

Course Booklet

Spring Semester 2020

17 February – 29 May 2020



Glass artwork by Dale Chihuly, exhibited at Kew Gardens 2019

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Welcome from the Head of Department

Dear Students,

Whether you are a first-year Bachelor student or handing in your Master thesis at the end of this semester, it cannot have escaped your notice that the countries in the focus of our teaching and research, the UK and the USA, have undergone profound changes in the last few years. Only a few days before this writing, the voters of the United Kingdom elected Mr Johnson as Prime Minister; in consequence, the long-delayed Brexit will be put into effect in 2020. As yet, we cannot foresee all the repercussions this will have on the country itself, on the many British citizens living on the European continent, including Switzerland, and on academic exchange and cooperation between British and European universities. At the most dramatic end of the scale, a Scottish secession has become a distinct possibility. What has been palpable since the Remain or Leave referendum of 2016 is the increase of everyday racism and hostility to foreigners, damaging the image of Cool Britannia, the tolerant, liberal and multi-ethnic country many of us (still?) love and admire.

Multi-ethnic the UK has been and will continue to be even after the withdrawal from the European Union. However, as the writings of Black British writers show, the acceptance of citizens who – or whose ancestors – came to the British Isles at a later stage than the Celts (c. 2-4 millennia ago), the Anglo-Saxons (c. 1500 years ago), the Vikings (c. 1100 years ago) and the French (from 1066 onwards), has never been very smooth. Go far enough back in history, and we are all descendants of immigrants, but some are more immigrant than others. In 1980, the Jamaican-born poet Linton Kwesi Johnson wrote that “Inglan Is a Bitch”:

well mi dhu [did] day wok an mi dhu nite
wok
mi dhu clean wok an me dhu dutty wok
dem she dat blak man is very lazy
but if yo si how mi wok yu woodah she
mi crazy

Inglan is a bitch
dere's no escaping it
Inglan is a bitch
yu bettah face up to it

Whether they do day work or night work, clean work or dirty work, the immigrants' experience is mainly of – work. But the fears of those whose families have been hanging around for a little bit longer always cluster around the figure of the lazy immigrant come to sponge on the social system. A similar dynamic of narrowing down the circle of those who belong, and verbally excluding those who – because of their skin colour, their name or their religion – are said not to belong, can be observed in the United States. If 2020 will be a landmark in British history as the year of the Brexit, it will be a similarly important year for American history, with the primaries and presidential election setting the agenda.

Even if your primary research interest is the prosody of the English sonnet, such topical processes will not fail to affect your studies, for example the way you will experience your stay abroad. Engagement with social reality therefore constitutes an important part of our curriculum, even if this sometimes takes a detour via Medieval literature or the historical change of English dialects. To look at the courses offered in spring 2010, the two focus modules have a clear societal relevance. The FM “Literature and Surveillance” looks at a phenomenon associated with the control of public space, but which “pervades many more realms of both private and social activity” (Dr Julia Straub). While the classic dystopias by Aldous Huxley, George Orwell and Margaret Atwood, treated in Dr Straub's lecture and

seminar, suggest themselves, the FM also includes seminars on racial (in)visibility in American literature as well as surveillance in relation to gender and class in Early Modern England. The materiality of language will be studied in the FM “Economies of Language”, including the physical quality of speech and the economic value of language in a system of global circulation: language as waste, as a commodity and as a medium to signal status and moral value. Similarly enmeshed with the real world and its current challenges is our department’s focus on sustainability which we pursue across the various disciplines, in this semester notably in Professor Thurlow’s FM seminar on “Language and Waste” and Professor Rippl’s MA workshop on “Environmental Humanities: Negotiating Un/Sustainability”.

To conclude, there are some personnel news: While professors Annette Kern-Stähler and Thomas Claviez will be resuming their teaching duties after their sabbaticals in autumn 2019, it is Professor Dave Britain’s turn to go on sabbatical in spring 2020. He will be replaced as deputy Head of Department by Professor Claviez. For the duration of her sabbatical, Professor Kern-Stähler had been appointed Academic Visitor and Senior Common Room Member at Somerville College, Oxford. Since 1 October 2019, Professor Gabi Rippl has been serving as a member of the Swiss National Research Council. In autumn 2019 and spring 2020, PD Dr Ursula Kluwick has been an acting professor at the University of Freiburg i.Br., replacing Professor Monika Fludernik who is on a part-time fellowship. Mr Roman Bischof has been invited to join the DFG research group “The Failure of Knowledge and the Knowledge of Failure”. Ms Hannah Hedegard will do fieldwork on the English of the Falkland Islands (funded by Berner Forschungsförderung).

Also in autumn 2019, three of our doctoral candidates successfully defended their PhD

theses: Dominique Hess, Anja Thiel and Eva Kuske. Heartfelt congratulations to our *doctrices designatae*, and let their brilliant work be an encouragement to those young colleagues who are finishing their theses this spring!

Finally, the Department of English is going to be enriched by new colleagues and short-term visitors. Prof. Dr. Mary Flannery, recipient of an SNSF Eccellenza Professorship, will join the Medieval Studies section. Prof. Flannery’s research entitled ‘Canonicity, Obscenity, and the Making of Modern Chaucer (COMMode)’ will trace the evolution of the texts and reputation of Geoffrey Chaucer over the past three hundred years. Ms Olivia Biber will join the Modern English Literature section as a new assistant. Mr Martin Ritzmann is our new IT person, supporting Mr Fayaz Ali Khan in this important domain. We also welcome Dr Laura Rupp (Vrije Universiteit Amsterdam) who will come for a month to work with Professor Britain on morphological variation in non-standard Englishes (supported by the Hans Sigrüst Stiftung), and Dr Huma Yaqub (Maulana Azad National Urdu University, Lucknow) who will visit the Modern English Literature section in May and June to work on her project *Narratives on Water: An Eco-Critical Study of Select Swiss and Indian Novels* (SNSF Scientific Exchange).

Congratulations and thanks for the work done so far, and all the best wishes for the projects to be concluded, or newly undertaken, in 2020!

Bern, December 2019



Prof. Dr. Virginia Richter, Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

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

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

DEADLINES COURSE REGISTRATION

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 COURSE ASSESSMENT

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 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 (18-22 May 2020; 07-11 December 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.

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

Notes:

How to register and deregister in KSL: see

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

Advanced Readings: see

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

BA Thesis Registration

The registration for the BA thesis is a two-step process. First, you register your thesis with your supervisor. Second, you get the ok from your study counsellor. Retain the signed 'Registration for thesis (BA & MA)' form until both steps are completed. Only hand it in to the secretariat once it has been signed by your supervisor (first step) and your study counsellor (second step).

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

SUBMISSION IN SPRING 2020

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

SUBMISSION IN AUTUMN 2020

Supervisor deadline	30 April 2020
Study counsellor and secretariat deadline	30 September 2020
Thesis submission deadline	18 December 2020

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](#).

GRADUATION IN AUTUMN 2020

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

GRADUATION IN SPRING 2021

Department registration deadline	1 June 2020
Dean's Office registration deadline	1 June 2020
Thesis submission deadline	7 December 2019

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.

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

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 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.

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.

General Information

KSL Registration: General information

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

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

BA COLLOQUIA:

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

Students studying with Study Plan 2017 register for the 2 ECTS “BA Colloquium” course.

MA COLLOQUIA:

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

Students studying with Study Plan 2017 register for the “MA Colloquium (Study Plan 2017)” course.

MA Requirements

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

Attendance

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

Communicating with the Secretariat and Study Counsellors

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

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

Conduct and Correspondence Guidelines

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

General conduct

- The department is first and foremost a place of work for study, learning and writing. Please therefore try to keep the noise down in the corridors and in the tea corner (see below); sometimes, just pulling the tea corner door to is enough. We strongly discourage the use of cellphones in the corridors.
- If you know you will be missing a class, we expect you to send a short email to your instructor alerting them to the fact and proffering some kind of explanation. (See ‘Absences’ below.) We consider this a matter of basic professional courtesy. If you have already missed a class, please send an email to apologise and confirm that you will be making necessary arrangements to catch up on the work missed.
- Members of academic and administrative staff should not be addressed on a first-name basis unless you have been specifically invited to address them this way. Being on a first-name basis, however, does not mean that common-sense politeness and professional

standards cease to apply.

- In face-to-face interaction, students are commonly addressed by their first name; but please advise staff to address you by family name, if you prefer. In all written communication we ask that you use professional titles along with names – this applies to emails as well.

Absences

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

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

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

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

Written correspondence

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

Openings and closings

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

OPENING

On a separate first line:

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

Dear Alison,
Dear Timothy,

CLOSING

On a separate penultimate line:

Yours sincerely,
Sincerely,

Best wishes,
Kind regards,

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

Introducing yourself/stating the subject

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

Remember, the staff member you are writing to might not immediately know who you are or why you are writing to them. It is usually helpful if you use the opening paragraph to introduce yourself, mention the seminar or lecture concerned and state the issue. It is also common courtesy to acknowledge emails by, for example, thanking staff for their assistance or by confirming that the issue in question has been resolved. If you are writing to any member of staff who is not your immediate instructor, we ask that you always reference your student number in the subject line. For example, if you are writing to the Head of Department, your Study Counsellor, the International Coordinator, etc.

Register and style

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

Tea corner

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

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

Who to Ask – Spring Semester 2020

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

**Study Counselling for BA Students
(includes diploma ratification –
'Studienleitung')**

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

**Study Counselling for MA Students
(includes diploma ratification –
'Studienleitung')**

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

**International Coordinator (Stay
Abroad Enquiries)**

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

Admission Enquiries (BA, MA, PhD)

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

Independent Studies Proposals

Contact any member of teaching staff

Independent Studies Coordinator

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

KSL Enquiries

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

Leona Goop

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

Enrolment for Theses and Exams

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

Library Enquiries

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

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

Students who require extended and / or permanent accommodations (e.g. when it comes to writing exams or extending deadlines) should make contact as early as possible with their study counsellor who will raise the issue with the Head of Department. Any students are entitled to approach ZIB at any time for information and guidance concerning learning accommodations ('Nachteilsausgleich').

Advisory Services

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

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

Academic Staff (SS20)

Professors

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

Lecturers

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

Visiting Lecturers

Dr. Rahel Orgis*
Modern English Literature
Dr. Laura Rupp*
Modern English Linguistics

SNF Eccellenza Professorship

Prof. Dr. Mary Flannery
Dr. Amy Brown

* Teaching this semester

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

Administrative Staff (SS20)

Administrators

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

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

Drittmittel Administration

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

Among other things, we hold General Assemblies, where all the students of English are asked to meet and discuss topics of general concern, and to provide feedback about past activities and other matters.

It is our responsibility to assist you in study matters and, therefore, we organize information meetings, workshops or other events, to give you the opportunity to gather information. Check the notice boards as well as our social media profiles for announcements. You can always contact us if you need any kind of assistance concerning your English studies.

We meet regularly to keep up to date with what is going on. If you have any suggestions or complaints, talk to one of our members or e-mail us (**fsanglistik@sub.unibe.ch**). Feel free to join the Students' Committee, or if you are interested in finding out what we are all about, you can also just join in on one of our meetings.

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

Facebook



@StudentsCommit
teeUniBe
(no Facebook
account required)

Instagram



eng_sc_uni
be

WhatsApp



[https://bit.ly/
2DACLqS](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

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

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

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

Research-related activities

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

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

Spring Semester 2020

BA STUDIES

Language Module

Lecture: Modern English Grammar II

Instructor: Franz Andres Morrissey

Time: Tuesday 8-10

Credit Points: 3 ECTS

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

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

Course Description: This is the second part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will conclude the tour of English verb forms and extend the discussion to clause constructions. The focus will be on exploring practical examples and then trying to deduce the grammatical rules that underlie them; in other words, a descriptive rather than a prescriptive approach. The ultimate goal is to develop an overview of Modern English Grammar that will serve as a reference for future work, be it in the study of language, in teaching, which some students will later be involved with, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts. It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason, the entire course is also podcasted and the solutions to the practical exercises are available online (link on www.morrissey.unibe.ch).

Required Reading: Course work will be based on the course script. Useful textbooks include *Rediscover Grammar* by David Crystal, and McCarthy and Carter's *English Grammar* (CUP).

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

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

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

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

Exam Date: 12 May 2020

Resit Date: 19 May 2020

Lecture: Writing Skills II

Instructor: Beatriz Lorente

Time: Tuesday 12-14, 14-16, Wednesday 10-12, 12-14, Thursday 12-14, 14-16 (students choose *one* of the slots)

Credit Points: 3 ECTS

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

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

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

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

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

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

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

Deadline for Assessed Work: Throughout semester

Core Curriculum

Lecture: Literary History

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

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

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

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

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

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

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

Exam Date: 13 May 2020

Resit Date: 20 May 2020

Substitute Resit (in case of illness): 27 May 2020

Seminar: **Analysing Language**

Instructor: **David Britain / Crispin Thurlow**
(with Susan Fox, Hannah Hedegard and Gwynne Mapes)

Time: Tuesday 14-16

Credit Points: 4 ECTS

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

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

Course Description: This core curriculum course is run as a series of hands-on lecture sessions taught by a range of senior and junior researchers in the department. The goal is to introduce you to some of the core analytic concepts and procedures for researching language within sociolinguistics and discourse studies. The course comprises five modules each focusing on a different set of practices and approaches: fieldwork, spoken language, written language, “big data”, and phonetic analysis. After an initial introduction in the first week, we have a module on fieldwork including ethnography and interviewing; this module also serves as a general grounding for the rest of the course. We then move onto two modules addressing approaches to spoken language such as discourse analysis, interactional sociolinguistics, and variation studies. Here, we will also cover transcription techniques. We then turn to the study of written language, including, for example, an introduction to critical discourse studies and multimodal discourse analysis. Two weeks will be spent thinking about two more quantitative approaches: content analysis and corpus analysis. We finish the semester by examining the key principles and practices of phonetic analysis.

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

Learning Outcomes: This course is designed to provide students with an introductory-level overview of the core methodological skills required for conducting research in language and linguistics. In this regard, students will:

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

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

- The weekly assignments count 50% of your overall grade (or 5% each) and are assessed as credit/no-credit (half credit for half-baked work); they comprise two parts: homework assignment and in-class assignment.
- The final exam will be in Week 12 of the teaching term on Tuesday 12 May; it will count 50% of your overall grade and will be a multiple choice format.

Assessment (graded): A grade may be assigned based on the percentage grade earned for both the coursework and the final exam; this percentage will be converted to the UniBe's 6-point scale as follows: 60-68% = 4.0; 69-76% = 4.5; 77-84% = 5.0; 85-92% = 5.5; 93-100% = 6.0.

Exam Date: 12 May 2020

Resit Date: 19 May 2020

Seminar: **Analysing Literature**

Instructors: **Sabine von Rütte / Julia Straub / Nicole Nyffenegger**

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

Credit Points: 4 ECTS

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

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

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

Required Reading: Please read Henry James’ *The Turn of the Screw* before the first session; your knowledge of it may be subject to examination. Please purchase this exact edition (as we will work with additional materials in this volume): Henry James, *The Turn of the Screw*, edited by Peter Beidler. Case Studies in Contemporary Criticism. Boston and New York: Bedford, 2009/2010. In addition, please purchase: William Shakespeare. *A Midsummer Night's Dream*. Ed. Sukanta Chaudhuri. Arden Shakespeare. London: Bloomsbury, 2017. Copies can be purchased from the Bugeno book shop in the main building of the University.

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

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

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

Assessment (graded): Written exam on Friday, 15 May 2020 at 10-12

Resit Date: Friday, 29 May 2020 at 10-12

Focus Module Language and Linguistics: Economies of Language

Lecture: Language and Materiality

Instructor: Crispin Thurlow

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

Language matters. It is not simply a symbolic representation of the material; it is itself a material entity with fully material consequences. To start, it is a bodily accomplishment: sound waves beating against our eardrums, fingertips tapping relentlessly onto keyboards. It is also with strings of words, bundles of texts, that we name and distinguish people so as to order and regulate them. We deploy our words and texts also to punish people, to harm them, to exterminate them even.

This lecture series considers a range of ways in which language has material consequences for our everyday lives. By the same token, we will also examine how language is itself something material (see quote above) and how it shapes and is shaped by material culture. We will start by thinking through the “hardcore” economies and politics of language/s nowadays, before looking at how language functions multimodally as an spatial, embodied and tangible practice. In this regard, and following an initial introductory lecture, the course will be organized into bi-weekly cycles addressing five major thematics: “commodification”, “global semioscape”, “stuff/objects”, “space/place” and “embodiment”. Lectures will be organized around a series of framing and case-study readings, and, where possible, we will hear first-hand from some of the case-study authors themselves. Every other week, our class time will involve a short in-class exercise in order to apply some of the ideas covered in the readings.

Required Reading: This course hinges on a series of 11 “framing” and “case-study” readings; these articles and papers will be posted as PDFs on ILIAS. Your success in the course depends heavily on your having completed these readings and having demonstrated a core understanding of them.

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

- to recognize how language has political-economic and material consequences;
- to explore some of the key ways language functions multimodally through processes of embodiment, spatialization and materialization;
- to appreciate some of the different theoretical/critical approaches in the study of “language materiality”.

Assessment (pass/fail or graded):* In order to pass this class you will need to do the following: (a) achieve a minimum average of 75% for the five graded reading quizzes based on the case-study readings; (b) complete five pre-lecture surveys based on the framing readings, (c) complete six in-class exercises. Pre-lecture surveys and in-class exercises are assessed as credit/half-credit/no-credit; to pass, you will be required to finish with at least 3 full credits for each task. If you are seeking a grade for this lecture, the reading quizzes are worth 50% of the final grade, the pre-lecture surveys 30% and the in-class exercises 20%.

Exam date: There is no formal exam; this course is assessed cumulatively (see previous section).

Resit date: All resit work must have been completed by 17:00 on Tuesday 19 May 2020.

* 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.7.

Seminar: Language and Waste

Instructor: Crispin Thurlow

Time: Friday 10-14

Dates: Double sessions on 28 February, 20 March, 27 March, 24 April, 22 May (an additional session will be decided collectively during the first meeting)
mandatory half-day excursion 01 May 8-14

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

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

Course Description: Whether we call it trash, garbage, junk, refuse, detritus or just rubbish, waste is undeniably a matter of national identity for Switzerland as we try to make sense of the following newspaper headlines:

Schweizer gehören zu den grössten Abfallsündern in Europa (Tages Anzeiger, Jan 2019)

La Suisse sur le podium des producteurs de déchets européens (Le Temps, Jun 2019)

While many scholars in the Humanities and Humanistic Social Sciences are increasingly turning their attention to these pressing issues of sustainability, there exists virtually no such scholarship in sociolinguistics and discourse studies. It is for this reason that this “Language and Waste” seminar will explore and collaboratively develop a novel critical-linguistic perspective on the crisis-level topic of waste. You will be asked to investigate how everyday language shapes the social meanings of waste and, as such, how it helps structure the wider political and symbolic economies of environmental collapse. Examples of the kinds of empirical questions to be asked include: What does “waste” mean to people – what are its social or collective meanings in different contexts? How is waste defined and represented in everyday and/or official talk and texts? How is waste mediatized (e.g. in newspapers, advertisements, etc.)? How is the label “waste” deployed metaphorically against certain peoples or activities? To what extent do people understand – and talk about – their own role in the production and/or management of waste? How, for example, are children socialized and/or schooled to understand waste? This seminar is being taught partly under the auspices of the UniBe’s *Promotion of Sustainable Development in Teaching* scheme. It is designed as a “laboratory course” which means that it organized around student-driven, project-based learning experiences where you will be actively engaged in producing new knowledge for the field.

Required Reading: Following an initial series of interdisciplinary readings (chapters and articles posted on ILIAS), part of your academic work for this seminar entails doing your own literature search and developing a collectively produced reading list which you will be responsible for introducing to the rest of the class. As part of research clusters, you will be expected to present this independent reading in one of three sessions (13 March, 27 March or 10 April); your presentations will also be organized around a “data demo” (see below).

NOTE: *Three or four foundational readings must be completed before our first meeting on Friday 28 February (i.e. second week of the semester); you will be given these readings before the semester starts.*

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

- have a foundational understanding of the link to be made between sociolinguistics, discourse studies and contemporary issues in sustainability;
- have a more specialist knowledge about the way waste is discursively framed in a number of sociolinguistic domains;
- have more advanced primary and secondary research skills as well as presentation and academic writing skills; and,
- have a basic grasp of two specialized methodologies (discourse-ethnography and discourse-centered commodity chain analysis).

Coursework (pass/fail): All students will be organized into research clusters centered around particular sociolinguistic domains; clusters will be charged with doing primary and secondary research and presenting the outcomes to the rest of the class. This will be your primary coursework obligation: introducing other students to two or three key readings organized around a demonstration of some indicative empirical evidence (hence “data demos”). This work will be assessed as credit/no credit. You will be expected to engage fully with all in-class discussions, especially vis-à-vis any invited speakers. All students are absolutely required to undertake the half-day excursion to the Renergia waste-management plant (near Luzern) on Friday 01 May. Finally, you will be required to sit a review test in the final session (Friday 22 May) which will address any reading material covered in the first four sessions of the seminar.

Assessment (graded):* Students seeking a grade for this seminar will, in addition to the basic coursework above, be expected to undertake two small empirical projects: (a) a critical discourse-ethnography of the Renergia site visit which will examine the mediatized and situated language used to frame/explain the work of the waste-management plant; (b) a discourse-centered commodity chain analysis for thinking through the biography and “after-life” of things. These projects will be written up as academically-grounded reports of about 1500 to 2000 words each.

Deadline for Assessed Work: Friday 05 June 2020

* Graded 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 Focus Module registration requirements on p.10.

Seminar: English Language Teaching (ELT) and its Contexts

Instructor: Susan Fox

Time: Tuesday 12-14

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

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

Course Description: This course aims to explore the global context of ELT as English continues to increase its Global status. In addition, it seeks to explore the local contexts of ELT, with particular reference to methodology, curriculum, and testing. The main topics of study will be:

- the global spread of English and the rise of new 'Englishes';
- the political and cultural dimensions of teaching English as an international language;
- the concept of appropriate methodology and educational context;
- the ELT curriculum, syllabus types, and ELT programme design
- and the role of testing (both formal and informal) within the ELT curriculum.

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

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

- demonstrate understanding of the ways in which the global spread of English has led to the rise of new 'Englishes';
- discuss and assess the relevance of the concept of linguistic imperialism within the context of the global spread of English and ELT practices;
- demonstrate a theoretical and practical understanding of the principles of language course design and testing;
- critically evaluate language course and test design
- and argue critically and communicate ideas clearly.

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

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

Deadline for Assessed work: Friday 12 June 2020

* Graded 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 Focus Module registration requirements on p.10.

Seminar: Dialects on Screen

Instructor: Hannah Hedegard

Time: Wednesday 12-15.45

Dates: 22 April, 29 April, 6 May, 13 May, 20 May, 27 May

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

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

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

Course Description: Why does the bad guy always have an RP accent? How do dialect coaches assist actors in their role preparation? Are children in the US really acquiring British English from watching *Peppa Pig*? In this seminar we critically discuss ideological, methodological and theoretical sociolinguistic questions surrounding performance of dialect in modern entertainment media, such as the above.

Across five block sessions (the sixth is reserved for student presentations), we analyse several media genres for the ways in which dialects are approximated, avoided, and/or commodified by the entertainment industry, and the impact of their portrayal on the viewer. Source media is drawn from film, television, online series, documentaries and commercials from across the Anglophone world. Amongst other topics, we will examine the degree to which a) representations of non-standard English in *Disney* and *Marvel* franchise films propagate ethnocentric discrimination, b) scripted reality shows such as *Geordie Shore* and *Made in Chelsea* accurately reflect ongoing linguistic change in their respective dialects, and c) fictional English varieties such as Newspeak (1984) and Nadsat (*A Clockwork Orange*) similarly combine typological elements from existing dialects/languages, and why. In addition, the role and methodology of dialect coaching will be investigated, supplemented by a guest talk from a professional actor with accent mimicry training. Finally, we will shine a spotlight on the Transatlantic accent, aka American Stage Speech, the English variety that blurs the line between performance (of a role) and reality, affectation and authenticity.

Required Reading: A list of required reading and viewing will be uploaded to ILIAS at the beginning of the semester i.e. two months before the first class. **The texts/media must be read/viewed before the first session; your knowledge of it may be subject to examination.**

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

- understand the potential of entertainment media as sites of sociolinguistic research;
- can demonstrate an awareness of the different manifestations of ideological and socio-political agendas in the English spoken in film and television;
- will have gained considerable insight into the methodologies employed by actors and their dialect coaches in the acquisition and creation of existing and constructed English varieties respectively.

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

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

Deadline for Assessed Work: 1 July 2020

* Graded 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 Focus Module registration requirements on p.10.

Focus Module Literature: Literature and Surveillance

Lecture: Literature and Surveillance

Instructor: Julia Straub

Time: Monday 10-12

Credit Points: 3 ECTS

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

Course Description: Surveillance studies are a vast field of research spreading across various disciplines, in line with David Lyon's definition of surveillance as "the focused, systematic and routine attention to personal details for purposes of influence, management, protection or direction" ("Surveillance Studies: An Overview." *Surveillance Studies: A Reader*. Ed. Torin Monahan and David M. Wood. Oxford: OUP, 2018. 18-21: 19). While surveillance has a strong technology-based dimension and often concerns public life and security (e.g., CCTV cameras), it pervades many more realms of both private and social activity. Approaches to surveillance from literary studies focus on its connections to literary and cultural history, narratological aspects and forms of representation. This lecture introduces students to key theoretical concepts related to surveillance and vision, such as the Panopticon (in Bentham and Foucault) or the gaze, central texts and genres (e.g., the utopia/dystopia) and most recent developments in contemporary literature, considering the rise of digital technologies on a global scale and today's urgent interest in matters of social control and security. It will present historical perspectives, also considering forms of introspection and self-scrutiny in the 19th century and examine practices of surveillance such as censorship.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Most texts will be made available on ILIAS at the start of the semester. The following novels will be discussed in detail and will be of great importance in the final test. Copies can be bought from the Bugeno bookshop in the University's main building.

George Orwell. *Nineteen Eighty-Four*. 1949. London: Penguin, 2008. ISBN: 978-0-141-03614-4

Margaret Atwood. *The Handmaid's Tale*. 1986. New York: Anchor Books, 1998. ISBN: 978-0-385-49081-8

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

- Can identify the central aspects and modes of surveillance relevant for a discussion of literary texts.
- Can give persuasive accounts of the cultural significance of surveillance.
- Have acquired a diversified understanding of Anglophone literature from the 18th century to the present day and its contexts.

Assessment (pass/fail or graded):* Final test on 11 May; retake on 18 May; substitute resit (in case of illness) on 25 May 2020

* 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.7.

Seminar: Fictions of Surveillance

Instructor: Julia Straub

Time: Tuesday 10-12

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

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

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

Course Description: In this seminar, we will explore the ways in which novelists fictionalize surveillance as a means of controlling society and the individual. Writers such as George Orwell, Aldous Huxley, Margaret Atwood, and Dave Eggers have provided compelling accounts of how surveillance, understood as technology, an instrument of political control, but also as an interiorized form of observation, could shape societies. The genres of the utopia and dystopia have always played an important role in this regard, adapting quickly to political changes and technological advancements in the 20th century and today. The seminar will introduce students to several key novels in this tradition, considering formal and aesthetic questions, but will also relate the novels to the contexts they open up, e.g., the Cold War, feminism, or the rise of social media.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. The following novels can be purchased from the Bugeno bookshop. We will read them in the following order:

Aldous Huxley. *Brave New World*. 1932. London: Vintage, 2007. ISBN: 978-0-099-47746-4

George Orwell. *Nineteen Eighty-Four*. 1949. London: Penguin, 2008. ISBN: 978-0-141-03614-4

Margaret Atwood. *The Handmaid's Tale*. 1986. New York: Anchor Books, 1998. ISBN: 978-0-385-49081-8

Dave Eggers. *The Circle*. 2013. London: Penguin, 2014. ISBN: 978-0241970379

Secondary material will be made available via ILIAS.

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

- Can apply relevant theoretical concepts to literary texts;
- Give persuasive accounts both orally and in writing of surveillance and its impact on literary writing, e.g., narratological aspects;
- Identify major contexts for the literary texts under discussion, e.g., politics, technology, gender aspects.

Coursework (pass/fail): Active participation and presentation

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

Deadline for Assessed Work: 30 June 2020

* Graded 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 Focus Module registration requirements on p.10.

Seminar: (In)visibility in African American Literature and Thought

Instructor: Viola Marchi

Time: Thursday 12-14

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

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

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

Course Description:

*Full lighting and the eye of a supervisor capture better than darkness,
which ultimately protected. Visibility is a trap.
Michel Foucault*

If gaining visibility and political agency has always been a fundamental goal of the African American struggle for social justice, “to make visible” is also the necessary condition for every contemporary regime of surveillance and the primary instrument of state-sanctioned racial profiling. Taking the Janus-faced theme of (in)visibility as the guiding thread for our analysis, we will reflect on the violence of the objectifying gaze, on the power structures that regulate the interplay between seeing and being seen, and on the ways in which literary discourse addresses the problematic intersection of race and (in)visibility. Through the reading of texts belonging to different literary historical periods and genres (e.g., novel, short story, poetry, as well as philosophical and critical texts), the seminar will introduce students to central works, themes, and issues of 20th century African American literature and thought.

Required Reading: During the seminar we will be reading two novels: Richard Wright’s *Native Son* (1939) and Ralph Ellison’s *Invisible Man* (1952). 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.

Richard Wright. *Native Son*. New York: Harper Perennial Modern Classics, 2005.

Ralph Ellison. *Invisible Man*. London: Penguin Books, 2014.

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

- have engaged with central key aspects and theoretical perspectives on African American literature and thought;
- learn to approach and critically examine a complex concept or idea;
- develop their skills of close reading and textual analysis;
- have improved their writing and presentation skills.

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

Assessment (graded):* Regular attendance, active participation in class, oral presentation, one writing assignment, and one final seminar paper (4000 words).

Deadline for Assessed Work: 31 July 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 Focus Module registration requirements on p.10.

Seminar: Forms of Surveillance in Early Modern Literature

Instructor: Rahel Orgis

Time: Tuesday 16-18

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

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

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

Course Description: This course explores the notion of surveillance in a selection of early modern literary texts of different genres. With the first pair of texts, George Gascoigne's prose narrative *The Adventures of Master F. J.* (1573/1575) and Shakespeare's tragedy *Hamlet* (1603/1604/1623), we will focus on socio-political aspects of surveillance in Elizabethan England. With the second pair, Mary Davys's short novel *The Reformed Coquet* (1724) and Samuel Richardson's epistolary novel *Pamela* (1741), we will investigate surveillance in relation to gender and class issues. We will consider all four works in their historical and material context. Throughout the course we will also reflect on how literary works are part of or informed by mechanisms of surveillance.

Required Reading: Students are expected to have read *Hamlet* before the first session. They are also advised to start reading *Pamela* before the start of the course. Their knowledge of the texts may be subject to examination. Copies of *Hamlet* (Arden 3rd ed., 2016) and *Pamela or Virtue Rewarded* (Oxford World's Classics, 2008) will be available from the Bugeno book store. Shorter texts (Gascoigne, Davys and secondary material) will be made available on ILIAS. **Students need to bring all four primary texts to the first session.**

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

- have improved their close reading, critical writing and presentation skills;
- have gained an overview of the literary genres common in the early modern period;
- have acquired basic knowledge about the material production and dissemination of early modern literary texts;
- have improved their ability of understanding and discussing early modern literary texts in relation to historical context and critical approaches to the texts;
- are able to identify and comment on various forms of surveillance in relation to the literary texts studied in class.

Coursework (pass/fail): Thorough preparation of set texts, active and regular participation in discussions, oral assignment (presentation or moderation of part of a session), regular short written assignments.

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

Deadline for Assessed Work: 30 June 2020

* Graded 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 Focus Module registration requirements on p.10.

Free-Standing Lectures and Seminars

Lecture Language and Linguistics: **Language in Performance**

Instructors: **Franz Andres Morrissey**

Times: Wednesday 10-12

Credit Points: 3 ECTS

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

Course Description: This lecture explores a range of issues inherent in performance, from impromptu/informal to staged and stylised. As material it uses English-language folk song and how they are performed and focuses on aspects like social interactions in such performances and how their sociolinguistic aspects manifest themselves, it considers questions of stylistics in the songs themselves and in the way in which they are framed in performance and will discuss phonological constraints performers need to deal with.

The lectures set out from a discussion as to how performance needs to be understood in linguistic terms and how such understanding affects where performances take place, how they play out in sociolinguistic terms, what parameters affect them and what they can or cannot achieve. It then examines the creation of community and the projection of identity/identities using the functions of folk songs and how folk song performances create and perpetuate these. Of particular interest here are aspects like the impact and importance of communal singing in the context of song as social comment or protest and the forms these can take. Further perspectives include methods of transmission and how they affect the linguistic features of these songs, related to this notions of de-textualisation and re-entextualisation in new performance contexts, ways in which the transition from oral tradition to written or recorded format affect the language of the songs and the performance practices over time and as a result of mobility, but it also includes a discussion of dialectal and idiolectal features and their role in audience design, projections of identity, constructions of authenticity/tradition and ultimately the performer's/s' credibility. Oh, and some (communal) singing will take place...

Required Reading: For a better understanding of the topics discussed in the lecture, some seminal papers will be made available on www.morrissey.unibe.ch. They are usually uploaded after the session and it is warmly recommended that they be studied.

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

- will be familiar with various concepts of performance,
- will understand the mechanisms of community and identity constructions through the social practice of folk singing,
- will have an understanding of stylistic features that are typical for this genre and its discourse,
- will be aware of the interaction between performers and audience in these contexts, among others how language is staged to achieve a variety of objectives,
- will have an understanding how perpetuation of folk literary materials works, in particular in the context of orality vs. literacy,

- will develop a critical understanding of concepts like *authenticity, tradition, discourse styles* and *discourse archives*, etc.
- will understand the heightened “rhetorical” impact of social comment and protest of these messages conveyed in combination of stylised language and catchy music.

Coursework (pass/fail): A list of key insights formulated in a few sentences, two for each session; one is to address issues concerning the academic/subject content discussed in the respective sessions, the other a personal “take-home” message. A form for these will be uploaded on the usual website.

Assessment (graded):* For a graded assessment, the above list of insights needs to be more detailed and the insights formulated and supported with material either from the lecture or from the students’ own experience

Deadline for Assessed Work: 19 June 2020

* 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.7.

Seminar Language and Linguistics: Stylistics, an Introduction

Instructors: Franz Andres Morrissey

Times: Wednesday 8:30-10 (no breaks)

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

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

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

Course Description: Stylistics can be said to represent an overlap between literary/cultural studies with linguistic enquiry. For better or for worse it applies various levels of linguistic analysis and investigation to literary (and other) texts, exploring them on the basis of what could be described as close reading. The choice if text is very much up to the researcher. In this course, then, we will explore the such texts using language analysis approaches on the microlinguistic levels of phonology, morphology, semantics and syntax, as well as macrolinguistic approaches including pragmatics, critical discourse analysis, conversation analysis, communication studies and text linguistics.

The seminar will begin with a number of sessions approaching basic concepts and techniques of stylistics, which will require some preparatory reading of a number of seminal texts. These will be made available for download together with some study questions aimed at laying the groundwork for the course. In the main part of the seminar students will apply them in practice to a variety of texts, literary and non-literary, oral and written of their choice. In these sessions, small groups of students will introduce a text or a number of texts and moderate an interactive class with their peers in class acting as facilitators of activities and exploration techniques (with presentations kept to an absolute minimum).

Required Reading: The reading materials for the introductory phase exploring the various approaches to the linguistic analysis of texts will be uploaded to www.morrissey.unibe.ch, mostly ahead of the respective classes. During the Exploration Phase students are expected to provide the texts they will be working with in good time and these two will be uploaded for advance study.

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

- will be able to relate to the key concepts underlying text analysis based on stylistic techniques;
- will be in a position to demonstrate an analysis of a text, mainly written (although sessions on “Spoken World” are very welcome) using microlinguistic approaches;
- will have an understanding how macrolinguistic categories can be helpful for text analysis;
- will be able to apply various techniques related to linguistic analysis to a variety of texts and by doing so gain a better understanding of these texts.

Coursework (pass/fail): active participation in class, moderating a session using a text and suitable exploratory techniques.

Assessment (graded):* compiling a podcast or an animated presentation video demonstrating stylistic analysis of a literary or non-literary text with a script and sensible use of the technology available for presentations; or, analogously, write a seminar paper of the usual length on a similar topic. Care needs to be taken to present the topic in an accessible and lively format.

Deadline for Assessed Work: End of June 2020

* Graded 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.7.

Lecture Literature: **The Body and the Senses in Medieval and Early Modern Literature**

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

Times: Thursday 14-16 (first session 27 February)

Credit Points: 3 ECTS

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

Course Description: The five senses have in the past few years become one of the most productive topics of scholarship in medieval and early modern literature and culture. Studies have analysed texts and images to investigate, for example, the stench representing hell on stage, impairments of sight and hearing, or the sensation of pain. The human body, on the other hand, seems to never really go out of fashion as a subject of scholarship. In this lecture, you will be introduced to these intersecting fields and to the diverse historical, critical, and theoretical perspectives through which the body and the senses can be approached. The lecture is suitable for both students who have not studied the medieval and early modern periods before and for more advanced students interested in expanding their knowledge of medieval and early modern culture and the scholarly engagement with it.

Required Reading: Short texts to be read in preparation for the lecture may be uploaded on Ilias. Please make sure to check regularly for updates.

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

- been introduced to two dynamic fields of medieval and early modern studies,
- gained an insight into different historical, critical and theoretical perspectives through which premodern texts and artefacts can be approached.

Coursework (pass/fail): Regular attendance, active participation, preparation of set texts.
Quiz on 7 May 2020 (retake 14 May)

Assessment (graded):* Regular attendance, active participation, preparation of set texts.
Quiz on 7 May 2020 (retake 14 May)

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.7.

Seminar Literature:

Victorian Supernatural Tales

Instructors:

Virginia Richter

Times:

Wednesday 10-12

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

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

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

Course Description: The Victorian period is generally seen as the height of industrialisation, science and, in literature, realism. However, at no other time in English literary history did ghosts, vampires and doppelgangers proliferate as much as under the Victorians. Evidently, the increasing control of the natural world and the resulting ‘disenchantment of modern life’ (Max Weber) either required compensation or were in themselves sources of anxiety. As some literary works, such as Charles Dickens’s story “The Signalman”, suggest, new technologies bred fear. Concomitantly, the expansion and solidification of the British Empire resulted not only in a sense of racial and cultural superiority, but also in fears of ‘reverse colonisation’, the intrusion of foreign and evil forces from the East, as in Bram Stoker’s classic *Dracula*. Finally, sometimes the source of the uncanny was lying within, in Victorian repression and hypocrisy, as in Robert Louis’ Stevenson’s *Strange Case of Dr Jekyll and Mr Hyde*. In the seminar, we will discuss these and other supernatural tales, and explore the dark side of Victorian culture. The seminar is addressed to students who enjoy reading and debating literary texts, especially outside the realist canon.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following book as hard copy (no ebooks!), using the recommended edition: Bram Stoker, *Dracula*. Ed. Maurice Hindle. Penguin Classics, 2003; copies have been ordered at the BUGENO (main building). Further texts will be made available on ILIAS four weeks before the beginning of term.

Learning Outcomes: Students will familiarise themselves with an important period in literary history and with selected genres. They will recapitulate tools of literary analysis, and engage with important analytical concepts.

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

Assessment (graded):* Written seminar paper

* Graded 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 on p.10.

Seminar Literature: "This wooden O" - Dramatic conventions in Early Modern Plays

Instructors: Nicole Nyffenegger

Times: Tuesday 12-14 and optional 4-day excursion to London

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

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

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

Course Description: From the explicit enlisting of the audience's imagination through the chorus in *Henry V* ("O, pardon! since a crooked figure may/ Attest in little place a million"), to Hamlet's soliloquy giving the audience access to his innermost thoughts, to Oberon's implicit (and rather challenging) stage direction "I am invisible" in *The Midsummer Night's Dream*, we will in this course analyse pertinent examples of the dramatic conventions used in early modern plays. Depending on the summer programme of the Globe in London (tba), we will further investigate such conventions in two to three plays and then see and discuss how they function on stage during our (optional) 4-day excursion to London in the second week of June (exact dates tba).

Required Reading: Please read and prepare the short texts uploaded in "texts for first session" on Ilias. Students will also be informed via Ilias which plays to buy as soon as the Globe programme is announced.

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

- read and analysed two to three Shakespeare plays;
- discussed in depth some of the pertinent examples of dramatic conventions in early modern plays;
- practiced their skills at analysing and discussing dramatic texts, including the relevant terminology;
- further practiced their skills at literary analysis and academic discussion.

Coursework (pass/fail): Active participation, thorough preparation, regular attendance (no more than 2 absences). Further coursework (writing tasks, session moderations, minutes, or presentations) depending on student numbers.

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

Deadline for Assessed Work: 1 July 2020

* Graded 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.7.

Optional Courses

Workshop: Creative Writing: Exploring Formal Poetry

Instructor: Franz Andres Morrissey

Time: Thursday 12-14

Credit Points: 3 ECTS

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

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

Course Description: In this semester we will focus on a form of writing with “constraints”, i.e. of the rules that formal poetry imposes on the writer. Part of this approach will be to get to know the various forms poetry can take, but also how formative as well as – counterintuitively – constraints of formal poetry can be.

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. In addition we may have smaller peer discussion groups for a first outing of newly written work.

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

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

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

- have been able to tap their creative potential to explore the ways along which an open mind may lead us;
- improved control of language through greater precision in expressing one’s thoughts and feelings;
- have a broader understanding of what forms of poetry, unrhymed or rhymed there are;
- have a clearer view how in post-modern (or post-post-modern) formal poetry writing which format works best with which “genre”;
- and, finally, have greater awareness of the way texts, both written by students and published writers, work (or fail to).

Coursework (pass/fail): Cumulative course work; you will be required to submit a dossier

of edited work reflecting the activities covered in the workshop, which needs to be handed in as a hard copy no later than four weeks after the end of the semester.

Deadline for Assessed Work: End of June 2020

Workshop: Performing Text

Instructor: Franz Andres Morrissey

Time: Thursday 16-18

Credit Points: 3 ECTS

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

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

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

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

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

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

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

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

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

Workshop: Tok Pisin

Instructor: Craig Volker

Time: Monday, 2 March until Friday, 13 March 18 – 20 daily
plus excursion on Saturday, 7 March 2020

Credit Points: 4 ECTS

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

Course Description: Since its origins under colonial rule, Tok Pisin (also known as New Guinea Pidgin English) has become the most widely spoken of Papua New Guinea's 830 languages. Closely related varieties are spoken in the Solomon Islands, Vanuatu, and the Torres Strait. This practical language workshop assumes no prior knowledge of the language. Classes will be immersive, with Tok Pisin used as the language of communication as much as possible and important aspects of Melanesian culture will be presented in Tok Pisin. In addition to being a practical language course, the workshop will also examine the sociolinguistic ecology of Tok Pisin in Papua New Guinea (including its relationship to two other PNG pidgin-creoles: Hiri Motu / Police Motu and Unserdeutsch / Rabaul Creole German), its position as a typical or atypical pidgin-creole language, and the challenges of doing fieldwork in Papua New Guinea. The workshop will include an excursion to the Papua New Guinea collection at the Museum of Cultures in Basel.

Required Reading:

Dutton, T.E. 1973. Conversational New Guinea Pidgin, Pacific Linguistics D-12, Canberra: ANU, 1973. (e-book supplied free of charge by instructor).

AND

Volker, C. A. 2007 (reprinted 2008). Papua New Guinea Tok Pisin English Dictionary. Melbourne: Oxford University Press.

Recommended resources:

Balzer, Trevor et al. 2015. Lonely Planet Pidgin Phrasebook. Footscray, Victoria: Lonely Planet.

OR

Schaefer, Albrecht. 2005. Kauderwelsch, Pidgin-English für Papua-Neuguinea. Bielefeld: Reise Know-How Verlag.

The books will also be available on a presence shelf in the English Department library.

NOTE: As Volker (2007) and Balzer et al (2015) must be ordered from overseas, students should order them one month before the class begins.

Learning Outcomes: By the end of the workshop, students will achieve elementary communicative skills equivalent to the Waystage / A2 level of the Common European Framework of Reference for Languages (CEFR). They will understand everyday conversations about basic personal information, shopping, and transportation, be able to ask for information

about routine matters and be able to discuss their immediate environment and ordinary needs. They will demonstrate their ability by giving a three to five minute presentation about a topic of their choice in Tok Pisin in the last session.

Evaluation (pass/fail): Attendance, participation.

BMZ Lecture :

Das Mittelalter nach dem Mittelalter

Instructors:

Medievalists of the University of Bern and Guest speakers

Times:

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: Das «Mittelalter» als ein vergangener Zeitraum existiert zunächst nur als kollektive und individuelle Vorstellung, die sich in den nachfolgenden «neuzeitlichen» Epochen unterschiedlich manifestiert. Dabei werden diese Vergangenheitsprojektionen stets von Wertungen begleitet. Bereits die Begriffsprägung «media tempestas» im italienischen Humanismus sollte durch die Bündelung einer inhomogenen Zeitstrecke von rund tausend Jahren deren Überwindung und den Aufbruch in eine neue, «bessere» Gegenwart anzeigen. Die Romantik entdeckte ihrerseits im Mittelalter nationale Ursprünge und «organischere» vormoderne Gemeinschaftsformen. In der Ringvorlesung soll nach der Generierung, Funktion und Wirksamkeit von Mittelalter-Projektionen seit dem Mittelalter gefragt werden. Thematisiert werden unter anderem wissenschaftliche Diskurse über das Mittelalter, die auf historischem Quellenmaterial basieren und über institutionalisierte Kanäle (Universitäten, Akademien, Fachverlage, Museen) verbreitet werden. Auch nimmt die Ringvorlesung das weite und heterogene Feld populärer Diskurse und Praktiken (historische Romane, Fantasy, Film, Serien, Graphic Novels, populäre Zeitschriften, Rollenspiele, Mittelalterfeste) in den Blick, dessen Publikumswirksamkeit um ein Vielfaches höher ist. Beide speisen sogar politische (Selbst-)Positionierungen. John F. Kennedy inszenierte das «White House» als eine glanzvolle Wiederkehr Camelots, der Staatsterrorismus der Nationalsozialisten (Germanenkult) und die rechtsextreme Szene der Gegenwart (white supremacy, Templerkult) rekurrieren auf eine mit regressiven Phantasien angereicherte Vormoderne. Vor diesem Hintergrund will die Ringvorlesung auch die Disziplingeschichte und die gegenwärtige gesellschaftliche Aufgabe der Mediävistik kritisch hinterfragen.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with the wide variety of uses, abuses, and transformations of the Middle Ages in later periods;
- honed their analytical and writing skills.

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

BMZ Seminar:

Das Mittelalter nach dem Mittelalter

Instructors:

Medievalists of the University of Bern and Guest speakers

Times:

Thursday 18.45 – 19.30

Credit Points:

Participation in this seminar is part of the BMZ requirements for students of English

Course Description: This seminar is aimed at students who are signing up for the BMZ lecture. In three meetings (to be held after the BMZ lecture), students will discuss the issues raised in the lecture.

Das ‹Mittelalter› als ein vergangener Zeitraum existiert zunächst nur als kollektive und individuelle Vorstellung, die sich in den nachfolgenden ‹neuzeitlichen› Epochen unterschiedlich manifestiert. Dabei werden diese Vergangenheitsprojektionen stets von Wertungen begleitet. Bereits die Begriffsprägung ‹media tempestas› im italienischen Humanismus sollte durch die Bündelung einer inhomogenen Zeitstrecke von rund tausend Jahren deren Überwindung und den Aufbruch in eine neue, ‹bessere› Gegenwart anzeigen. Die Romantik entdeckte ihrerseits im Mittelalter nationale Ursprünge und ‹organischere› vormoderne Gemeinschaftsformen. In der Ringvorlesung soll nach der Generierung, Funktion und Wirksamkeit von Mittelalter-Projektionen seit dem Mittelalter gefragt werden. Thematisiert werden unter anderem wissenschaftliche Diskurse über das Mittelalter, die auf historischem Quellenmaterial basieren und über institutionalisierte Kanäle (Universitäten, Akademien, Fachverlage, Museen) verbreitet werden. Auch nimmt die Ringvorlesung das weite und heterogene Feld populärer Diskurse und Praktiken (historische Romane, Fantasy, Film, Serien, Graphic Novels, populäre Zeitschriften, Rollenspiele, Mittelalterfeste) in den Blick, dessen Publikumswirksamkeit um ein Vielfaches höher ist. Beide speisen sogar politische (Selbst-)Positionierungen. John F. Kennedy inszenierte das ‹White House› als eine glanzvolle Wiederkehr Camelots, der Staatsterrorismus der Nationalsozialisten (Germanenkult) und die rechtsextreme Szene der Gegenwart (white supremacy, Templerkult) rekurrieren auf eine mit regressiven Phantasien angereicherte Vormoderne. Vor diesem Hintergrund will die Ringvorlesung auch die Disziplingeschichte und die gegenwärtige gesellschaftliche Aufgabe der Mediävistik kritisch hinterfragen.

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with the wide variety of uses, abuses, and transformations of the Middle Ages in later periods;
- honed their analytical and writing skills.

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

Research Module

BA Colloquium: Language and Linguistics

Instructor: David Britain / Crispin Thurlow / Susan Fox

Times: Monday 14-16

Sessions: 17 February, 24 February, 23 March, 20 April
BA Conference Friday, 15 May

Credit Points: 2 ECTS

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

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

Course Description: This Research Colloquium is for students who are either planning to write or are already in the process of writing their BA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. All registered students are expected to attend three initial framing sessions: General Introduction, Writing Skills and Presentation Skills (see dates above). Students writing their theses are required to attend an additional "analysis clinic" in on Monday 20 April. ALL students must then participate fully in the one-day colloquium conference on Friday 08 May.

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

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

Coursework (pass/fail): All registered students are expected to be present for the whole conference; they should also attend each of the three framing sessions (and analysis clinic if relevant). Students in their second semester can be exempted from attending the framing sessions provided they furnish evidence to prove prior attendance at each of the three sessions.

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

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

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

BA Colloquium:

North American Literature I

Instructors:

Gabriele Rippl

Time:

Thursday 10-12

Sessions:

20 February, 5 March, 19 March, 2 April, 23 April, 7 May

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:

North American Literature II

Instructors:

Thomas Claviez / Julia Straub

Time:

Thursday 10-12

Sessions:

20 February, 05 March, 19 March, 02 April, 30 April,
07 May, 28 May

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:

Medieval and Modern English Literature

Instructors:

Annette Kern-Stähler / Virginia Richter

Time:

Thursday (see times below)

Dates:

20 February 10-12, 19 March 9-12, 7 May 9-13

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

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No

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

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

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

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature

Exam: Advanced Readings in Linguistics and Literature

Supervisor: Franz Andres Morrissey

Dates: Exam Date: Tuesday 16-17, 12 May 2020
Resit Date: Tuesday 16-17, 19 May 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 and Linguistics

Lecture: Language and Materiality

Instructor: Crispin Thurlow

Time: Tuesday 10-12

Credit Points: 3 ECTS

Course Description:

Language matters. It is not simply a symbolic representation of the material; it is itself a material entity with fully material consequences. To start, it is a bodily accomplishment: sound waves beating against our eardrums, fingertips tapping relentlessly onto keyboards. It is also with strings of words, bundles of texts, that we name and distinguish people so as to order and regulate them. We deploy our words and texts also to punish people, to harm them, to exterminate them even.

This lecture series considers a range of ways in which language has material consequences for our everyday lives. By the same token, we will also examine how language is itself something material (see quote above) and how it shapes and is shaped by material culture. We will start by thinking through the “hardcore” economies and politics of language/s nowadays, before looking at how language functions multimodally as an spatial, embodied and tangible practice. In this regard, and following an initial introductory lecture, the course will be organized into bi-weekly cycles addressing five major thematics: “commodification”, “global semioscape”, “space/place”, “embodiment” and “objects/things”. Lectures will be organized around a series of framing and case-study readings, and, where possible, we will hear first-hand from some of the case-study authors themselves. Every other week, our class time will involve a short in-class exercise in order to apply some of the ideas covered in the readings.

Required Reading: This course hinges on a series of 11 “framing” and “case-study” readings; these articles and papers will be posted as PDFs on ILIAS. Your success in the course depends heavily on your having completed these readings and having demonstrated a core understanding of them.

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

- recognize how language has political-economic and material consequences;
- explore some of the key ways language functions multimodally through processes of embodiment, spatialization and materialization;
- appreciate some of the different theoretical/critical approaches in the study of “language materiality”.

Assessment (pass/fail or graded):* In order to pass this class you will need to do the following: (a) achieve a minimum average of 75% for the five graded reading quizzes based on the case-study readings; (b) complete five pre-lecture surveys based on the framing readings, (c) complete five in-class exercises. Pre-lecture surveys and in-class exercises are assessed as credit/half-credit/no-credit; to pass, you will be required to finish with at least 3 full credits for each task. If you are seeking a grade for this lecture, the reading quizzes are worth 50% of the final grade, the pre-lecture surveys 25% and the in-class exercises 25%.

Exam Date: There is no formal exam; this course is assessed cumulatively (see previous section).

Resit Date: All resist work must have been completed by 17:00 on Tuesday, 19 May 2020.

* 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.7.

Lecture: Language in Performance

Instructors: Franz Andres Morrissey

Times: Wednesday 10-12

Credit Points: 3 ECTS

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

Course Description: This lecture explores a range of issues inherent in performance, from impromptu/informal to staged and stylised. As material it uses English-language folk song and how they are performed and focuses on aspects like social interactions in such performances and how their sociolinguistic aspects manifest themselves, it considers questions of stylistics in the songs themselves and in the way in which they are framed in performance and will discuss phonological constraints performers need to deal with.

The lectures set out from a discussion as to how performance needs to be understood in linguistic terms and how such understanding affects where performances take place, how they play out in sociolinguistic terms, what parameters affect them and what they can or cannot achieve. It then examines the creation of community and the projection of identity/identities using the functions of folk songs and how folk song performances create and perpetuate these. Of particular interest here are aspects like the impact and importance of communal singing in the context of song as social comment or protest and the forms these can take. Further perspectives include methods of transmission and how they affect the linguistic features of these songs, related to this notions of de-textualisation and re-entextualisation in new performance contexts, ways in which the transition from oral tradition to written or recorded format affect the language of the songs and the performance practices over time and as a result of mobility, but it also includes a discussion of dialectal and idiolectal features and their role in audience design, projections of identity, constructions of authenticity/tradition and ultimately the performer's/s' credibility. Oh, and some (communal) singing will take place...

Required Reading: For a better understanding of the topics discussed in the lecture, some seminal papers will be made available on www.morrissey.unibe.ch. They are usually uploaded after the session and it is warmly recommended that they be studied.

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

- will be familiar with various concepts of performance,
- will understand the mechanisms of community and identity constructions through the social practice of folk singing,
- will have an understanding of stylistic features that are typical for this genre and its discourse,
- will be aware of the interaction between performers and audience in these contexts, among others how language is staged to achieve a variety of objectives,
- will have an understanding how perpetuation of folk literary materials works, in particular in the context of orality vs. literacy,
- will develop a critical understanding of concepts like *authenticity*, *tradition*, *discourse styles* and *discourse archives*, etc.

- will understand the heightened “rhetorical” impact of social comment and protest of these messages conveyed in combination of stylised language and catchy music.

Coursework (pass/fail): A list of key insights formulated in a few sentences, two for each session; one is to address issues concerning the academic/subject content discussed in the respective sessions, the other a personal “take-home” message. A form for these will be uploaded on the usual website.

Assessment (graded):* For a graded assessment, the above list of insights needs to be more detailed and the insights formulated and supported with material either from the lecture or from the students’ own experience

Deadline for Assessed Work: 19 June 2020

* 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.7.

Seminar:	Nonverbal Communication: Sensing the City
Instructor:	Crispin Thurlow
Time:	Monday 10-14
Dates:	Three-hour block sessions on 24 February, 9 March, 23 March, 20 April, 4 May and 18 May; regular session (10-12) 06 April; mandatory Bern excursion (10:00-12:30) Saturday 07 March
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Nonverbal Communication (NVC) is a major field of scholarship; it is also an extensive field covering many different modes of human communication and behaviour, although often with a visio-centric bias. The current seminar offers an applied and theoretical focus on NVC by attending to the experiences and expertise of people living with visual impairments. Accordingly, the syllabus examines the intersection of three specific meaning-making systems: *proxemics* (space and built environment), *haptics* (touch and texture) and *sonics* (non-linguistic sound). At the heart of the seminar, is a fieldwork-based “Sensing the City” assignment in which all students will learn about and investigate how people with visual impairments regularly navigate space and how they learn to “read” complex, multi-sensory environments. In this case, the Bern itself will be our primary site for analysis and intervention, and we will collaborate with a London-based soundscape expert, Ms Rosie Oliver, who will be making two visits to Switzerland. For students taking the seminar for a grade (see below), this assignment will culminate in the design of a soundscape of Bern and developing a disability-accessible sound tour of the city. This seminar is designed deliberately as a response to the University of Bern’s emerging *Diversity Strategy*, spear-headed by central administration and being overseen by the Abteilung für Gleichstellung (AfG).

***Important:** On Saturday 07 March (10:00 to 12:30), at the end of the third week of the semester, there will be an excursion in Bern where we will do fieldwork with the London-based soundscape expert; this excursion is mandatory and there is no make-up available. If you cannot be certain of your participation then please do not register for the seminar.*

Required Reading: There will be a sizeable amount of reading to be completed in the form scholarly chapters or articles all made available on ILIAS. Your grasp of these readings will be essential for your understanding and for our in-class discussions; it will be assessed in a series of reading quizzes during the semester. The first three foundational readings must be completed BEFORE our first meeting on Monday 24 February (i.e. second week of the semester).

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

- have a foundational understanding of nonverbal communication theory;
- have a more specialist understanding of several major but less-studied nonverbal modes;
- understand how scholars describe/analyze different aspects of nonverbal behaviour;
- be able to make connections between NVC theory and its “real world” applications and contexts.

Coursework (pass/fail): In order to pass this seminar with 4 ECTS you will need to: (a) achieve an average grade of at least 75% for six reading quizzes; (b) satisfactorily complete the preliminary “Sensing the City” excursion and fieldwork exercise/report; and (c) engage fully in all discussions, especially with any invited guests.

Assessment (graded):* In order to earn 7 ECTS (with a grade), and in addition to the basic coursework requirements, you will need to complete the full “Sensing the City” assignment by conceiving, designing and producing two digital publications: a soundscape of Bern and a disability-accessible sound tour of the city. 50% of your grade for this project will be awarded based on the draft/s presented during a showcase on 18 May (together with our invited soundscape expert); the remaining 50% will be based on the completed publication/s.

Deadline for Assessed Work: Friday 05 June 2020

* Graded 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 deadline on p.7.

Seminar:	English Syntax
Instructor:	Laura Rupp
Time:	Friday 9.30-12.00 and 14.00-16.30
Dates:	21 February, 28 February, 6 March, 13 March
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This course examines key areas of English grammar, including subject-verb agreement, the determination of noun phrases, tense and aspect properties of verbs, infinitival constructions and relative clauses. Taking English grammar as an object of inquiry, rather than as a set of rules to be learnt, we will analyse properties of English grammar using the analytical frameworks of several fields in linguistics; for example, historical linguistics, language variation and change, discourse-pragmatics and formal syntax. We will also examine grammatical variation among varieties of English and explore the relationship with Standard English. Students will identify and report on issues for research in English grammar during the four course weeks in course work, and write an essay on one of these issues at the end of the course.

Required Reading: We will be using a course booklet. A list of research articles and/or book chapters will be made available.

Learning Outcomes: Students successfully completing this course will have obtained a sound analytical knowledge of key areas of English grammar and they will be able to read and understand some of the research literature. They will have developed skills for the analysis of syntactic data of and learnt how to critically evaluate syntactic argumentation. They will also be able to present a well-informed view of the nature of grammatical variation.

Coursework (pass/fail): Attendance, participation, course work

Assessment (graded):* A research essay on an issue in English grammar of between 4,000 and 4500 words

Deadline for Assessed Work: 13 April 2020

* Graded 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.7.

Seminar: Language Attitudes

Instructor: Susan Fox

Time: Wednesday 12-14

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

Course Description: This course will examine key issues in the domain of language attitudes research. We will focus on the ways in which speakers use language both to construct their own social identities as well as the manner in which speakers draw inferences about the social identities of others based purely on the way that those others use language. The course will cover language attitude theory, social identity theory, methodological approaches to language attitudes research and will consider topics such as: language as a social process; attitudes as a determinant of language variation; the role of attitudes in second language learning; the role of attitudes in language maintenance and language shift; language attitudes to newly emerging varieties.

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

Learning Outcomes: Students successfully completing the course will have a good understanding of language attitude theory and the ways in which language attitudes impact on many areas of linguistic research. They should also be able to demonstrate an awareness of the practical implications of research in this domain – that is, how the outcomes of such research can be applied in order to understand and solve real-life problems.

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

Assessment (graded): * Written assignment

Deadline for Assessed Work: 5 pm Friday 26 June 2020

* Graded 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.7.

CSLS Seminar: Experimental Phonetics

Instructors: Tobias Leonhardt

Times: Wednesday 14-16

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

Course Description: The speech signal produced in natural speech is incredibly complex yet, in most circumstances, readily understood by the hearer; that is, phonetic realisations are never identical but can still be associated with their intended category, their phoneme. These are the assumptions that are questioned in this course.

We will explore how sound waves are produced and how their phonetic properties are modified. In our focus are durational properties of vowels and consonants (including closure times, pre-voicing times and voice onset times for plosives), as well as spectrographic information (including formant frequencies and centres of gravity). We will further explore under which circumstances a speech signal is and is not correctly identified which will allow us to develop an understanding of how phonemic categories are defined and how category boundaries shift; across speakers, across languages, and across social contexts.

In this course, participants will not only acquire knowledge about phonetics and acoustics. They will also learn how to use software in order to interpret production data as well as how to design and carry out their own production and perception experiments: for instance comparisons between pre- and post-tests after intermediate treatment or exposure exercises, or categorisation tasks with synthesised speech signals.

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

- understand how articulatory gestures modify measurable acoustic properties of the speech signal;
- know how to assess constraints on phonetic properties;
- know how to assess constraints on the perception of phonetic properties;
- can design, conduct and interpret production and perception experiments.

Coursework (pass/fail): Regular attendance, active participation, cumulative course work.

Assessment (graded):* Regular attendance, active participation, cumulative course work, seminar paper (3000-4000 words)

Deadline for Assessed Work: 30 June 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.9.

Specialisation Literature

Lecture: Conceptualizing Cosmopolitanism and World Literature

Instructor: Thomas Claviez

Time: Wednesday 16-18

Credit Points: 3 ECTS / 4 ECTS for WL students

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

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

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

Coursework (pass/fail): Cumulative course work, lecture notes and two minutes from two lectures to be handed in in time

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

Exam Date: 27 May 2020

Lecture: The Body and the Senses in Medieval and Early Modern Literature

Instructors: Annette Kern-Stähler / Nicole Nyffenegger

Times: Thursday 14-16 (first session 27 February)

Credit Points: 3 ECTS

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

Course Description: The five senses have in the past few years become one of the most productive topics of scholarship in medieval and early modern literature and culture. Studies have analysed texts and images to investigate, for example, the stench representing hell on stage, impairments of sight and hearing, or the sensation of pain. The human body, on the other hand, seems to never really go out of fashion as a subject of scholarship. In this lecture, you will be introduced to these intersecting fields and to the diverse historical, critical, and theoretical perspectives through which the body and the senses can be approached. The lecture is suitable for both students who have not studied the medieval and early modern periods before and for more advanced students interested in expanding their knowledge of medieval and early modern culture and the scholarly engagement with it.

Required Reading: Short texts to be read in preparation for the lecture may be uploaded on Ilias. Please make sure to check regularly for updates.

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

- been introduced to two dynamic fields of medieval and early modern studies,
- gained an insight into different historical, critical and theoretical perspectives through which premodern texts and artefacts can be approached.

Coursework (pass/fail): Regular attendance, active participation, preparation of set texts.
Quiz on 7 May 2020

Assessment (graded):* Regular attendance, active participation, preparation of set texts.
Quiz on 7 May 2020

Resit Date: 14 May 2020

* 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.7.

Lecture: Literature and Surveillance

Instructor: Julia Straub

Time: Monday 10-12

Credit Points: 3 ECTS

Course Description: Surveillance studies are a vast field of research spreading across various disciplines, in line with David Lyon's definition of surveillance as "the focused, systematic and routine attention to personal details for purposes of influence, management, protection or direction" ("Surveillance Studies: An Overview." *Surveillance Studies: A Reader*. Ed. Torin Monahan and David M. Wood. Oxford: OUP, 2018. 18-21: 19). While surveillance has a strong technology-based dimension and often concerns public life and security (e.g., CCTV cameras), it pervades many more realms of both private and social activity. Approaches to surveillance from literary studies focus on its connections to literary and cultural history, narratological aspects and forms of representation. This lecture introduces students to key theoretical concepts related to surveillance and vision, such as the Panopticon (in Bentham and Foucault) or the gaze, central texts and genres (e.g., the utopia/dystopia) and most recent developments in contemporary literature, considering the rise of digital technologies on a global scale and today's urgent interest in matters of social control and security. It will present historical perspectives, also considering forms of introspection and self-scrutiny in the 19th century and examine practices of surveillance such as censorship.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Most texts will be made available on ILIAS at the start of the semester. The following novels will be discussed in detail and will be of great importance in the final test. Copies can be bought from the Bugeno bookshop in the University's main building.

George Orwell. *Nineteen Eighty-Four*. 1949. London: Penguin, 2008. ISBN: 978-0-141-03614-4

Margaret Atwood. *The Handmaid's Tale*. 1986. New York: Anchor Books, 1998. ISBN: 978-0-385-49081-8

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

- can identify the central aspects and modes of surveillance relevant for a discussion of literary texts;
- can give persuasive accounts of the cultural significance of surveillance;
- have acquired a diversified understanding of Anglophone literature from the 18th century to the present day and its contexts.

Assessment (pass/fail or graded):* Exam on 11 May 2020

Resit Date: 18 May 2020; substitute resit (in case of illness) on 25 May 2020

* 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.7.

Seminar: The Short Story in American Literary History

Instructor: Thomas Claviez

Time: Wednesday 10-12

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

Course Description: The seminar will offer a literary-historical overview of one of the most important genres in the US – the short story – from its beginnings in the 17th century up until the end of the 20th. It is also designed to familiarize the students with the main phases of literary history: Early Republic, Romanticism, Naturalism, Realism, Modernism, Neo-Realism, Postmodernism, and early Cyber Story, and their dynamic intersections and transformations.

Required Reading: All texts, including both primary and secondary sources, will be collected in a reader to be obtained at the Copy Shop.

Learning Outcome: Students will get an overview of the literary-historical evolution of the genre, as well as a detailed introduction into the main characteristics and transformation of single phases that constitute this history.

Coursework (pass/fail): Presentation in seminar and active participation

Assessment (graded): * Presentation in seminar (15-20 min., 35 %), written MA paper (60%)

Deadline for Assessed Work: 15 August 2020

* Graded 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.7.

Seminar:	Romanticism and Nature
Instructor:	Virginia Richter
Time:	Tuesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: European attitudes to nature changed dramatically during the Romantic period. Leaving behind classical concepts of the beautiful, writers, artists and tourists sought out landscapes that had hitherto been shunned and feared: mountains, moors and the shore. Literature played a vital role in this reassessment. The Lake Poets, the circle gathering around Dorothy and William Wordsworth, extolled the Lake District; other poets marvelled at the sublimity of the Swiss Alps; Gothic novelists, such as Ann Radcliffe, set their tales of horror in the remote, picturesque regions of France and Italy. Sir Walter Scott constructed an image of the Scottish Highlands that connected untamed nature with a rebellious population. As industrialisation and urbanisation progressed, and travelling became easier, nature was valued precisely for being wild and unspoiled, the very reverse of the city. Looking at three representative genres – Romantic poetry, the Gothic novel and the historical novel – we will discuss aesthetic and cultural changes that brought forth a view of nature that is essentially still our own.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following books as hard copy (no ebooks!), using the recommended editions: Dorothy and William Wordsworth, *Home at Grasmere*. Ed. Colette Clark. Penguin Classics, 1979; Ann Radcliffe, *The Romance of the Forest*. Ed. Chloë Chard. Oxford World Classics, 2009; Sir Walter Scott, *Waverley*. Ed. P.D. Garside, intr. Ian Duncan. Penguin Classics, 2011. Copies have been ordered at the BUGENO (main building).

Learning Outcomes: Students will familiarise themselves with an important period in literary history and with selected genres. Using concepts from cultural and environmental studies, they will develop their analytical skills, and learn to frame critical problems.

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

Assessment (graded):* Written seminar paper

Deadline for Assessed Work: 6 July 2020

* Graded 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.7.

Seminar:	Saints and their Marvellous Things
Instructor:	Ricarda Wagner / Theresa Holler
Time:	Thursday 14-16
Dates:	First session 27 February
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This seminar, offered in collaboration with the Institute of Art History, will approach medieval saints from both visual and textual perspectives.

Saints were the celebrities of medieval culture, their miraculous deeds commemorated publicly on dedicated feast days. As intercessors with God, saints were also prayed to privately for help in times of crisis. While many saints' lives follow a similar pattern, worshippers could distinguish individual holy men and women by the attributes they were depicted with: St Peter with the keys, St Catherine with the wheel, etc. In literary representations of saints, too, these objects play important roles in negotiating the divine agency of the saint. We read of ordinary things transformed by contact with a saint into powerful instruments that in turn affect the faithful. The saints themselves, once dead, are turned into relics which effect miracles and elicit devotion and desire.

To uncover the complex ties between humans and material objects in medieval hagiography, we will read a selection of Old and Middle English saints' lives that present classical as well as new saints and their things to local and international audiences. To explore the visual representation of saints and their things, we will study a variety of paintings and sculptures from medieval Bern and beyond.

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 saint and bring a description or depiction of him/her to the first session.

Required Reading: will be made available on ILIAS at the beginning of the semester.

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

- have got to know saints lives as an important genre of medieval literature;
- have explored the boundaries between saints, humans and things;
- have become familiar with the analytical methods of art history;
- have engaged with current scholarly approaches to hagiography and material culture studies;
- have improved their writing skills.

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

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

Deadline for Assessed Work: 30 June 2020

* Graded 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.7.

BMZ Lecture :

Das Mittelalter nach dem Mittelalter

Instructors:

Medievalists of the University of Bern and Guest speakers

Times:

Thursday 17.15-18.45

Credit Points:

3 ECTS

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

Course Description: Das ‹Mittelalter› als ein vergangener Zeitraum existiert zunächst nur als kollektive und individuelle Vorstellung, die sich in den nachfolgenden ‹neuzeitlichen› Epochen unterschiedlich manifestiert. Dabei werden diese Vergangenheitsprojektionen stets von Wertungen begleitet. Bereits die Begriffsprägung ‹media tempestas› im italienischen Humanismus sollte durch die Bündelung einer inhomogenen Zeitstrecke von rund tausend Jahren deren Überwindung und den Aufbruch in eine neue, ‹bessere› Gegenwart anzeigen. Die Romantik entdeckte ihrerseits im Mittelalter nationale Ursprünge und ‹organischere› vormoderne Gemeinschaftsformen. In der Ringvorlesung soll nach der Generierung, Funktion und Wirksamkeit von Mittelalter-Projektionen seit dem Mittelalter gefragt werden. Thematisiert werden unter anderem wissenschaftliche Diskurse über das Mittelalter, die auf historischem Quellenmaterial basieren und über institutionalisierte Kanäle (Universitäten, Akademien, Fachverlage, Museen) verbreitet werden. Auch nimmt die Ringvorlesung das weite und heterogene Feld populärer Diskurse und Praktiken (historische Romane, Fantasy, Film, Serien, Graphic Novels, populäre Zeitschriften, Rollenspiele, Mittelalterfeste) in den Blick, dessen Publikumswirksamkeit um ein Vielfaches höher ist. Beide speisen sogar politische (Selbst-)Positionierungen. John F. Kennedy inszenierte das ‹White House› als eine glanzvolle Wiederkehr Camelots, der Staatsterrorismus der Nationalsozialisten (Germanenkult) und die rechtsextreme Szene der Gegenwart (white supremacy, Templerkult) rekurrieren auf eine mit regressiven Phantasien angereicherte Vormoderne. Vor diesem Hintergrund will die Ringvorlesung auch die Disziplingeschichte und die gegenwärtige gesellschaftliche Aufgabe der Mediävistik kritisch hinterfragen.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with the wide variety of uses, abuses, and transformations of the Middle Ages in later periods;
- honed their analytical and writing skills.

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

BMZ Seminar:

Das Mittelalter nach dem Mittelalter

Instructors:

Medievalists of the University of Bern and Guest speakers

Times:

Thursday 18.45 – 19.30

Credit Points:

Participation in this seminar is part of the BMZ requirements for students of English

Course Description: This seminar is aimed at students who are signing up for the BMZ lecture. In three meetings (to be held after the BMZ lecture), students will discuss the issues raised in the lecture.

Das ‹Mittelalter› als ein vergangener Zeitraum existiert zunächst nur als kollektive und individuelle Vorstellung, die sich in den nachfolgenden ‹neuzeitlichen› Epochen unterschiedlich manifestiert. Dabei werden diese Vergangenheitsprojektionen stets von Wertungen begleitet. Bereits die Begriffsprägung ‹media tempestas› im italienischen Humanismus sollte durch die Bündelung einer inhomogenen Zeitstrecke von rund tausend Jahren deren Überwindung und den Aufbruch in eine neue, ‹bessere› Gegenwart anzeigen. Die Romantik entdeckte ihrerseits im Mittelalter nationale Ursprünge und ‹organischere› vormoderne Gemeinschaftsformen. In der Ringvorlesung soll nach der Generierung, Funktion und Wirksamkeit von Mittelalter-Projektionen seit dem Mittelalter gefragt werden. Thematisiert werden unter anderem wissenschaftliche Diskurse über das Mittelalter, die auf historischem Quellenmaterial basieren und über institutionalisierte Kanäle (Universitäten, Akademien, Fachverlage, Museen) verbreitet werden. Auch nimmt die Ringvorlesung das weite und heterogene Feld populärer Diskurse und Praktiken (historische Romane, Fantasy, Film, Serien, Graphic Novels, populäre Zeitschriften, Rollenspiele, Mittelalterfeste) in den Blick, dessen Publikumswirksamkeit um ein Vielfaches höher ist. Beide speisen sogar politische (Selbst-)Positionierungen. John F. Kennedy inszenierte das ‹White House› als eine glanzvolle Wiederkehr Camelots, der Staatsterrorismus der Nationalsozialisten (Germanenkult) und die rechtsextreme Szene der Gegenwart (white supremacy, Templerkult) rekurrieren auf eine mit regressiven Phantasien angereicherte Vormoderne. Vor diesem Hintergrund will die Ringvorlesung auch die Disziplingeschichte und die gegenwärtige gesellschaftliche Aufgabe der Mediävistik kritisch hinterfragen.

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

- experienced the opportunities and challenges of interdisciplinary scholarship;
- become familiar with the wide variety of uses, abuses, and transformations of the Middle Ages in later periods;
- honed their analytical and writing skills.

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

Other Courses

Workshop: Environmental Humanities: Negotiating Un/Sustainability

Instructor: Gabriele Rippl

Time: Friday 9-17

Dates: 21 February 9-12, 20 March 8:45-16,
24 April 9-17

Credit Points: 3 ECTS

Course Description: The environmental humanities have emerged as a new interdisciplinary field over the last 10 years and have become a global intellectual movement. Many US-based scholars have helped to shape the new field and see themselves as a challenge to the understanding of the environmental crises as exclusively techno-scientific. By putting the spotlight on the role of culture, history, literature and the visual arts, scholars such as Ursula Heise highlight the important role of the humanities and the arts in shaping our understanding of the serious global environmental crises.

In connection with a set of literary texts (see below), we will discuss how literature manages to negotiate different aspects of the environmental crises (pollution, waste, radioactive fallout, extreme weather conditions, etc.) and how it helps to shape ecological imaginaries and invites readers to engage with ethical questions. The literary texts we will be working with are novels and shorter narrative fiction from different decades of the 20th and 21st centuries.

Please note that (1) on 20 March we will have inputs from and interact with two invited scholars whose research focuses on ecocriticism and the environmental humanities, and (2) on 24 April Professor Thurlow will join us with students attending his seminar “Language and Waste”. This double session has the title “The Aesthetics of Waste” and will give us the chance to exchange theoretical and methodological knowledge and to learn about their work on data visualizations and artistic renditions of waste/consumption.

Required Reading: A.S. Byatt’s “Art Work” (in: *The Matisse Stories* 1993); excerpts from Don DeLillo’s *Underworld* (1997); Margaret Atwood’s *The Year of the Flood* (2009); Thomas King’s *The Back of the Turtle* (2014).

The primary texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase Atwood’s and King’s novels; Byatt’s story and the excerpts from DeLillo’s novel – together with theoretical material – will be uploaded on the ILIAS platform at the beginning of February 2020.

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

- are informed about central aspects of cultural sustainability (also known as the fourth pillar of sustainability). Moreover, they participate in the discussion of the global standards of sustainability as defined by the UN General Assembly

- are well versed in the field of the environmental humanities;
- have familiarized themselves with the concepts of literary ecology, the ecological imaginary and narrative ethics;
- have learnt how to apply those concepts to works of narrative fiction;
- know how to elaborate on the significance of the environmental humanities and cultural sustainability in general
- have learnt about data visualization and discourse analysis.

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

Deadline for Assessed Work: 24 April 2020

Workshop:	Tok Pisin
Instructor:	Craig Volker
Time:	Monday, 2 March until Friday, 13 March 18 – 20 daily plus excursion on Saturday, 7 March 2020
Credit Points:	4 ECTS

Course Description: Since its origins under colonial rule, Tok Pisin (also known as New Guinea Pidgin English) has become the most widely spoken of Papua New Guinea's 830 languages. Closely related varieties are spoken in the Solomon Islands, Vanuatu, and the Torres Strait. This practical language workshop assumes no prior knowledge of the language. Classes will be immersive, with Tok Pisin used as the language of communication as much as possible and important aspects of Melanesian culture will be presented in Tok Pisin. In addition to being a practical language course, the workshop will also examine the sociolinguistic ecology of Tok Pisin in Papua New Guinea (including its relationship to two other PNG pidgin-creoles: Hiri Motu / Police Motu and Unserdeutsch / Rabaul Creole German), its position as a typical or atypical pidgin-creole language, and the challenges of doing fieldwork in Papua New Guinea. The workshop will include an excursion to the Papua New Guinea collection at the Museum of Cultures in Basel.

Required Reading:

Dutton, T.E. 1973. *Conversational New Guinea Pidgin*, Pacific Linguistics D-12, Canberra: ANU, 1973. (e-book supplied free of charge by instructor).
AND
Volker, C. A. 2007 (reprinted 2008). *Papua New Guinea Tok Pisin English Dictionary*. Melbourne: Oxford University Press.

Recommended resources:

Balzer, Trevor et al. 2015. *Lonely Planet Pidgin Phrasebook*. Footscray, Victoria: Lonely Planet.
OR
Schaefer, Albrecht. 2005. *Kauderwelsch, Pidgin-English für Papua-Neuguinea*. Bielefeld: Reise Know-How Verlag.
The books will also be available on a presence shelf in the English Department library.

NOTE: As Volker (2007) and Balzer et al (2015) must be ordered from overseas, students should order them one month before the class begins.

Learning Outcomes: By the end of the workshop, students will achieve elementary communicative skills equivalent to the Waystage / A2 level of the Common European Framework of Reference for Languages (CEFR). They will understand everyday conversations about basic personal information, shopping, and transportation, be able to ask for information about routine matters and be able to discuss their immediate environment and ordinary

needs. They will demonstrate their ability by giving a three to five minute presentation about a topic of their choice in Tok Pisin in the last session.

Evaluation (pass/fail): Attendance, participation.

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow / Susan Fox
Time:	Monday 14-16
Sessions:	17 February, 24 February, 23 March (and 6 April) MA Conference 8 May
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

Course Description: This research colloquium is for students who are either planning to write or are already in the process of writing their MA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. Students are expected to attend three initial framing sessions: General Introduction, Writing Skills and Presentation Skills (see dates above). Students in their penultimate colloquium semester will be required to attend an additional poster preparation session on Monday 06 April. ALL students must then participate fully in the one-day colloquium conference on Friday 01 May.

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

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

Coursework (pass/fail): All registered students are expected to be present for the whole conference; they should also attend each of the three framing sessions. Students in their second and third semesters can be exempted from attending the framing sessions provided they furnish evidence to prove prior attendance during their MA at each of the three framing 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), the poster session (if relevant), or any part of the conference will result in extensive make-up tasks (e.g. a six-page annotated bibliography; typed reports on three or more conference presentations).

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

MA Colloquium: North American Literature I

Instructors: Gabriele Rippl

Time: Thursday 10-12

Sessions: 27 February, 12 March, 26 March, 9 April, 30 April, 14 May

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

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:	North American Literature II
Instructors:	Thomas Claviez / Julia Straub
Time:	Thursday 10-12
Sessions:	27 February, 12 March, 26 March, 09 April, 23 April, 14 May
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Virginia Richter
Time:	Thursday (see times below)
Dates:	27 February 10-12, 26 March 9-12, 14 May 9-13
Credit Points:	Old Study Plan: 4 ECTS; New Study Plan: 2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

DOCTORAL STUDIES

PhD and Research Colloquium:	Modern English Linguistics
Instructor:	David Britain
Time:	By appointment

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

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

PhD and Research Colloquium: **Language and Communication**

Instructor: **Crispin Thurlow**

Time: **Monday 14-16**

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

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

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

PhD and Research Colloquium: **Literary Theory**
Instructor: **Thomas Claviez**
Time: **Monday 13-16**

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

PhD and Research Colloquium: **Medieval Studies**

Instructor: **Annette Kern-Stähler**

Time: Wednesday 18-20

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

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

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

PhD and Research Colloquium: **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.

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

Instructor: **Gabriele Rippl**

Time: Thursday 14:30-16

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

Staff Research Interests and Professional Activities

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

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

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

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

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

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

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

Samuel Röösl: 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.

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.

Staff Address List Autumn Semester 2020

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

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.