be taken as ungraded, all participants have to pass the graded exam.

Exam date: Tuesday, 12 May 2020

Resit date: Tuesday, 19 May 2020

Course Type: Language Module

Title: Writing Skills I

Instructors: Beatrice Lorente

Times: Tuesday 12-14, 14-16;
Wednesday 12-14, 14-16;
Thursday 12-14, 14-16

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.

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

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

- have been introduced to specific skills needed in academic writing and to provide practice in those skills;
- be able to apply those skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

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

Deadline for Assessed Work: Throughout semester

Core Curriculum

Course Type: Core Curriculum Lecture

Title: Earlier Englishes

Instructor: Ricarda Wagner

Time: Wednesday 16–18

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

- have a good reading facility in Old and Middle English;
- will have a preliminary understanding of the worlds that these languages were used to describe;
- will be ready and, it is hoped, excited to take up the Department's medieval offerings in the course of their subsequent studies.

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

Assessment (graded): Exam

Exam Date: Wednesday, 4 December 2019

Resit Date: Wednesday, 11 December 2019

Substitute Resit (e.g. for cases of illness): Wednesday, 18 December 2019

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).

Required Reading: We are using a script designed for this course, which will be sold in the first session for CHF 25.00. 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.

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

Assessment (graded): This lecture is part of the Core Curriculum.

Exam Date: Wednesday, 4 December 2019

Resit Date: Wednesday, 11 December 2019

Course Type: Core Curriculum Lecture

Title: Introduction to Literature

Instructor: Nicole Nyffenegger

Time: Thursday 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 obtain a fuller understanding of the texts and to express themselves clearly and competently when discussing literature. Furthermore, we will look at the specificities of literary texts of various genres: drama, narrative fiction, and poetry. The lecture course will be accompanied by a tutorial (details to be communicated in the first week of the semester).

Required Reading: All students must have read Shakespeare's *Hamlet* in the 2016 Arden Third Series edition by the third semester week. References will be made also to other texts on the departmental reading list. Please make sure you have a personal copy of all "core texts for literature" on that list:

http://www.ens.unibe.ch/studies/course_types_and_modules/index_eng.html

Learning Outcomes:

By the end of this lecture, students can expect to:

- be familiar with central concepts and tools for the analysis of literary texts;
- have obtained a clear idea of diverse approaches to literature, of methods and strategies of literary interpretation;
- know some central terminology.

The lecture course will be accompanied by a tutorial in which these concepts and tools can be further discussed and practiced.

Assessment: This course is not eligible for required optional credits. All participants must pass the graded exam.

Exam Date: Thursday, 5 December 2019

Resit Date: Thursday, 12 December 2019

Substitute Resit (e.g. for cases of illness): Thursday, 19 December 2019

Focus Module Language and Linguistics: Contact: Globalizing Language

Course Type: Focus Module Lecture (and MA Lecture)

Title: Languages in Contact

Instructor: Sue Fox

Time: Thursday 12-14

Credit Points: 3 ECTS

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

Course Description: Language contact is the norm, not the exception, and most languages have been influenced by contact at one time or another. However, contact between people speaking different languages can happen in a wide range of contexts and can have a wide variety of both sociocultural and structural outcomes. For example, most Native Americans in the United States have come under intense social and economic pressure to shift to English, to the point where many of the Native American languages are today either extinct or endangered. In other colonial settings, long-term contact between Europeans and indigenous languages has led to 'indigenized' varieties of the European languages emerging, some of the best known being the 'New Englishes' of countries such as Nigeria, India and Singapore. In other contact situations, the maintenance of both (or all) languages can be relatively stable. Switzerland is a case in point, where the four national languages have been in place for centuries, but even in a so-called English 'monolingual' country such as the United States, there are some states, such as Florida and California, where English and Spanish exist in a kind of equilibrium. In this lecture course, we will survey a range of contact situations and we will examine the social forces and linguistic mechanisms that have operated, in attempting to explain the outcome that has emerged from the contact.

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

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

- to have gained an understanding of some of the various linguistic results of language contact;
- to have gained an insight into group identities and group relationships and how they are shaped by processes of accommodation in some contact situations and by divergence and conflict in others;
- to have gained an understanding of the social forces that guide and constrain language use in contact situations, in areas such as language planning, education and social welfare.

Assessment (pass/fail): Your engagement and learning in this Focus Module Lecture will be assessed by ONE examination. on Thursday, 5 December 2019.

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

Exam Date: Thursday, 5 December 2019 12-14

Resit Date: Thursday, 12 December 2019 12-14

Substitute Resit (e.g. for cases of illness): Thursday, 19 December 12-14

* Lectures are usually assessed as pass/fail but may also be awarded a grade. Students seeking a grade for the Focus Module see page 14.

Course Type:	Focus Module Seminar
Title:	Tourism Discourse: Language and (Global) Mobility
Instructor:	Crispin Thurlow
Time:	Tuesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS)

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: Tourism, a truly global service industry, is all-pervasive. There are few people whose lives remain unaffected by it, whether they are people privileged enough to tour or people who are “toured”. Tourism emerges everywhere as a powerful site for the production of national and cultural identities as well as ideologies of difference. It is also where we find the meaning of place being negotiated and entrenched. Precisely because of this scale and influence, scholars in such fields as anthropology, sociology, history, cultural studies, geography have been interested in studying the cultural practices by which tourism is organized and experienced. Within this interdisciplinary context, this seminar examines tourism as discursive accomplishment. In other words, we are concerned here with how tourism is organized through and around language, languages and communication.

Required Reading: Readings will all be posted at PDFs on ILIAS. We will alternate each week between interdisciplinary-cum-theoretical framing readings and case-study readings. Your knowledge of the framing readings will be tested in bi-weekly quizzes.

Note: In preparation for the first session, you are required to complete three short framing readings beforehand: two by John Urry (2001 & 2002) and one by Adrian Franklin (2003); your knowledge of these will be tested in the first reading quiz. **These must be read before the first session; your knowledge of it may be subject to examination.**

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

- to have a reasonable understanding of some of a range of interdisciplinary perspectives on tourism;
- to have a particular understanding of the role of language, communication and social interaction in the organization of tourism;
- to understand how academics from different traditions use certain methods for analyzing different aspects of tourism (e.g. text analysis, observation, interviews);

- to be able to apply these methods in your own investigations of tourism sites and tourist practice;
- to have a good critical awareness of the cultural politics of tourism discourse as a mode of representing the world and as a way of organizing social relations.

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

- engage respectfully, thoughtfully and concretely in all class-based discussions and activities;
- complete bi-weekly reading quizzes (graded) covering two interdisciplinary-cum-theoretical framing readings;
- undertake one case-study reading for presentation (as part of a group) to the rest of the class; and,
- prepare (as part of the same group) a short 'data demonstration' exercise modelled after one of the case-study readings, write it up and present it to the class.

In Week 1, we will randomly assign the topics (and weeks) for the case-study presentations and data demos. You will have Week 2 to start working immediately on these.

Assessment (graded): * If you are taking this seminar for 7 ECTS, you will be expected either to sit an exam (last day of class) which addresses the material covered in weekly readings OR you will be asked to prepare a more mid-length (i.e. 10-15 pages) report based on the data collected after an additional case-study reading, and orienting to the interdisciplinary framing readings. The assessment will be finalized in the first or second week of term and will depend on how many students are in the class.

Deadline for Assessed Work: Tuesday 17 December 2019

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

Course Type:	Focus Module Seminar
Title:	Competing Languages: Language Minorities, Minority and Dominant Languages
Instructor:	Franz Andres Morrissey
Time:	Wednesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: This seminar explores, mainly on the basis of the situation in the British Isles, but with reference to other situations where minority languages compete with language majorities, how speakers of both groups relate to each other, what the likely developments of language use in the societies concerned are, whether threatened minority languages can be preserved or even revitalised, what would be needed to achieve this and whether it would be worth the effort. Alongside such considerations based on the insights of sociolinguistics and the sociology of language, we will be exploring the discourse that is used to comment on the decline of minority languages, the attempts to preserve their purity and the justifications that are being mustered in support of preserving declining languages, in terms of ideology, politics/language policies and financial expenditure. Students are expected to explore aspects of the subject and to present their insights from the literature in class in an interactive session including group and plenary discussions.

Required Reading: The texts will be made available by download from www.morrissey.unibe.ch

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

- appreciate the difference between language minorities and minority languages (lesser used languages);
- have an understanding of the difficulties for maintaining languages that are in competition with dominant codes (languages and variants);
- have explored various models of language policies that are aimed at bilingualism for linguistic minorities;
- be able to identify factors that contribute to or drive language decline or revival;
- and recognise different types of discourse to refer to and to describe languages in contact and competition and the metaphors that dominate this discourse.

Coursework (pass/fail): Directing an interactive session of the seminar

Assessment (graded): * A podcast on a specific topic or a seminar paper

Deadline for Assessed Work: Friday, 7 February 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Focus Module Seminar

Title: Multilingualism and the law: *de jure* and *de facto* practices

Instructor: Hannah Hedegard

Time: Wednesday 12-14

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

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description:

“Law is the most linguistic of social institutions. It cannot exist outside language.”
- Xabier Arzoz

As the above quote states, the law is created and administered through language. Its administration becomes far more complex when more than one language is involved, however, and in a world where multilingualism is the norm rather than the exception, legal institutions are steeped in linguistic issues. These can be at constitution level, with language policy decisions, or at the level of judicial practice, when handling pragmatic differences in spoken evidence given by speakers of various languages through interpreters in criminal court.

In this seminar, we explore multilingual legal processes such as those above, systematically analysing in detail their ideological and methodological underpinnings. Each week the focus will be on a different multilingualism-related issue in a different legal and regional setting. We will discuss multilingualism in immigration proceedings for example, namely Language Analysis for the Determination of Origin (LADO), where asylum applications are supported or undermined by dialect verification reports, as well as policy regarding the provision of translated decisions for asylum appellants. We will also compare and contrast predominantly monolingual and multilingual countries in their attitudes and approaches to local language policy in mainstream education.

Discussion of pertinent articles and policy reviews, group debates, and student presentations will constitute the classes.

Required Reading: Readings will be made available on ILIAS.

Learning Outcomes: This course seeks to give students a solid understanding of:

- the extent and nature of issues arising in multilingual legal contexts;
- the theory and methodology employed in existing literature on the intersection of multilingualism and law;

- the importance of collaboration between legal practitioners and linguists in the implementation of policy pertaining to multilingualism.

Coursework (pass/fail): Regular attendance, active participation, fortnightly reading quizzes, a presentation

Assessment (graded): * Regular attendance, active participation, fortnightly reading quizzes, a presentation, a follow-up essay.

Deadline for Assessed Work: Friday, 3 January 2020

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Focus Module Literature: Literature and Nature

Course Type:	Focus Module Lecture
Title:	Nature in Literature: From Romanticism to Ecocriticism
Instructor:	Virginia Richter
Time:	Tuesday 10-12
Credit Points:	3 ECTS

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

Course Description: Nature has always been both an inspiration to poets as well as an important subject matter in various literary genres. What nature actually is and how it is seen and represented varies greatly over the times and across genres, from Robinson Crusoe's utilitarian look at the flora and fauna on his island, via the Romantics' enthusiasm for remote and sublime landscapes such as the Lake District and the Swiss Alps, to English enthusiasm for parks and gardens, and, finally, to the devastated landscapes in recent post-apocalyptic fiction. This lecture aims at giving an overview of literary representations of nature, with a focus on modernity (from the mid-eighteenth century to the present). We will look at different modes of writing and genres, including lyrical nature poetry, novels and travel writing. The lecture will also provide an introduction to theoretical conceptualisations of nature, drawing on aesthetic theory, cultural geography and ecocriticism.

Required Reading: Set texts of reasonable length will be provided for each session. Students are expected to prepare the texts thoroughly week by week; this will enhance their understanding of the lecture, and will be subject to examination.

Learning Outcomes: By the end of this lecture course, it is expected that students will have gained an overview of literary history since the eighteenth century, and insight into the representation of nature in different genres. Students will also have familiarised themselves with topical critical approaches.

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

Exam Date: Tuesday, 3 December 2019

Resit Date: Tuesday, 10 December 2019

Substitute Resit (e.g. for cases of illness): Tuesday, 17 December 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade. Students seeking a grade for the Focus Module see page 14.

Course Type: Focus Module Seminar

Title: Poetry and Nature in the Long Eighteenth Century

Instructor: Ursula Kluwick

Time: Monday 10-12

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

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: The Long Eighteenth Century is characterised by remarkable developments in poetic form, diction, style, and subject. At the same time, through various philosophical and political shifts, attitudes towards nature, and the relationship between humans and nature changed significantly. In this seminar, we will explore how poetry is transformed in the transition from neo-classicism to Romanticism, and we will consider these aesthetic changes in relation to the representation of nature.

Required Reading: A reader of poems and other texts will be made available by the end of July. It will also specify **which texts must be read before the first session; your knowledge of these texts may be subject to examination.**

Learning Outcomes: Students will familiarise themselves with:

- aesthetic developments in British poetry during the Long Eighteenth Century;
- key terms of landscape and nature aesthetics;
- some of the most important poetic work of neo-classical and Romantic British poetry;
- tools for subject-related poetic analysis;
- some of the philosophical, ideological, and political currents that enable aesthetic change in the period.

Coursework (pass/fail): Thorough preparation of the required reading, active and regular participation in class. Students will have to moderate (part of) one session as experts, and hand in regular short assignments.

Assessment (graded): * In addition to the coursework described above, students will have to write a 3000-4000-word essay.

Deadline for Assessed Work: Friday, 10 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Focus Module Seminar

Title: Nature into Poetry: Late Medieval and Early Modern Animals, Plants, and Landscapes

Instructor: Nicole Nyffenegger

Time: Friday 10-12

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

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: Late medieval and early modern representations of animals and of the natural world more generally often show an intriguing mixture of religious symbolism, folklore, and knowledge inherited from antiquity or gained through personal experience. While new discoveries in natural sciences and geography as of the late fifteenth and early sixteenth centuries brought about new ideas of the natural world, superstition and folklore bridge the conventional medieval/early modern divide and many supposedly medieval notions of animals and plants persisted in early modern times. In this course, we will read and analyse a selection of medieval and early modern texts in order to explore the representation of nature in literature. While animals will be our focus, we will also look at plants and landscapes. Our discussions of these texts will be theoretically informed by recent work in ecocriticism, human-animal studies, and materiality studies.

Required Reading: All primary and secondary texts will be made available on Ilias. **Please read the text uploaded in the folder “preparation for first session” before the first semester week** and bring a copy (either on paper or on screen) to the first session.

Learning Outcomes: By the end of this course, students can expect to have:

- gained an insight of premodern conceptions of animals and the natural world;
- read and discussed a selection of medieval and early modern texts concerned with representations of nature in literature;
- further practiced their skills at textual analysis and academic discussion.

Coursework (pass/fail): Thorough preparation of set texts, active participation in discussions, regular presence (no more than two absences!), depending on student numbers either a presentation, minutes, or equivalent individual course work.

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

Deadline for Assessed Work: Friday, 31 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Focus Module Seminar

Title: Nature in Early American Literature

Instructor: Julia Straub

Time: Monday 10-12

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

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: From the earliest days of colonial settlement onwards, the experience of nature shaped the representation of America as a 'new-found-land' (John Donne) in literary writings. Prior to the arrival of the European settlers, the indigenous inhabitants of North America had provided their own accounts of North American nature, often in oral form. No matter whether we are looking at exploration reports or promotion pamphlets, at Puritan sermons, or captivity reports: The early settlers were faced with the oftentimes brutal harshness of the North American wilderness. Neo-classicism and early Romanticism then changed the perception of the relation between humans and nature, either by taming, dramatizing, or interiorizing it. But throughout the time period we will be concerned with in this seminar (sixteenth to early nineteenth century), nature is more than a mere setting. It provides symbolic grounds, it lends itself to providential readings, it becomes a mirror of human subjectivity, or more pragmatically, a site of adventure and territorial expansionism.

In this seminar we will explore texts belonging to a variety of genres (poetry, travel reports, sermons, captivity reports). We will begin with some early examples of exploration literature, acquaint ourselves with the belief system of the Puritans, follow the development towards a civil society in the eighteenth century (William Byrd II, Sarah Kemble Knight), and trace early forms of Romantic feeling and aesthetics (Phyllis Wheatley, Philip Freneau, Joel Barlow, Charles Brockden Brown). We will also consider theoretical approaches to nature writing.

Required Reading: Course material will be made available on Ilias early in September.

Learning Outcomes: At the end of the semester, students will:

- have improved their close reading skills;
- be able to identify and give persuasive accounts both orally and in writing of some of the key issues in early American literature and culture;
- have developed further their presentation and critical writing skills;
- have improved their ability to contextualize and historicize literary texts.

Coursework (pass/fail): Active participation and a short presentation.

Assessment (graded): * One 3'000-word essay

Deadline for Assessed Work: Wednesday, 15 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	Focus Module Seminar
Title:	A Sense for Nature: Early Medieval Perceptions and Representations of the Natural World
Instructor:	Samuel Rösli
Time:	Mo 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Students seeking a grade for the Focus Module must take this seminar for 7 ECTS and must pass the lecture.

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

Course Description: Nature, the environment and ecology have become vital terms in political, ethical and scholarly discourses of the 21st century. This seminar aims to unearth early medieval ways of perceiving, representing and conceptualising what we call nature, the environment or the natural world. How is nature represented in Anglo-Saxon texts? What theoretical concepts of nature did circulate in written form? Do our modern terms, theories and concepts suffice to describe these early medieval concepts and representations accurately? We will explore these and similar questions by reading a variety of Old English and Latin texts from Anglo-Saxon England and other early medieval European regions. Starting with representations of animals, trees and landscapes in riddle poems, we will explore lyric poetry, epics, hagiography, medical texts and magical charms. We will, furthermore, reflect on wider discourses of ecology, the environment and nature in the 21st century by drawing from current trends in sensory studies, ecomaterialism and ecocriticism.

No prior knowledge of Old English or Latin are required.

Required Reading: All primary texts will be made available on ILIAS before the beginning of term. **The texts in the folder *Preparatory Reading* on ILIAS must be read before the first session; your knowledge of them may be subject to examination.**

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

- have got to know various genres and works of Old English and Anglo-Latin literature;
- have acquired a basic familiarity with the Old English language;
- have improved their ability of reading texts embedded in difficult historical contexts;
- have explored concepts of nature in early medieval Britain and Europe;
- have engaged with current scholarly approaches to nature, environment, and ecology;
- have improved their writing skills.

Coursework (pass/fail): Regular attendance, weekly reading, contribution to discussions, a number of writing tasks, one short mid-term essay (approx. 1000 words)

Assessment (graded): * Cumulative coursework (1/3) and a term paper of 3500 words (2/3).

Deadline for Assessed Work: Friday, 10 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Free-Standing Lectures and Seminars
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Course Type: Free-Standing Lecture Literature (and MA Lecture)

Title: American Literature Since 1497

Instructor: Deborah Madsen

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

Course Description: This lecture course offers a survey of literature written about, and in, what later became known as the United States of America: from the discovery period to the present. We will look to the influence of Elizabethan Protestant nationalism on colonial Puritanism to formulate a distinctive form of American literary expression, and trace this legacy through three centuries of canonical American Literature. Lectures will deal with the literatures of the discovery and colonial periods, the early national period of the eighteenth century, the “American Renaissance” of the nineteenth century, Modernism of the early twentieth century and its successor, Postmodernism.

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

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

- familiarity with the long history of American Literature;
- awareness of the reciprocity between literature, history, and politics;
- identification of specifically American styles of rhetorical expression.

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

Exam Date: Wednesday, 4 December 2019 14-16

Resit Date: Wednesday, 11 December 2019 14-16

Substitute Resit (e.g. for cases of illness): Wednesday, 18 December 2019 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type: BA Lecture (and MA Lecture)

Title: Auto_Bio_Graphie

Instructor: Gabriele Rippl / Michaela Schäuble / Peter J. Schnee-
mann / Christina Thurner / Bénédicte Vauthier

Time: Tuesday 14-16 (first session: 24 September 2019)

Credit Points: 3 ECTS

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

Course Description: This interdisciplinary lectures series deals with auto-bio-graphical devices and phenomena in the arts. Starting from the assumption that the development of autobio-graphical discourses in society, literature, the visual arts, and sciences, and the (self-) empow-erment through codified depictions/portrayals/images/presentations are inextricably entan-gled, the lecture will introduce various forms, methods and media of auto-bio-graphical per-formances. The lecture approaches the autobiographical 'object' in terms of various genres and (medial) formats with special consideration for the scientific and artistic methods that are deployed. This opens a field of discourse that understands auto_bio_graphy as self-fashioning, self-positioning and performative action while simultaneously including methods of narration that run the gamut from autoethnography to historiography. Instructors and guest speakers from diverse fields such as American Literary Studies, Social Anthropology, Art History, Dance Studies, and will share their cutting-edge research and situate it within the larger field of auto_bio_graphy research. In keeping with the interdisciplinary orientation of the lecture se-ries, intermediality, performativity and embodied knowledge will play central roles.

Please note: This lecture is multilingual. In addition to English, knowledge of German and French will be required. This lecture is designed for MA and only advanced BA students.

Required Reading: For each session, primary and secondary reading material will be uploaded on ILIAS. Please note that all texts and other material will have to be prepared for the sessions.

Introductory Reading: Laura Marcus. *Autobiography. A Very Short Introduction*. Oxford 2018, cf. also Martina Wagner-Egelhaaf (ed.). *Handbook of Autobiography/Autofiction*. Vols. 1-3. Berlin 2018.

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

- will have familiarised themselves with selected key texts and key material in Auto_bio_graphy Studies;
- will have acquired an overview of important research areas within the field; and,
- will be able to discuss critically questions relating to a broad range of how the self has been positioned and performed in different media, genres and formats.

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

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

Exam date: Tuesday, 17 December 2019

Resit Date: Monday 10-12, 23 December 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type: Free-Standing Seminar

Title: Language in North America

Instructor: Anja Thiel

Time: Wednesday 14-16

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

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

Course Description: Although English tends to be the first language that comes to mind when thinking of the US and Canada, both are multilingual countries – Canada officially so, the US not so much. In this course, we will examine both countries' multilingualism, with a focus on the emergence and contemporary structure of Canadian and US English(es). This comprises an examination of the sociology of languages in the US and Canada, including language policies and their developments, multilingualism and language attitudes – and how the two countries differ (or not) in each of these aspects. In exploring these, we will discuss which languages and varieties of languages are spoken in these countries, and how Canadians and US Americans feel about these languages and varieties. We will also take a look at the history of English in both countries, examining how and what kind of English came to the US and Canada, and how it evolved into the contemporary varieties spoken there today. Once we have established what kinds of Englishes are spoken in both countries, we will take a closer look at the structures of these varieties, focusing on phonetics and phonology, but also considering grammar, semantics and pragmatics. More precisely, we will examine how linguistic variation can vary as a result of not only geographic factors, but also of social factors, e.g. age, gender and ethnicity.

Required Reading: Readings will be made available on ILIAS.

Learning Outcomes: This course provides students with a solid understanding of:

- how the US and Canada came to be multilingual and the legal, educational and linguistic consequences of this multilingualism;
- how English developed in the US and Canada, including its many varieties.

Coursework (pass/fail): Regular attendance, active participation and independent readings, which will be discussed and elaborated on in class each week. To help structure these discussions, ahead of each meeting students will be required to complete focused reflection comments. Additionally, all students will be expected to give an in-class presentation (15-20 minutes).

Assessment (graded): * In addition to the work outlined above, students wanting a 7 ECTS grade for this seminar will need to write a research paper in which they expand on their ideas of their in-class presentation. The research paper is due the week following your presentation.

Deadline for Assessed Work: 7 days after your presentation

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Free-Standing Seminar

Title: Medieval Romances of England

Instructor: Nicole Nyffenegger

Time: Thursday 14-16

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

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

Course Description: Dragons and giants, worthy and adventurous knights, virtuous and resourceful heroines – the romances we will read and discuss in this class have all the stock characters and motifs of medieval romance. But *King Horn*, *Havelok the Dane*, *Bevis of Hampton*, and *Athelston* stand out not only as some of the earliest romances written in English, they are also decidedly English in their choices of story material. Written between 1220 and 1400, when conflicts with the French, the loss of continental territories, and eventually the Hundred Years War brought about an increased sentiment of “Englishness,” these romances reference a pre-Norman-conquest past of hapless Anglo-Saxon kings, Viking and Saracen invasions, as well as oral folktale elements. Against this cultural background, we will critically analyse these romances’ constructions of identity, heroism, and their concepts of good and evil.

Required Reading: We will be using the TEAMS Middle English text series edition: *Four Romances of England*. Eds. Ronald B Herzman, Graham Drake, and Eve Salisbury. TEAMS Medieval Institute Publications. Kalamazoo (Mich.): Western Michigan University, 1999. Copies will be ordered through the Bugeno and students signed up on Ilias for this course will be informed by email once these are available. **Students are asked to read *King Horn* before the first session, please.**

Learning Outcomes: By the end of this seminar, students can expect to have:

- read and discussed four medieval romances in Middle English;
- further practiced their skills of textual analysis and academic discussion;
- gained a better understanding of the genre of medieval romance;
- thought critically about generic conventions and historical background.

Coursework (pass/fail): Thorough preparation of set texts, active participation in discussions, regular presence (no more than two absences!), depending on student numbers either a presentation, minutes, or equivalent individual course work.

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

Deadline for Assessed Work: Friday, 31 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Free-Standing Seminar

Title: North American Poetry: Testing Critical Approaches

Instructor: Roman Bischof

Time: Monday 16-18

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

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

Course Description: Poetry draws attention to form and the creative use of language like no other literary genre. Next to the pleasure of reading it aloud, poetry thus lends itself to the study of the intricate relationship between form and content. In this course, we will work with a broad sample of North American poetry (chiefly from the mid-19th century to the present day) to explore some of the major critical approaches to literature that have developed over the past few decades. Using concepts originating in theories such as Formalism and Reception Aesthetics, Gender Criticism and Ecocriticism, we will approach North American poems from different angles and discuss the merits of each critical approach for the analysis of poetry. Next to reviewing seminal works by Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot, Sylvia Plath, Maya Angelou and others, there will also be space to examine some of our own favorite poems.

Required Reading: Materials will be made available via ILIAS.

Learning Outcomes: By the end of this course:

- students have sharpened their skills in analyzing poetry. They are able to recognize and name important features and devices and to discuss the relation between form and content;
- students have gained a deeper understanding of some of the major critical approaches to literature and are able to employ the corresponding concepts in their discussion of poetry;
- students have familiarized themselves with some of the most influential North American poems since the mid-19th century.

Coursework (pass/fail): Thorough preparation of texts, regular attendance and active participation in class, weekly forum entries on ILIAS, one presentation with handout

Assessment (graded):* Same as ungraded, plus a seminar paper of 3000-4000 words

Deadline for Assessed Work: Thursday, 16 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type: Free-Standing Seminar

Title: Exploring Race, Gender and Representation: Beyoncé's *Lemonade* in Conversation with Warsan Shire, Zora Neale Hurston, Julie Dash and more

Instructor: Sabine von Rütte

Time: Monday 12-14

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

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

Course Description: Since the night of its release, Beyoncé's 2016 album and short film *Lemonade* has instantly become a pop culture phenomenon, especially for (black) American audiences. The visual album traces an emotional and deeply personal journey through pain and heartache towards healing and joy. Simultaneously *Lemonade* marks the singer's most explicitly political work thus far, exploring and centering black women's identities, experiences and histories through complex storytelling, and thus contributes to a specifically black feminist imaginary in the US. This seminar will explore how Beyoncé articulates her own vision of feminine blackness in *Lemonade*. Through the close analysis of *Lemonade*'s visuals, lyrics, and Warsan Shire's poems used in the film, we will examine the ways in which Beyoncé weaves specifically Afrodiasporic and African American cultural narratives, myths, imagery and themes into her performance. In this context, we will also look at other works and cultural texts that inform the (visual) language of *Lemonade*, such as, among others, Zora Neale Hurston's writings or Julie Dash's films. The notion of representation will help to open up our discussion to issues of perspective, voice and power in a cultural context marked by colonialism and capitalism.

Required Reading: Students must watch the short film *Lemonade* and familiarize themselves with the song lyrics, as well as the extended film script, before the first session. The film will be made available on ILIAS before the beginning of the semester. Excerpts of texts by Warsan Shire, Zora Neale Hurston and others, as well as weekly theoretical reading will be made available on ILIAS.

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

- have learned critical skills for the analysis of film and visual media, and be able to apply them to their own analysis of a short scene;
- be able to critically engage with media and (pop) cultural products, especially with regards to commercialization and capitalist markets;
- be familiar with central concepts and key texts of black feminist thought and critical theory on race and gender;
- have gained insight into (African) American history as it pertains to the cultural texts discussed;

- understand intertextual aesthetics as part of the African American literary and cultural tradition.
- **Coursework (pass/fail):** Thorough preparation of texts and media, regular attendance and active participation in class discussions, one oral presentation.

Assessment (graded): * Same as ungraded, plus a seminar paper of 3000-4000 words

Deadline for Assessed Work: Thursday, 16 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Optional Courses

Course Type:	Workshop
Title:	Creative Writing
Instructor:	Franz Andres Morrissey
Time:	Thursday 12.30-14
Credit Points:	3 ECTS

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

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

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

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

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

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

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

Assessment (graded): Ungraded

Deadline for Assessed Work: Friday, 24 January 2020

Course Type: BA Workshop

Title: Page to Stage

Instructor: Franz Andres Morrissey

Time: Thursday 16-18

Credit Points: 3 ECTS

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

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

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

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

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

Texts: The materials needed for this course will be made available online (www.morrissey.unibe.ch), 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.

Coursework (pass/fail): Cumulative course work (see remark)

Assessment (graded): Ungraded

Course Type: BA Workshop

Title: Of Roaring Girls and Nifty Tricksters: Reading Early Modern 'City Comedies'

Instructor: Nicole Nyffenegger

Time: Tuesday 12-14

Credit Points: 3 ECTS

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

Course Description: The 'city comedy' is a genre famous for its detailed and sharply sarcastic portrayals of Renaissance London society. Characters with names such as Littlewit, Brainworm, Winwife, Sir Amorous la Foole, and Hamlet the footman stumble in and out of adventures that involve crossdressing, thieving, confused identities, and much trickery and scheming. The setting is the 'here and now' of Early Modern London, from the taverns of Bankside to the marketplace at Smithfield. In this course, we will be discussing and acting short scenes from a selection of city comedies including Ben Johnson's *Bartholomew Fair* that provides a rich picture of everyday London life on a market day and the *Roaring Girl* by Thomas Middleton and Thomas Dekker about the cross-dressing thief Moll Cutpurse.

Required Reading: Please buy and bring to class the following two, inexpensive collections:

- Knowles, James, ed. *The Roaring Girl and other City Comedies*. Oxford World's Classics. Oxford: Oxford University Press, 2008.
- Ben Johnson. *The Alchemist and other Plays*. Ed. Gordon Campbell. Oxford World's Classics. Oxford: Oxford University Press, 2009.

Ben Johnson's *Bartholomew Fair* must be read before the first session, please.

Learning Outcomes: By the end of this workshop, students will have:

- read and discussed (also via the acting of short scenes from the plays) several Early Modern city comedies;
- gained an understanding of a specific, then very popular subgenre of drama;
- become aware of the richness of early modern drama aside from Shakespeare;
- explored Renaissance London and its inhabitants from a new perspective.

Coursework (pass/fail): Thorough preparation of the set texts, active participation in class, regular presence (no more than two absences). This course is not eligible for graded work.

Course Type: Lecture/Wahlbereich Lecture

Title: Multiple Heilmittel: Medizin, Literatur und die Künste

Instructor: Medievalists of the University of Bern and Guest Speakers

Time: Thursday 17.15-18.45

Credit Points: 3 ECTS

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

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

Course Description:

Die Verflechtungen zwischen Medizin, Literatur und den bildenden Künsten sind mannigfaltig: Bereits in der Antike verstand man unter dem Wort „pigmentum“ nicht nur die bis heute gebräuchliche Bezeichnung Färbemittel oder Farbe, sondern auch Arzneistoff. Ab dem 12. Jahrhundert zählten Heilkunst (*medicina*) und Bau- und Kunsthandwerk (*armatura*) gemeinsam zu den *artes mechanicae*, und Maler waren oftmals in der Zunft der Ärzte und Apotheker eingeschrieben.

Im Frühchristentum ist es Christus selbst, der „Heiland“, der als *medicus* Verehrung findet, aber auch Heiligen wie Nikolaus von Bari oder Katharina von Alessandrien wurden heilende Kräfte zugesprochen. Bilder von Heiligen wurden aus essbarem Material hergestellt und als Schluckbildchen „eingenommen“. Nicht zuletzt vertraute man auf die bereits in der Bibel beschriebene Heilkraft von Reliquien.

Auch die Wortkunst steht seit der Antike im engen Bezug zur Medizin, da ihr heilungsaktivierende Eigenschaften zugesprochen werden, die heute in der Bibliotherapie eingesetzt werden. In diesem Zusammenhang ist auch der Begriff der Katharsis von Interesse, der ursprünglich aus der hippokratischen Medizin stammt und von Aristoteles auf die Tragödie übertragen wurde.

Die Klöster leisteten im Mittelalter einen wesentlichen Beitrag zur Entwicklung der Theorie und Praxis des Heilens und zum medizinischen Fachschrifttum. In zahlreichen ihrer Handschriften versammeln sich medizinische Rezepte und Wissen aus den Bereichen der Pharmakologie, Gynäkologie, Phlebotomie und Phytotherapie.

Nicht zuletzt geben Literatur und bildende Kunst Aufschluss über die Bedeutungen, die Heilenden und Heilpraktiken im Mittelalter zugeschrieben wurden.

Diesen multiplen Wechselbeziehungen soll in der Vortragsreihe des BMZ aus der Forschungsperspektive der Medizingeschichte, Kunstgeschichte, Geschichte, Literaturwissenschaft und Theologie nachgegangen werden.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with medieval conceptions of medicine and the body;
- honed their analytical and writing skills.

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

Please hand your written assignment to Ricarda Wagner.

Course Type: Wahlbereich Lecture

Title: Erbgut editieren

Instructors: Collegium Generale

Time: Wednesday 18:15-19:45

Credit Points: 3 ECTS

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

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

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

Programme:

18.09.2019	Prof. Dr. Heiner Niemann, Medizinische Hochschule Hannover
25.09.2019	Prof. Dr. Mark Rubin, Biomedizin, Universität Bern
02.10.2019	Dr. Philipp Aerni, Direktor, Zentrum für Unternehmensverantwortung und Nachhaltigkeit, Universität Zürich
09.10.2019	Prof. Dr. Anita Rauch, Medizinische Genetik, Universität Zürich
16.10.2019	Dr. Remy Bruggmann, Interfaculty Bioinformatics Unit, Universität Bern
23.10.2019	Prof. Dr. Leena Bruckner-Tuderman, Dermatologie, Universität Freiburg; Vize-Präsidentin der DFG
30.10.2019	Prof. Dr. Jochen Taupitz, Institut für Deutsches, Europäisches und Internationales Medizinrecht, Gesundheitsrecht und Bioethik der Universitäten Heidelberg und Mannheim Ort: Dampfzentrale Bern
06.11.2019	Dr. Urs Niggli, Direktor, Forschungsintitut für biologischen Landbau Dr. Jörg Romeis, Agroscope; Institut für Pflanzenwissenschaft, Universität Bern
13.11.2019	Rüdiger Trojok, Unternehmertum, Center for Innovation and Business Creation, at TU München
20.11.2019	Prof. Dr. Effy Vayena, Gesundheitswiss. und Technologie, ETHZ

- 27.11.2019 **Prof. Dr. Markus Zimmermann, Universität Freiburg; Vizepräsident, Nationale Ethikkommission im Bereich der Humanmedizin**
- 04.11.2019 **Prof. Dr. Marcel Salathé, Digital Epidemiology Lab, EPFL**
- 11.12.2019 **Prof. Jackie Leach Collins, Policy, Ethics & Life Sciences, University of New South Wales**
- 18.12.2019 **Prof. Jonathan Jones, The Sainsbury Laboratory, Norwich**

Research Module

Course Type:	BA Colloquium
Title:	Language and Linguistics
Instructor:	David Britain / Crispin Thurlow / Sue Fox
Times:	Monday 14-16
Sessions:	16 September, 14 October, 28 October (<i>and 11 November – see below</i>); and all day 06 December for conference
Credit Points:	2 ECTS

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

Course Description: This research colloquium is for students who are either planning to write or are already in the process of writing their BA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. All registered students are expected to attend three initial framing sessions (General Introduction, Writing Skills, Presentation Skills) and then participate fully in a one-day conference later in the semester. *Students writing their theses are required to attend an additional "analysis clinic" on 11 November in Week 9 of the semester.*

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

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

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

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

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

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

Course Type: BA Colloquium

Title: North American Literature

Instructors: Gabriele Rippl / Julia Straub

Time: Thursday 10-12

Sessions: 19 September, 3 October, 17 October, 7 November, 28 November, 5 December

Credit Points: 2 ECTS

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

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

Learning Outcomes: The colloquium aims:

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Course Type: BA Colloquium

Title: Medieval and Modern English Literature

Instructors: Virginia Richter / Ricarda Wagner

Time: Thursday (Dates and times below)

Sessions: 19 September 10-12, 10 October 9-12, 5 December 9-12

Credit Points: 2 ECTS

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

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

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

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature
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Course Type: ARL Exam

Title: Advanced Readings in Linguistics and Literature

Supervisor: Franz Andres Morrissey

Dates: Exam Date: Friday, 13 December 2019
Resit Date: Wednesday, 5 February 2020

Credit Points: 3 ECTS

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

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

Texts: The core reading list has three parts:

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

Please consult the Reading List on the Department Webpage:

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

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

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

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

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

MA STUDIES

Specialisation Language Linguistics
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Course Type:	MA Foundation Lecture
Title:	Language and Society
Instructor:	David Britain
Time:	Tuesday 10-12
Credit Points:	4 ECTS (ungraded 3 ECTS)

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.

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

Learning Outcomes: Students successfully completing this course will understand some of the theoretical and methodological origins of sociolinguistics.

Assessment (pass/fail or graded): a 90 minute exam for 4 ECTS (graded), a 90 minute exam (with fewer questions) for 3 ECTS (pass or fail). * The exam will be at 10.00 on Tuesday, 10 December 2019, the resit exam at 14.00 on Friday, 10 January 2020.

Exam Date: Tuesday, 17 December 2019 10-12

Resit Date: Friday, 10 January 2020 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type: MA Lecture (and BA Lecture)

Title: Languages in Contact

Instructor: Sue Fox

Time: Thursday 12-14

Credit Points: 3 ECTS

Course Description: Language contact is the norm, not the exception, and most languages have been influenced by contact at one time or another. However, contact between people speaking different languages can happen in a wide range of contexts and can have a wide variety of both sociocultural and structural outcomes. For example, most Native Americans in the United States have come under intense social and economic pressure to shift to English, to the point where many of the Native American languages are today either extinct or endangered. In other colonial settings, long-term contact between Europeans and indigenous languages has led to 'indigenized' varieties of the European languages emerging, some of the best known being the 'New Englishes' of countries such as Nigeria, India and Singapore. In other contact situations, the maintenance of both (or all) languages can be relatively stable. Switzerland is a case in point, where the four national languages have been in place for centuries, but even in a so-called English 'monolingual' country such as the United States, there are some states, such as Florida and California, where English and Spanish exist in a kind of equilibrium. In this lecture course, we will survey a range of contact situations and we will examine the social forces and linguistic mechanisms that have operated, in attempting to explain the outcome that has emerged from the contact.

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

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

- to have gained an understanding of some of the various linguistic results of language contact;
- to have gained an insight into group identities and group relationships and how they are shaped by processes of accommodation in some contact situations and by divergence and conflict in others;
- to have gained an understanding of the social forces that guide and constrain language use in contact situations, in areas such as language planning, education and social welfare.

Assessment (pass/fail): Your engagement and learning in this lecture will be assessed by ONE examination.

Exam Date: Thursday, 5 December 2019 12-14

Resit Date: Thursday, 12 December 2019 12-14

Substitute Resit (e.g. for cases of illness): Thursday, 19 December 2019 12-14

Course Type:	MA Seminar
Title:	Sociophonetics
Instructor:	Mathieu Avanzi
Time:	Friday 9-13 (block sessions)
Sessions:	20 September, 4 October, 18 October, 8 November, 6 December, 13 December
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description: Sociophonetics is a branch of language sciences that broadly combines the interests and methods of sociolinguistics and phonetics. It addresses the question of how socially constructed variation in the sound system is used within a given linguistic community. The aim of this seminar is to provide participants with a comprehensive understanding of modern phonetic methods in the analysis of language variation and change. The seminar will combine lectures from the instructor and applied practical work. Datasets from English, French and German (depending on the working languages of the participants), involving different types of segmental (vowel quality and duration, diphthongization, presence/absence of consonants, etc.) and prosodic (speech/articulation rate, rhythm, intonation contour, melodic range, etc.) phenomena will be used. Acoustic analyses will be performed using the Praat software. A brief introduction to data visualization (formant charts, barplots, boxplots, etc.) using the *ggplot2* package of the R software will also be given.

Required Reading: Baranowski M. (2013), "Sociophonetics", in Bayley R., Cameron R. and Lucas C., eds, *The Oxford Handbook of Sociolinguistics*, Oxford, pp. 403-424. Celata C., S. Calamai (2014), "Sociophonetic perspectives on language variation", In Celata C., & S. Calamai (eds). *Advances in Sociophonetics*. Amsterdam – Philadelphia, Benjamins Publishing Company, pp. 1-14. Di Paolo M. & Yaeger-Dror M. (eds.) (2010), *Sociophonetics: A Student's Guide*, London & New York, Routledge. Preston D.R. & Niedzielski N. (2010), *A Reader in Sociophonetics*, Berlin/Boston, de Gruyter Mouton

Learning Outcomes: When students have completed this module, it is expected that they will be able to:

- have an overview of practices in the field, including those of collection, analysis, and interpretation;
- make appropriate methodological choices when planning research projects in sociophonetics;
- use Praat to manually label sound files at different levels (segmental and supra-segmental);
- use Praat scripts to extract automatically relevant acoustic measures from an annotated sound;
- use the *ggplot2* package from the R software to create clear plots (formant charts, bar-/boxplots, etc.);

- communicate findings and present results of studies using both field- and lab-based methodologies in a paper;
- understand and critically evaluate (socio)phonetic studies of language.

Coursework (pass/fail): Examination will consist in a presentation of a small-scale research project in sociophonetics. Participants may carry out their project alone or in a group of 2-3, with the scope of the project depending on the number of investigators. The presentation will take place during the last day of class. For people requiring more than a PASS or FAIL, you will need to write an additional 15-page paper. If working in a group, you will submit a single longer paper.

Assessment (graded):* For people requiring more than a PASS or FAIL, you will need to write an additional 15-page paper. If working in a group, you will submit a single longer paper.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	Visual Communication
Instructor:	Crispin Thurlow
Time:	Monday 10-12
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description:

In the era of multimodality semiotic modes other than language are treated as fully capable of serving for representation and communication. Indeed, language, whether as speech or as writing, may now often be seen as ancillary to other semiotic modes: to the visual for instance. Language may now be 'extravisual'. The very facts of the new communicational landscape have made that inescapably the issue. (Kress and van Leeuwen, 2001: 46)

This seminar is all about ways of seeing – literally and metaphorically – and about looking at language in its broader communicative (or mediated) contexts. We will be exploring different perspectives on the everyday world of images, image-making, design and visual discourse. In particular, we will be learning to understand visual discourse by viewing it through different academic theories/methods (e.g. social semiotics, visual rhetoric, cultural studies), while examining a range of "real world" sites of visual production (e.g. advertising, fashion, fine art) and a number of different visual modes (e.g. typography, photography, colour). A critical understanding of visual discourse is, as Gunther Kress and Theo van Leeuwen indicate, essential for contemporary life and, therefore, for contemporary scholars of language. Understanding how other semiotic modes work helps us to understand how language works; this also helps us recognize the inherently multimodal nature of all communicative action.

Required Reading: There will be two types of readings: core theory/method readings and applied/case-study readings; the first will be examined in a Review Test at the end of the term, and you will be quizzed on the second type of reading. All readings will be made available as PDFs on ILIAS.

Note: In preparation for the first session, you are required to read two introductory pieces beforehand: one by Ledin & Machin (2018) and one by Jewitt (2011), both also subject to examination in the Review Test.

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

- to have a reasonable understanding of some of the major academic approaches to theorizing visual discourse;

- to be able to make connections between these theoretical perspectives and a range of “real world” applications and contexts;
- to understand how academics from different traditions use certain methods for analyzing different aspects of visual discourse (and multimodality);
- to be able to apply a number of these visual/multimodal research methods to areas of your own life and to contemporary life more generally;
- to understand the main communicative resources (or semiotic modes) at the heart of visual discourse and the way these interact with language;
- to have an enhanced awareness of some key sites of contemporary visual production and “professional” practice.

Coursework (pass/fail): Your learning in this course will be assessed by three types of academic work: engaged participation in weekly discussions and exercises (awarded credit/no-credit); bi-weekly reading quizzes (graded); a final take-home review test at the end of the semester (also graded). You will require a final grade of at least 60% to pass.

Assessment (graded): * In Autumn 2019, this seminar will be organized around a special applied or action-research project concerned with improving the representation of cultural and social diversity among UniBe students. The project is run in conjunction with the WBK Forschungsplattform *Visualizing Diversity in Higher Education*. This will constitute the additional 3-ECTS “paper” for students seeking a grade for the seminar. We will have dedicated moments during the semester for this work which will be presented and published in the final week of the semester.

Deadline for Assessed Work: Friday, 20 December 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	Food, Identity and Ethnolinguistic Vitality (London Excursion)
Instructors:	Sue Fox
Times:	Wednesday 8-10
Sessions:	18 September, 25 September, 16 October, 13 November (Class presentations)
Field Trip:	Tuesday, 29 October – Friday, 1 November (4 days)
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Cost: Costs for this excursion seminar are estimated at CHF 200-250 per person; this includes a subsidy from the Dekanat. You should be prepared to arrive in London by 1pm on Tuesday, 29 October and return late afternoon/evening on Friday, 1 November 2019.

Course Description: London is often hailed as one of the most ‘diverse and exciting’ food capitals of the world, a description that is mainly attributable to the wide range of food available from different cultures around the world, a situation which has come about because of the many different migrant groups living in London. But what role does food play in helping those migrant groups to maintain a sense of group identity and what role does language play in the maintenance of that group’s culinary practices? In this excursion seminar, we will explore the role of food in maintaining a group’s identity in migrant contexts and how it contributes to that group’s ethnolinguistic vitality. This will be a hands-on fieldwork trip where you will collect linguistic data related to a particular minority ethnic group and their use of the heritage language in the domain of food outlets.

Required Reading Relevant readings will be uploaded to ILIAS.

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

- have acquired an understanding of ethnolinguistic vitality and its role in language maintenance of minority groups;
- demonstrate a systematic understanding of the key concepts and theories in the field of language, identity and migration, particularly as they relate to language maintenance and shift;
- have acquired knowledge of the range of migrant groups and their culinary practices in London;
- have had hands-on practical experience of data collection.

Coursework (pass/fail): Attendance at **ALL** sessions and a class presentation on 13 November.

Assessment (graded): * If you are taking this seminar for 7 ECTS you will be required to reflect upon your experience of collecting the data in London, drawing on what you have read and on your first-hand encounters with language use in food outlets of minority ethnic groups in London.

Deadline for Assessed Work: Friday, 20 December 2019

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	Researching Youth Language
Instructors:	Britain/Schneider/Schwarz/Fox/Hedegard/Buechler
Times:	Monday 14-16
Sessions:	16 September, 23 September, 30 September, 7 October, 14 October, 21 October, 28 October, 9 December, 16 December
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Youth language is a particularly multidimensional and vibrant research theme in contemporary linguistics. Especially interesting are the youth varieties that form in multicultural, often urban contexts because they arise in situations of rapidly evolving language and dialect contact. These varieties are also often influenced by language use in social media which quickly infiltrates the everyday spoken language. Youth language features vary considerably, even within one community, and are characterised by rapid linguistic change. In short, youth language is actually an ideal focus for sociolinguistic research, since it highlights the connection between linguistic variation and social factors such as age, sex, education, local integration, regional origin and migration background, to name but a few.

It is therefore somewhat surprising that there is rather little research in Switzerland on this topic. This seminar begins to tackle this gap in the research literature and asks the following questions about youth language in Bern:

- What is youth language like in Bern?
- What are its specific local characteristics?
- Who speaks 'youth Bernese'?
- Is it regionally restricted?

This semester provides an introduction to the practicalities of researching sociolinguistic variation in youth language, including an introduction to sociolinguistic research on language variation; an introduction to research on youth language – generally and in Switzerland specifically; an introduction to fieldwork among multiethnic youth groups; an introduction to collecting data in the field, ethics and data transcription. During the seminar, students will collect recordings of informal conversation from adolescents and young adults in Bern. A follow-up seminar in the Spring of 2020 will examine data analysis and data interpretation. The course will be taught bilingually – Berndeutsch and English – and so students need as a minimum a good passive command of English, and active competence in Swiss German.

Required Reading: Bibliography will be provided in the first or second meeting.

Learning Outcomes: After the seminar the students:

- Will have an insight into current research on youth language both in Switzerland and in other European countries
- Know how to research sociolinguistic variation
- Have an understanding of multiethnic communities and the languages that are often evolving there
- Learn how to ethically collect youth language data
- Learn how to transcribe their own data with ELAN

Coursework (pass/fail): only data collection

Assessment (graded): * transcription of the data necessary

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	New Urban Vernaculars in Europe
Instructors:	Bülow
Times:	Wednesday 14-16
Credit Points:	4 ECTS ungraded (7 ECTS for graded assessment)

Course Description: In many European cities so called new urban vernaculars have emerged during the last decades. Since similar developments were observed in different countries all over Europe (e.g. the UK, Denmark, Sweden, Norway, Germany, and the Netherlands), socio-linguists were excited by the prospect of new varieties emerging. Thus, a number of research projects were started “in order to study the distinct linguistic features and the communicative domains and contexts in which these new ways of speaking were used” (Stevenson et al. 2017). In the course, we will not only compare the structures and features of the different new urban vernaculars, but also look at their perceptions and their impact on the media. The focus of the course will be on ‘Kiezdeutsch’, a German variety that is well-documented and has long been subject to public criticism. In particular, the course will take a sociolinguistic perspective on the phenomenon.

Learning Outcomes: After attending the seminar, the students:

- know where in Europe and under what conditions the new urban vernaculars emerged.
- know the most salient features linguists have observed amongst speakers of the new urban vernaculars.
- are able to create sociolinguistic questions in the context of the seminar topic.
- are able to analyse certain linguistic features in the context of the variety.

Coursework (pass/fail): Presentation, max. 15 minutes, regular attendance and active participation

Assessment (graded): Presentation, max. 15 minutes. Seminar paper, max. 15 pages, due on 31 March 2020

Course Type: MA Seminar
Title: Corpus Pragmatics

Instructors: Bülow

Times: Wednesday 10-12

Credit Points: 4 ECTS ungraded (7 ECTS for graded assessment)

Course Description: The course will introduce the field of corpus pragmatic research. Corpus pragmatics is a relatively new approach within the field of pragmatics, which is currently enjoying great popularity (among others, see Müller 2015; Rühlemann/Aijmer 2014; Jucker/Taavitsainen 2014; Felder et al. 2012). It is a combination of pragmatics and corpus linguistics (Rühlemann/Aijmer 2014: 9), both of which are normally concerned with naturally-occurring linguistic data. While corpus linguistic studies tend to be large-scale quantitative analyses of written text, pragmatic studies are relatively small-scale qualitative analyses that focus on spoken data. This is why Rühlemann/Aijmer (2014: 12) state that “corpus pragmatic research is more than just pragmatic research and it is more than just corpus-linguistic analysis in that it integrates the horizontal (qualitative) methodology typical of pragmatics with the vertical (quantitative) methodology predominant in corpus linguistics”. Archer et al. (2008: 620) emphasize that “[c]orpus pragmatics is so named because, like corpus linguistics in general, it involves analysing actual patterns of language use, using a collection of natural texts. Increasingly, these texts tend to be in an electronic form, which means that researchers are able to make use of computers when analysing their data”. Felder et al. (2012) define the goals of corpus pragmatics as identifying dominant form-function relationships on the level of language structure, and as identifying meaning, speech acts, and argumentation patterns with the help of corpus analysis tools. The corpus analysis tools used for the purpose of this research are suitable for capturing directions both from form to function and from function to form (Rühlemann/Aijmer 2014: 9–10). Primarily, corpus pragmatic methods and analysis techniques will be taught. As outlined above corpus pragmatic approaches are essentially based on corpus linguistic procedures. The main aim of the course is to teach how to identify dominant form-function relationships in machine-readable texts. The approach can be described as corpus-based as well as corpus-driven. The quantitative analyses will be carried out using different concordance software like AntConc and Voyant Tool. The following techniques are taught: frequency analysis (word lists), keyword analysis, concordance analysis, collocation analysis and exemplary analysis.

Learning Outcomes: After attending the seminar, the students: know the following:

- know important concepts and terminology of corpus linguistics
- know important concepts and terminology of corpus pragmatics
- can create corpus pragmatic questions
- can apply corpus linguistic and corpus pragmatic techniques to their own corpora
- can conduct corpus pragmatic analysis.

Coursework (pass/fail): Regular attendance and active participation

Assessment (graded): Seminar paper, due on 31 March 2020

Specialisation Literature

Course Type: MA Foundation Lecture

Title: Literary Theory

Instructor: Ladina Bezzola Lambert

Time: Wednesday 10-12

Credit Points: 4 ECTS (ungraded 3 ECTS)

Course Description: 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.**

Required Reading: The main theoretical texts, as well as the primary texts used to exemplify these theories, will be provided on ILIAS.

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.

Assessment (pass/fail or graded):* Cumulative course work; written minutes of two lectures for pass/fail; written minutes of two lectures; final written exam for graded; the exam takes place on the last day of the lecture.

Exam Date: Wednesday, 18 December 2019 10-12

Resit Date: Wednesday, 15 January 2020 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type:	MA Lecture (and BA Lecture)
Title:	Nature in Literature: From Romanticism to Ecocriticism
Instructor:	Virginia Richter
Time:	Tuesday 10-12
Credit Points:	3 ECTS

Course Description: Nature has always been both an inspiration to poets as well as an important subject matter in various literary genres. What nature actually is and how it is seen and represented varies greatly over the times and across genres, from Robinson Crusoe's utilitarian look at the flora and fauna on his island, via the Romantics' enthusiasm for remote and sublime landscapes such as the Lake District and the Swiss Alps, to English enthusiasm for parks and gardens, and, finally, to the devastated landscapes in recent post-apocalyptic fiction. This lecture aims at giving an overview of literary representations of nature, with a focus on modernity (from the mid-eighteenth century to the present). We will look at different modes of writing and genres, including lyrical nature poetry, novels and travel writing. The lecture will also provide an introduction to theoretical conceptualisations of nature, drawing on aesthetic theory, cultural geography and ecocriticism.

Required Reading: Set texts of reasonable length will be provided for each session. Students are expected to prepare the texts thoroughly week by week; this will enhance their understanding of the lecture, and will be subject to examination.

Learning Outcomes: By the end of this lecture course, it is expected that students will have gained an overview of literary history since the eighteenth century, and insight into the representation of nature in different genres. Students will also have familiarised themselves with topical critical approaches.

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

Exam Date: Tuesday, 3 December 2019

Resit Date: Tuesday, 10 December 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p. 10.

Course Type:	MA Lecture (and BA Lecture)
Title:	American Literature Since 1497
Instructor:	Deborah Madsen
Time:	Wednesday 14-16
Credit Points:	3 ECTS

Course Description: This lecture course offers a survey of literature written about, and in, what later became known as the United States of America: from the discovery period to the present. We will look to the influence of Elizabethan Protestant nationalism on colonial Puritanism to formulate a distinctive form of American literary expression, and trace this legacy through three centuries of canonical American Literature. Lectures will deal with the literatures of the discovery and colonial periods, the early national period of the eighteenth century, the “American Renaissance” of the nineteenth century, Modernism of the early twentieth century and its successor, Postmodernism.

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

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

- familiarity with the long history of American Literature;
- awareness of the reciprocity between literature, history, and politics;
- identification of specifically American styles of rhetorical expression.

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

Exam Date: Wednesday, 4 December 2019

Resit Date: Wednesday, 11 December 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type: MA Lecture (and BA Lecture)

Title: Auto_Bio_Graphie

Instructor: Gabriele Rippl / Michaela Schäuble / Peter J. Schnee-
mann / Christina Thurner / Bénédicte Vauthier

Time: Tuesday 14-16 (first session: 24 September 2019)

Credit Points: 3 ECTS

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

Course Description: This interdisciplinary lectures series deals with auto-bio-graphical devices and phenomena in the arts. Starting from the assumption that the development of autobio-graphical discourses in society, literature, the visual arts, and sciences, and the (self-) empow-erment through codified depictions/portrayals/images/presentations are inextricably entan-gled, the lecture will introduce various forms, methods and media of auto-bio-graphical per-formances. The lecture approaches the autobiographical 'object' in terms of various genres and (medial) formats with special consideration for the scientific and artistic methods that are deployed. This opens a field of discourse that understands auto_bio_graphy as self-fashioning, self-positioning and performative action while simultaneously including methods of narration that run the gamut from autoethnography to historiography. Instructors and guest speakers from diverse fields such as American Literary Studies, Social Anthropology, Art History, Dance Studies, and will share their cutting-edge research and situate it within the larger field of auto_bio_graphy research. In keeping with the interdisciplinary orientation of the lecture se-ries, intermediality, performativity and embodied knowledge will play central roles.

Please note: This lecture is multilingual. In addition to English, knowledge of German and French will be required. This lecture is designed for MA and only advanced BA students.

Required Reading: For each session, primary and secondary reading material will be uploaded on ILIAS. Please note that all texts and other material will have to be prepared for the sessions.

Introductory Reading: Laura Marcus. *Autobiography. A Very Short Introduction*. Oxford 2018, cf. also Martina Wagner-Egelhaaf (ed.). *Handbook of Autobiography/Autofiction*. Vols. 1-3. Berlin 2018.

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

- will have familiarised themselves with selected key texts and key material in Auto_bio_graphy Studies;
- will have acquired an overview of important research areas within the field; and,
- will be able to discuss critically questions relating to a broad range of how the self has been positioned and performed in different media, genres and formats.

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

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

Exam date: Tuesday, 17 December 2019

Resit Date: Monday 10-12, 23 December 2019

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 10.

Course Type: Lecture/Wahlbereich Lecture

Title: Multiple Heilmittel: Medizin, Literatur und die Künste

Instructor: Medievalists of the University of Bern and Guest Speakers

Time: Thursday 17.15-18.45

Credit Points: 3 ECTS

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

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

Course Description: Die Verflechtungen zwischen Medizin, Literatur und den bildenden Künsten sind mannigfaltig: Bereits in der Antike verstand man unter dem Wort „pigmentum“ nicht nur die bis heute gebräuchliche Bezeichnung Färbemittel oder Farbe, sondern auch Arzneistoff. Ab dem 12. Jahrhundert zählten Heilkunst (*medicina*) und Bau- und Kunsthandwerk (*armatura*) gemeinsam zu den *artes mechanicae*, und Maler waren oftmals in der Zunft der Ärzte und Apotheker eingeschrieben.

Im Frühchristentum ist es Christus selbst, der „Heiland“, der als *medicus* Verehrung findet, aber auch Heiligen wie Nikolaus von Bari oder Katharina von Alessandrien wurden heilende Kräfte zugesprochen. Bilder von Heiligen wurden aus essbarem Material hergestellt und als Schluckbildchen „eingenommen“. Nicht zuletzt vertraute man auf die bereits in der Bibel beschriebene Heilkraft von Reliquien.

Auch die Wortkunst steht seit der Antike im engen Bezug zur Medizin, da ihr heilungsaktivierende Eigenschaften zugesprochen werden, die heute in der Bibliothherapie eingesetzt werden. In diesem Zusammenhang ist auch der Begriff der Katharsis von Interesse, der ursprünglich aus der hippokratischen Medizin stammt und von Aristoteles auf die Tragödie übertragen wurde.

Die Klöster leisteten im Mittelalter einen wesentlichen Beitrag zur Entwicklung der Theorie und Praxis des Heilens und zum medizinischen Fachschrifttum. In zahlreichen ihrer Handschriften versammeln sich medizinische Rezepte und Wissen aus den Bereichen der Pharmakologie, Gynäkologie, Phlebotomie und Phytotherapie.

Nicht zuletzt geben Literatur und bildende Kunst Aufschluss über die Bedeutungen, die Heilenden und Heilpraktiken im Mittelalter zugeschrieben wurden.

Diesen multiplen Wechselbeziehungen soll in der Vortragsreihe des BMZ aus der Forschungsperspektive der Medizingeschichte, Kunstgeschichte, Geschichte, Literaturwissenschaft und Theologie nachgegangen werden.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with medieval conceptions of medicine and the body;
- honed their analytical and writing skills.

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

Please hand your written assignments to Ricarda Wagner for grading.

Course Type:	MA Seminar
Title:	Seaside Stories
Instructor:	Virginia Richter
Time:	Tuesday 16-18
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Traditional literary histories focus on national philologies, i.e. the land-based nation state as a framework for literary production. Recently, this territorial bias has been questioned, and literary critics have redirected their inquiries towards the sea as a space of trade routes and cultural exchange. In this seminar, we will look at the space in between: the coast and the beach as a setting for stories of transformation, arrival and departure, and new beginnings, but also of danger and death. Our readings will focus on short stories and novels from the early twentieth century to the present, including classical modernist narratives by Katherine Mansfield, Virginia Woolf, James Joyce and others, and two short contemporary novels: *On Chesil Beach* by Ian McEwan (2007) and *Brooklyn* by Colm Tóibín (2009). We will engage closely with the literary texts and look at the seaside from various critical perspectives, including spatial studies and ecocriticism.

Required Reading: The shorter texts will be uploaded on ILIAS by 1 August. In addition, please purchase the following books as hard copy (**no ebooks!**): Ian McEwan, *On Chesil Beach* (Vintage 2016) and Colm Tóibín, *Brooklyn* (Penguin 2010). Please use the recommended editions. Copies have been ordered at the Bugeno bookshop, main building. **All set texts must be read before the first session; your knowledge of them may be subject to examination.**

Learning Outcomes: By the end of this course, it is expected that students will have gained insight into the literary history of the twentieth century and into the importance of space and setting in fiction. Students will familiarise themselves with recent critical approaches (theory), and learn to apply them to textual analysis (methodology).

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

Assessment (graded): * Written seminar paper

Deadline for Assessed Work: 27 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	American Romanticism and Transcendentalism
Instructor:	Julia Straub
Time:	Monday 12-14
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description: This seminar will offer a survey of pre-Civil War US-American literature by introducing students to key texts of Romanticism and Transcendentalism. We will begin with the onset of Romantic writing in the United States in the works of Washington Irving and Nathaniel Hawthorne, explore the Dark Romanticism of Edgar Allan Poe and the construction of complex versions of selfhood in the poetry of Emily Dickinson and Walt Whitman, before turning, in the second half of the semester, to works belonging to the Transcendentalist movement. We will examine the importance of nature and the experience of the self in Thoreau's novel *Walden*, but also discuss the visions of social reform developed by writers such as Ralph Waldo Emerson and Margaret Fuller. Throughout the seminar, we will work with a variety of different genres (short story, poetry, the novel, essay, romance) and connect our close readings of the primary sources to contextual aspects and theoretical approaches. We will investigate issues of national identity and cultural emancipation considering the transatlantic dimension of nineteenth-century American literature.

Required Reading: Shorter texts will be made available on ILIAS as of early September. The following longer texts can be bought from the Bugeno book store.

Nathaniel Hawthorne. *The Scarlet Letter and Other Writings*. 1850. Ed. Leland S. Person. New York: Norton, 2017. ISBN-13: 978-0393264890.

Henry David Thoreau. *Walden, Civil Obedience, and Other Writings*. 1854. Ed. William Rossi. New York: Norton, 2008. ISBN-13: 978-0393930900.

Hawthorne and Thoreau must be read before the first session; your knowledge of it may be subject to examination.

Learning Outcomes: At the end of the semester students should:

- be able to identify and give persuasive accounts both orally and in writing of some of the key issues in US-American literary history;
- be able to apply important theoretical concepts to a discussion of literary works from this specific historical period;
- have improved their critical writing as well as presentation skills;
- be able to independently work on smaller research projects (presentation, seminar paper).

Coursework (pass/fail): Active participation, one short presentation and 3 sets of minutes

Minutes need to be submitted by Friday, 20 December 2019 in one pdf document.

Assessment (graded): * One 6000-word seminar paper

Deadline for Assessed Work: Monday, 20 January 2020

Please submit your paper both electronically and as a hard copy.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	African American Literature: Key Texts and Issues
Instructor:	Julia Straub
Time:	Tuesday 12-14
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description: This course introduces students to key texts of African American literature from the colonial period to the present day. We will read works belonging to different genres against various historical, cultural, and social backgrounds. The political dimension of African American writing as well as gender aspects will play an important role. Beginning with the slave narrative (Frederick Douglass and Harriet Jacobs) we will trace the emancipation of African American writers during the modernist period (e.g., W. E. Dubois), especially the Harlem Renaissance (e.g., Claude McKay, Langston Hughes), and look at major novels by Zora Neal Hurston and Toni Morrison which reflect the complexity of race-related issues in twentieth-century America. Political and activist interventions by Malcolm X and Martin Luther King will form part of our discussion as well as essays and short prose pieces by James Baldwin and Richard Wright. Towards the end of the semester we will turn to contemporary responses to ongoing racial conflict and violence by reading excerpts from Te-Nehisi Coates's *Between the World and Me* (2015) and Colson Whitehead's speculative novel *The Underground Railroad* (2017).

Required Reading: Shorter texts will be made available on ILIAS as of early September. The following longer texts can be bought from the Bugeno book store. The order of our reading will be: Hurston – Morrison – Whitehead.

Zora Neale Hurston. *Their Eyes Were Watching God*. 1937. New York: Harper Perennial, 2013. ISBN-13: 978-0060838676.

Toni Morrison. *Beloved*. 1987. London: Vintage, 2016. ISBN-13: 978-0099760115.

Colson Whitehead. *The Underground Railroad*. New York: Fleet, 2017. ISBN-13: 978-0708898406

Learning Outcomes: At the end of the semester students should:

- be able to identify and give persuasive accounts both orally and in writing of some of the key issues in African American writing;
- be able to apply important theoretical concepts to a discussion of literary works from different historical periods;
- have improved their critical writing as well as presentation skills;
- be able to independently work on smaller research projects (presentation, seminar paper).

Coursework (pass/fail): Active participation, one short presentation and 3 sets of minutes

Minutes need to be submitted by Friday, 20 December 2019 in one pdf document.

Assessment (graded): * One 6000-word seminar paper

Deadline for Assessed Work: Monday, 20 January 2020

Please submit your paper both electronically and as a hard copy.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	Monsters of the Middle Ages
Instructor:	Ricarda Wagner
Time:	Wednesday, 14–16
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description: From the facades of medieval churches, gargoyles, devils, and other frightful hybrid beings watch over the faithful alongside angels and saints. Monsters also feature prominently in the textual culture of the Middle Ages. The knights of romance have to confront giants, malicious dwarfs and werewolves; Christian martyrs and hermits must vanquish misshapen demons in a symbolic triumph over evil; colourful doodles of monstrous creatures grace the margins of manuscript pages; and medieval maps of the world reveal all sorts of fantastic beasts and where to find them.

In this seminar, we will explore medieval conceptions of monstrosity in early heroic poetry, later romances, saints' lives, chronicles, travel writing, and illuminated codices. We will investigate the unsettling intersections of monstrosity and gender, deconstruct how conquering cultures othered the peoples they had displaced, and probe how medieval western Europe imagined the ends of the world. After familiarising ourselves with current scholarship on teratology, we will also trace how the monstrous Middle Ages kindled the imagination of present-day filmmakers.

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

After registering for the course on KSL, please choose your favourite (classical, medieval or modern) monster from literature, film or art and bring a description or depiction of it to the first session.

Required Reading: Please read *Beowulf* (in translation by R. Liuzza or S. Heaney) before the first session; your knowledge of the text may be subject to examination.

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

- have got to know various genres of Old and Middle English literature;
- have explored 'othering' and attitudes to aberrant bodies in medieval England and Europe;
- have engaged with current scholarly approaches to monster studies;
- have improved their writing skills.

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

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

Deadline for Assessed Work: Friday, 31 January 2020

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10.

Course Type:	MA Seminar
Title:	Reading Native American Literature: Literary Contexts, Theoretical Debates, and Methodological Problems
Instructor:	Viola Marchi
Time:	Wednesday 12-14 (first session: 25 September 2019)
Credit Points:	4 ECTS (+ 3 for graded assessment)

Course Description: The seminar will offer an introduction to contemporary Native American literature, its different formal and thematic aspects, through the analysis of some of its representative texts from the late 1960s onwards. In connection with our literary readings, we will explore current theoretical debates and critical approaches, in order to reflect on their possibilities and limitations, and focusing specifically on the epistemic and political problems raised by the issue of reading and interpreting across cultural difference.

Required Reading: During the seminar we will be reading three novels: N. Scott Momaday's *House Made of Dawn* (1968), Leslie Marmon Silko's *Ceremony* (1977), and Sherman Alexie's *Reservation Blues* (1995). The novels will be made available for purchase at the Bugeno and students are strongly encouraged to start the reading in advance to the beginning of the semester. Shorter texts and secondary material will be posted on Ilias as of early September.

N. Scott Momaday. *House Made of Dawn*. New York: Harper Perennial, 2010.

Leslie Marmon Silko. *Ceremony*. London: Penguin Books, 2006.

Sherman Alexie. *Reservation Blues*. New York: Grove Press, 1995.

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

- have engaged with central key aspects and theoretical perspectives on contemporary Native American literature;
- have reflected on the methodological issues of reading across cultural difference;
- be able to build a critical framework for the interpretation of literary texts (and to self-critically assess its potentials and shortcomings);
- have improved their writing and presentation skills.

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

Assessment (graded): * Regular attendance, active participation in class, oral presentation, two writing assignments, and one final seminar paper (6000 words).

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS; graded): be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p. 10

Deadline for Assessed Work: Friday, 31 January 2020.

Research Module

Course Type:	MA Colloquium
Title:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow / Sue Fox
Time:	Monday 14-16
Sessions:	16 September, 14 October, 28 October (<i>and 04 November – see below</i>); and all day 29 November for conference
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: This research colloquium is for students who are either planning to write or are already in the process of writing their MA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas.

The MA colloquium is a continual course run over the duration of three semesters. Students can choose in which semester to attend the colloquium, but it is expected that the third colloquium semester is done when the thesis is being written. Students who delay their thesis may be deregistered from the third colloquium semester and/or expected to take it again. (Note: Thesis extensions into the following semester are only granted in exceptional circumstances.)

All registered students are expected to attend three initial framing sessions (General Introduction, Writing Skills, Presentation Skills) and then participate fully in a one-day conference later in the semester. *Students in their penultimate colloquium semester will be required to attend an additional poster preparation session on 04 November.*

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

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

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

- Students presenting their theses will be expected also to prepare – and submit by fixed deadlines – an abstract of their thesis and a copy of their slideshow.

- Students not presenting (i.e. their first semester of the colloquium) will be required to undertake a supplementary research exercise to justify the 2 ECTS earned.

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

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

Course Type:	MA Colloquium
Title:	North American Literature
Instructors:	Gabriele Rippl / Julia Straub
Time:	Thursday 10-12
Sessions:	26 September, 10 October, 24 October, 31 October, 14 November, 21 November
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: The MA colloquium is a continual course run over the duration of three semesters. Students can choose in which semester to attend the colloquium, but it is expected that the third colloquium semester is done when the thesis is being written. Students who delay their thesis may be deregistered from the third colloquium semester and/or expected to take it again. (Note: Thesis extensions into the following semester are only granted in exceptional circumstances.) The Colloquium is a problem-oriented research colloquium in which students will have the chance to talk about their work, discuss theories and methodologies and peer-review their written work and presentation skills. **Students should attend the colloquium with the professor with whom they are writing their theses.**

Learning Outcomes: The colloquium aims:

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

Course Type:	MA Colloquium
Title:	Medieval and Modern English Literature
Instructors:	Virginia Richter / Ricarda Wagner
Time:	Thursday (Dates and times below)
Sessions:	26 September 10-12, 17 October 9-13; 7 November 9-13
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: The MA colloquium is a continual course run over the duration of three semesters. Students can choose in which semester to attend the colloquium, but it is expected that the third colloquium semester is done when the thesis is being written. Students who delay their thesis may be deregistered from the third colloquium semester and/or expected to take it again. (Note: Thesis extensions into the following semester are only granted in exceptional circumstances.) The course is a problem-oriented research colloquium in which students will have the chance to talk about their work, discuss theories and methodologies and peer-review their written work and presentation skills. **Students should attend the colloquium with the professor with whom they are writing their theses.**

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

PhD STUDIES

PhD Colloquia

Course Type: PhD and Research Colloquium

Title: Modern English Linguistics

Instructor: David Britain

Time: Tuesday 16-18

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

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

Course Type: PhD and Research Colloquium

Title: Language and Communication

Instructor: Crispin Thurlow

Time: Monday 14-16, Except 14 & 28 October

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

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

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

Course Type: PhD and Research Colloquium

Title: 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. Advanced MA students who are considering a PhD are asked to contact Professor Richter about an invitation to the colloquium.

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

Course Type: PhD and Research Colloquium

Title: Key Issues in American Studies

Instructor: Gabriele Rippl

Time: Thursday 13-16

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

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

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

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

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.

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

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).

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

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

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.

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

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

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

Sara Lynch: sociolinguistics, corpus linguistics, sociopragmatics, sociophonology, Irish English, and lesser known varieties of English.

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

Viola Marchi: Literary theory; contemporary American literature; Native American literature; ethics and literature; postmodern fiction and aesthetics.

Marion Mathier: Critical discourse studies / digital discourse / discourse ethnography / language and media ideologies / digital literacies / discourses and ethnography of educational policy.

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

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

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

Gabriele Rippl: Intermediality (text-image relations; ekphrasis in particular); graphic novels; cultural studies; literary theory; interculturality and postcolonialism; cosmopolitanism; trans-

culturalism; history and anthropology of the media; literature and anthropology; early modernity (frühe Neuzeit); 19th and 20th century women writers in English; semiotics; autobiography research; feminist literary theory; transculturalism.

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

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

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

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

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

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

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

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