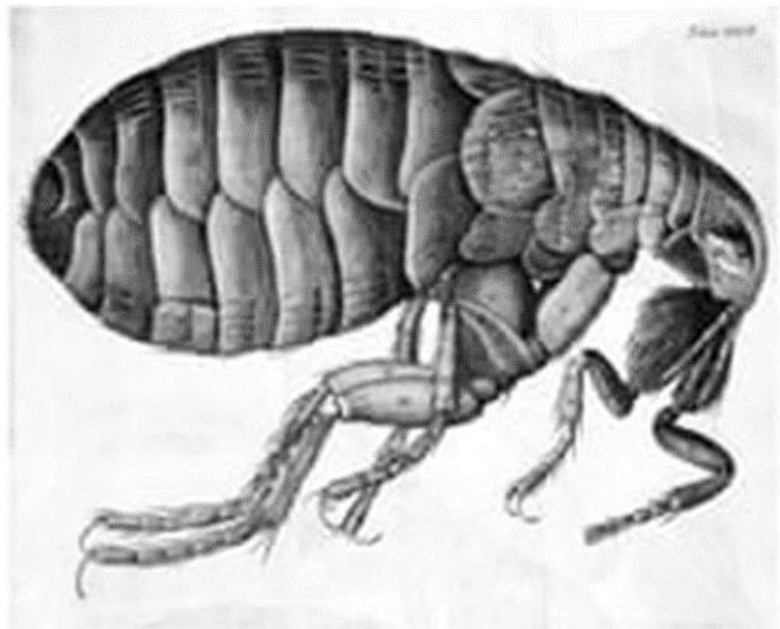


Course Booklet

Autumn Semester 2020

14 September – 18 December 2020



A flea, carrier of the plague bacterium *Yersinia pestis*, seen through a microscope. Robert Hooke, *Micrographia* (1665).

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Contents

Welcome from the Head of Department	5
Key Dates & Deadlines	8
General Information	10
Conduct and Correspondence Guidelines	11
Written correspondence	12
Academic Staff (AS20)	15
Administrative Staff (AS20)	16
The Students' Committee	17
A week in the life of your instructor	18
BA STUDIES	21
Language Module	21
Lecture: Modern English Grammar I	21
Lecture: Writing Skills	23
Core Curriculum	24
Lecture: Earlier Englishes	24
Lecture: Introduction to Language and Linguistics	25
Lecture: Introduction to Literature	26
Free-Standing Lectures and Seminars	27
Lecture Linguistics: Sounds of Language: Phonetics and Phonology	27
Lecture Literature: <i>American Genesis</i> : US history, politics and culture from Puritanism to the Civil War	29
Lecture Literature: American Drama	30
Seminar Linguistics: Doing Dialect Data Analysis	32
Seminar Linguistics: The Structures of Spoken English	34
Seminar Linguistics: Discourse Studies	35
Seminar Linguistics: Structures of Conversation: Pragmatics and Interactional Sociolinguistics	37
Seminar Linguistics: Acoustic Sociophonetics	39
Seminar Literature: Narrating Empire, 1800 – the Present	41
Seminar Literature: King Arthur's Best Knight: Tales and Romances of Sir Gawain	43
Seminar Literature: "Eternal Lines" – Early Modern Sonnets	44
Seminar Literature: Reading <i>Paradise Lost</i>	45
Seminar Literature: Reading Contemporary Anglophone Fiction	46
Seminar Literature: The Economics of Victorian Womanhood	48
Seminar Literature: "Salvation to the Slave!": 19 th -Century American Writers in the Service of Abolitionism	49
Seminar Literature: <i>Beowulf</i> : Text, Context and Criticisms	51
Seminar Literature: The Quilt in North American Literature and Culture: Piecing together the Fragments	52
Optional Courses	54
Workshop: Creative Writing	54
Workshop: Page to Stage	55
Workshop: Performing the "Dark Ages"	56
Workshop: Reading and Acting Shakespeare's Roman Plays	57
Workshop: Theories of the Novel	58
Wahlbereich Lecture: Der Rechtsstaat. Herausforderungen im 21. Jahrhundert	59
BMZ Lecture: Fremdbilder – Selbstbilder: Juden und Christen im Mittelalter	61
Research Module	63
BA Colloquium: Language and Linguistics	63

BA Colloquium:	North American Literature I	65
BA Colloquium:	North American Literature II	66
BA Colloquium:	Medieval and Modern English Literature	67
Advanced Readings Examinations in Language and Linguistics and Literature		68
Exam:	Advanced Readings in Linguistics and Literature	68
MA STUDIES		69
Specialisation Language Linguistics		69
Foundation Lecture:	Language and Society	69
Lecture:	Sounds of Language: Phonetics and Phonology	70
Seminar:	Language and Waste	71
Seminar:	Critical Readings in Discourse Studies	73
Specialisation Literature		74
Foundation Lecture:	Literary Theory	74
Lecture:	<i>American Genesis</i> : US history, politics and culture from Puritanism to the Civil War	75
Lecture:	American Drama	76
BMZ Lecture:	Fremdbilder – Selbstbilder: Juden und Christen im Mittelalter	77
Seminar:	“Has not a Jew Eyes?” Medieval and Early Modern Antisemitism	78
Seminar:	Victorian Ways, Victorian Verse: Poetry in an ‘Unpoetical’ Age	79
Seminar:	Mare Nostrum? The Mediterranean in Contemporary Literature and Culture	80
Seminar:	Narratives of Debt	81
Seminar:	Analyzing Digital Media	82
Seminar:	Medieval Tales of Exile and Migration	83
Other Courses		85
Workshop:	Performing the “Dark Ages”	85
Workshop:	Oceanic Studies: New Approaches	86
Research Module		87
MA Colloquium:	Language and Linguistics	87
MA Colloquium:	North American Literature I	88
MA Colloquium:	North American Literature II	89
MA Colloquium:	Medieval and Modern English Literature	90
PHD STUDIES		91
PhD and Research Colloquium:	Modern English Linguistics	91
PhD and Research Colloquium:	Language and Communication	92
PhD and Research Colloquium:	Literary Theory	93
PhD and Research Colloquium:	Medieval Studies	94
PhD and Research Colloquium:	Literature	95
PhD and Research Colloquium:	Key Issues in American Studies	96
STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES		97
Staff Address List Autumn Semester 2020		100

Welcome from the Head of Department

Dear Students,

At the time of writing, the weirdest and, in fact, the most terrible semester in my more than 35 years of experience of university life is drawing to an end. On Friday, 13 March we learned that the university would be closed, and on-site teaching banned, from the following Monday. This meant for most lecturers that we had to learn, at top speed, how to produce podcasts, how to hold virtual seminars, how to reorganise classes to enable asynchronous teaching, and how to participate in what feels, in retrospect, like an endless string of zoom meetings. Our study counsellors, Dr Sue Fox and PD Dr Julia Straub, had to help students affected by the closure of the libraries, the cancelling of guest lectures and workshops, and similar impediments to their studies. Perhaps the most daunting task of all fell to Dr Nicole Nyffenegger, our international coordinator, who not only advised students caught up in remote places – from the United States to Australia – by the worldwide lockdown, but also developed an emergency policy for those whose stay abroad still lies ahead. Many of my colleagues have young children; in addition to the increased workload generated by remote teaching, they have had to juggle the demands of home office, home schooling, home kita, and the worries about vulnerable relatives who they couldn't visit for two months and more. First and foremost, I want to thank all members of staff, academic and administrative, for their uncomplaining efforts to keep the department running

and thereby to enable you to continue with your studies with as little adverse effects as possible. But equal thanks go to you, dear students, who have been cooperative and considerate during this difficult period! I hope that especially those of you who are in their final year of studies, whether on the BA or MA level, have been and will be able to finish successfully, and without experiencing too much mental stress.

The spring semester 2020 hasn't been easy for anybody. Beside the difficulties related to studying at a closed university, many of you had to shoulder additional burdens, from being called up for military service to doing extra shifts at work as companies started to prepare for the easing of the lockdown. We are living through a world historical crisis, but this has also shown how disagreeable it can be to experience history at close hand. Nevertheless, in the humanities we are comparatively privileged. While laboratories (not to mention hairdressers) were completely shut down, we have been able to pursue an important part of our profession, namely, reading. The Corona crisis demonstrates the wonderful qualities of books: they are media for the pursuit of knowledge; they can offer momentary escape from a disturbing present; they can also function as lenses to put our own individual experiences in perspective, and to connect them with the larger community. The great works of world literature that address the destabilising impact of epidemics on communities – Boccaccio's *Decamerone*, Defoe's *A Journal of the Plague Year*, Camus's *La Peste* – don't provide us with recipes to understand the current crisis, but they show us the whole spectrum of human responses from great courage and solidarity to callous exploitation. They thus

invite us to reflect on our own bewildering experience, and to position ourselves ethically as well as intellectually.

As Daniel Defoe describes the spreading panic as the numbers of the dead increase during the Great London Plague of 1665, he also points out the fatal role of false prophets. At a time when the mechanism of contagion was unknown, and media such as newspapers giving reliable information on the plague were in their infancy, the people of London turned to “Fortune-tellers, Cunning-men, and Astrologers” who enhanced their fears – because fear is good for this kind of business – with “blind, absurd, and ridiculous Stuff”. As Defoe comments, “I need not mention, what a horrid Delusion this was, or what it tended to; but there was no Remedy for it, till the Plague it self put an End to it all; and I suppose, clear’d the Town of most of those Calculators themselves.”* – The complete genome of the SARS-CoV-2 virus, which causes the COVID-19 disease, was analysed and deposited at a public data bank within a month after the first cases from Wuhan had been reported. We are separated by 300 years from Defoe’s contemporaries, but in terms of medical knowledge, it seems like millennia. And still, the need to seek out false prophets – not astrologers but conspiracy theorists – has remained the same. Of course, many uncertainties still surround COVID-19. In fact, the public discourse around the pandemic has shown that natural scientists also proceed by hypotheses, interpretation and debate, and are hence much closer to the humanities than is commonly assumed.

* Daniel Defoe, *A Journal of the Plague Year*. 1722. Ed. and introd. Louis Landa. London: Oxford University Press, 1969, 26f.

But despite the inherently processual and discursive, and therefore sometimes uncertain and even controversial, nature of all knowledge production it is possible to distinguish between the “blind, absurd, and ridiculous Stuff” of conspiracy theories and the robust knowledge eventually established and reviewed in scholarship and science.

Even in the state of exception, academic life has continued. A very positive event for the Department of English in Spring 2020 was the successful application for three SNSF-funded research projects. Prof. Dr. Annette Kern-Stähler received funding for her project *Sensing Nature: The Role of the Senses in Literary Representations of the Non-Human World in Anglo-Saxon England*. Prof. Dr. Crispin Thurlow received funding for his project *Elite Creativities: Engaging the Language Work of Professional Wordsmiths*. Finally, my own project, *The Beach in the Long Twentieth Century*, was approved. This allows us to employ Dr Gwynne Mapes as a Postdoctoral Researcher (*Elite Creativities*) and PD Dr Ursula Kluwick as Senior Researcher (*The Beach*), as well as creating four additional PhD positions – going to Samuel Rösli (*Sensing Nature*), Olivia Droz-dit-Busset (*Elite Creativities*), and Fabienne Blaser and Guðrun í Jákupsstovu (*The Beach*) – and two student assistantships in total.

In the autumn semester, Dr Marijke Denger will take up a new position as Advanced Postoc in the section of Modern English Literature. Dr. des. Hannah

Hedegard (Sociolinguistics) and Dr. des. Matthias Berger (Medieval Studies), who both completed their doctoral studies in February 2020, will be taking up new functions as Research Assistants. Teaching staff will be further reinforced by visiting lecturers with long-standing connections to our department: Prof. Dr. Thomas Austenfeld and Sofie Behluli (M.A) will return to Professor Rippl's section Literatures in English/North American Studies; Dr. Irmtraud Huber and Dr. Zoë Lehmann Imfeld will rejoin Modern English Literature. Welcome to these incoming colleagues, who hopefully will experience a less disruptive semester than the last!

Sadly, we also have to say goodbye to members of staff who are leaving us after many years of studying, researching and working at the Department of English: Dr. des. Christoph Neuenschwander, Dr. des. Eva Kuske, Dr. des. Vanessa Jaroski, Leona Goop, Susanne Graber and Camille Gray. Thank you for your commitment and excellent work, and warmest wishes for the next steps in your career and your life!

Bern, May 2020



Prof. Dr Virginia Richter, Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

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

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

DEADLINES COURSE REGISTRATION

Autumn Semester	15 October
Spring Semester	15 March

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

Assessment Registration & Deregistration

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

DEADLINES COURSE ASSESSMENT

Autumn Semester	15 November
Spring Semester	15 April

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

assessment, you need to deregister by the deadline.

Exam Schedule for Lectures

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

Advanced Readings (examination)

The exam for Advanced Readings in Linguistics and Literature is offered once every semester. It takes place in the penultimate week of the semester.

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

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

Notes:

How to register and deregister in KSL: see

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

Advanced Readings: see

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

BA Thesis Registration

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

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

SUBMISSION IN AUTUMN 2020

Supervisor deadline	30 April 2020 (extended to 07 May due to Corona)
Study counsellor and secretariat deadline	30 September 2020
Thesis submission deadline	18 December 2020

SUBMISSION IN SPRING 2021

Supervisor deadline	15 November 2020
Study counsellor and secretariat deadline	01 March 2021
Thesis submission deadline	04 June 2021

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 SPRING 2021

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

GRADUATION IN AUTUMN 2021

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

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

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

General Information

KSL Registration: General information

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

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

BA COLLOQUIA:

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

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

MA COLLOQUIA:

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

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

MA Requirements

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

Attendance

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

Communicating with the Secretariat and Study Counsellors

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

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

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

Conduct and Correspondence Guidelines

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

General conduct

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

standards cease to apply.

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

Absences

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

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

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

caught up and/or made up. Excused absences, like any absence, should always be signaled to your instructor (see above).

Written correspondence

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

Openings and closings

Please always start your 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 – Autumn 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')**

Dr. Viola Marchi / B262
viola.marchi@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

Fabienne Blaser

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

Enrolment for Theses and Exams

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

Library Enquiries

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

For information about staff consultation times please consult the departmental website.
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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 (AS20)

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

Visiting Lecturers

Prof. Dr. Thomas Austenfeld*
Literatures in English/North American
Studies
Dr. Irmtraud Huber*
Modern English Literature
Dr. Zoë Lehmann Imfeld*
Modern English Literature
Dr. Christiania Whitehead*
Medieval English Studies
Dr. Deborah Madsen*
Literatures in English/North American
Studies

SNF Eccellenza Professorship

Prof. Dr. Mary Flannery
Dr. Amy Brown

Postdoctoral Researchers/Senior Researchers

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

PhD Candidates/Assistants/Research Assistants

Ms Sofie Behluli, M.A.*
Literatures in English/North American
Studies
Dr. des. Matthias Berger,
Medieval English Studies
Ms Olivia Biber, M.A.*
Modern English Literature
Mr Roman Bischof, M.A.*
Literatures in English/North American
Studies
Ms Fabienne Blaser, M.A.
Modern English Literature
Ms Olivia Droz-dit-Busset, M.A.
Language and Communication
Ms Sarah Grossenbacher, M.A.
Modern English Linguistics
Ms. Guðrun í Jákupsstovu
Modern English Literature
Ms Sara Lynch, M.A.
Modern English Linguistics
Ms Marion Mathier, M.A.
Language and Communication
Ms Jakhan Pirhulyieva, M.A.
Modern English Literature
Ms Lara Portmann, M.A.
Language and Communication
Mr Samuel Rösli, M.A.*
Medieval English Studies
Ms Malaika Sutter, M.A.*
Literatures in English/North American

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

** Teaching this semester*

Administrative Staff (AS20)

Administrators

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

Drittmittel Administration

Bettina Rhyn-Holzer	By appointment
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Directors' Assistant

Fabienne Blaser	By appointment
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IT Coordinator & Web Administrator

Fayaz Ali Khan	By appointment
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Librarian

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



The Students' Committee

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

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

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

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

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

Facebook



@StudentsCommitteeUniBe

(no Facebook account required)

Instagram



eng_sc_unibe

WhatsApp



<https://bit.ly/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)

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

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

Research-related activities

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

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

Autumn Semester 2020

BA STUDIES

Language Module

Lecture: Modern English Grammar I

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

It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason the entire course is also podcasted and the solutions to the practical exercises are available online (link on www.morrissey.unibe.ch). Furthermore, we offer tutorial sessions to help students work with the materials. It is urgently recommended that students who cannot attend the course for timetable reasons take part in the tutorials.

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

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

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

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

Assessment (graded): Grading will be based on continuous assessment in 4 “Mini-Exams”. Their content and the exact dates will be confirmed at the beginning of the course. Note: this course cannot be taken as ungraded, all participants have to pass the graded exam.

Exam date: Mini exam 1: 20 October 2020 8:10

Resit: 26 October 2020 16:15

Mini exam 2: 24 November 2020 8:10

Resit: 30 November 2020 16:15

Lecture: **Writing Skills**

Instructor: **Beatriz Lorente**

Time: Tuesday 12-14, 14-16;
Wednesday 10-12, 12-14;
Thursday 12-14 and 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 is the first of a two-part intensive writing course, which is obligatory for all first-year students. The two-semester programme will consist of weekly workshops in which students, in small groups, will discuss and, above all, practise the skills required to write academic papers. During the first semester, the students will write short papers which will allow them to focus on the appropriate and clear use of language, as well as the development of cohesion and logical structure.

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

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

- have been introduced to specific skills needed in academic writing and practiced these skills;
- 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 the assessments in order to gain the credits.

Deadline for Assessed Work: Throughout semester

Core Curriculum

Lecture:	Earlier Englishes
Instructor:	Christiania Whitehead
Time:	Thursday 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 course offers an introduction to the history of the English language from its early medieval beginnings to c. 1600. While exploring a series of Old, Middle and Early Modern English texts, we will practise the philological skills required in order to engage with some of the vernacular cultures that flourished during these periods. With the help of the most basic principles of Old, Middle and Early Modern English grammar and semantics, we will discover the exciting, deep past of the English language.

There will be a tutorial offered in this course. Details will be communicated in the first week of the semester.

Required Reading: Keith Johnson, *The History of Early English* (Routledge, 2016) This book is available to students as a pdf book via the Uni Bern library.

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

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

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

Assessment (graded): Exam

Exam Date: 3 December 2020

Resit Date: 10 December 2020

Substitute Resit (e.g. for cases of illness): 17 December 2020

Lecture: Introduction to Language and Linguistics

Instructor: Franz Andres Morrissey

Time: Wednesday 8-10

Credit Points: 3 ECTS

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

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

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

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

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

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

Assessment (graded): This lecture is part of the Core Curriculum. This course is not eligible for required optional credits. All participants have to pass the graded exam.

Exam Date: Mini exam 1: 30 September 2020 8:10

Resit: 5 October 2020 16:15

Mini exam 2: 28 October 2020 8:10

Resit: 2 November 2020 16:15

Mini exam 3: 25 November 2020 8:10

Resit: 30 November 2020 16:15

Mini exam 4: 16 December 2020 8:10

Resit: 18 December 2020 16:15

Lecture: Introduction to Literature

Instructor: Viola Marchi

Time: Tuesday 10-12

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 lecture will provide an introduction to certain methods, concepts and tools students of literatures in English are advised to use when approaching literary texts. These will help them to obtain a fuller understanding of texts and to express themselves clearly and competently. Furthermore we will look at literature as a particular form of communication, i.e. we will consider the specificity of literary texts, its various genres (drama, narrative fiction, poetry), and its relationship with other media.

Required Reading: Texts will be made available on ILIAS. Joseph Conrad's *Heart of Darkness* must be read before the first session; your knowledge of it may be subject to examination. The recommended edition is the 5th Norton Critical edition (by Paul B. Armstrong, 2016, ISBN-13: 978-0393264869).

Learning Outcomes: This lecture aims to familiarize students with central concepts and tools for the analysis of literary texts of various genres. Students should obtain clear ideas of approaches to literature, methodologies, terminology and strategies of literary interpretation.

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

Assessment (graded): This lecture is part of the Core Curriculum. Information on the exam will be communicated at the beginning of the semester.

Exam Date: The final exam will take place on 01 December 2020.

Resit Date: The retake will take place on 08 December 2020.

Free-Standing Lectures and Seminars

Lecture Linguistics: Sounds of Language: Phonetics and Phonology

Instructor: Franz Andres Morrissey

Time: Wednesday 10-12

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 lecture deals with the sound system of English, supplemented with the analysis of sounds in other languages which students may be familiar with. It is meant to further the understanding of the insights developed in the lectures on speech sounds in Introduction to linguistics and to supply students with the tools to analyse phenomena relating to the sounds of English(es), and for higher semester students to refresh their understanding.

In a first part we will explore how speech sounds are produced and how they can be described systematically. This part will also include some transcription practice and the terminology related to it, which will be a crucial basis for a variety of analytical tasks in the second half. In the second part, using the descriptions of speech sounds, with which we have familiarised ourselves so far, we will focus on the sound system of English. We will explore the ways in which sounds influence each other in spoken language, how fluent speech affects pronunciation and what effect this has on possible combinations of speech sounds in English words. We will then go beyond individual sounds and consider the nature of syllable formation in English, of rhythm and intonation. In a final part we will look at applications of phonetics and phonology in practical research, particularly in the reconstruction of older forms of the language and in determining dialects of English, for which we will consider examples from various speakers and the way in which they adopt features of the reference dialects in order to fit in with a group they want or consider themselves to be part of.

Required Reading: There will be a booklet to work with. This will be on sale in the first session

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

- have improved their skills in transcribing phonetically;
- have refreshed their ability to describe and categorise speech sounds;
- be familiar with the phonology of fluent speech;
- know how stress assignment works;
- have an improved understanding of suprasegmental phonology;
- understand the workings of prosody;
- have explored practical applications of phonetics and phonology, both for diachronic and synchronic phenomena.

Assessment (pass/fail or graded): *Three mini-exam at dates to be indicated in the first session, pass/fail as well as graded.

Lecture Literature: *American Genesis: US history, politics and culture from Puritanism to the Civil War*

Instructor: Thomas Claviez

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

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

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

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

- Have familiarized themselves with the most important events and developments – literary, political, historical – of the US between 1620 and 1865;
- Have a firm grasp of the connections between literary and cultural eras – Puritanism, Early Republic, Romanticism, Realism – and their historical contexts;
- Are able to recognize distinctive features of these eras.

Assessment (pass/fail or graded): * Pass/fail and graded. ‘Pass’ requires regular attendance; a grade requires a successful exam done at the last session of term.

Exam date: Wednesday, 16 December 2020 14-16

Resit date: Wednesday, 13 January, 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.8.

Lecture Literature: American Drama

Instructor: Thomas Austenfeld

Time: Wednesday 16-18

Credit Points: 3 ECTS

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

Course Description: This lecture class will offer an overview of American drama as a mirror of America's social history.

Rejected by the original Puritan settlers, American drama first attempted to separate from British models in the early Federal period (Royall Tyler's *The Contrast* 1787), then took a detour into melodrama (Dion Bouicault's *The Octoroon* 1859). From the early nineteen-teens onwards, the Provincetown Players provided a fresh, experimental theater that thrust Eugene O'Neill (*Servitude* 1914) and Susan Glaspell (*The Verge* 1921), among others, into the spotlight. A normative American domestic drama was firmly established with Thornton Wilder's *Our Town* (1938).

A post-WW II "golden age" of American drama was ushered in by Tennessee Williams (*The Glass Menagerie* 1944) and Arthur Miller (*All My Sons* 1947). African American women writers like Lorraine Hansberry (*A Raisin in the Sun* 1959), Ntozake Shange (*For Colored Girls Who Have Considered Suicide / When the Rainbow Is Enuf* 1976/2010), and Rita Dove (*The Darker Face of the Earth* 1994) found drama a congenial mode for the expression of simmering racial conflicts. David Henry Hwang (*M. Butterfly* 1988) and David Mamet (*Oleanna* 1992) explored Asian-American identity and gender-bending along with, respectively, political correctness and sexual harassment, while Tony Kushner's *Angels in America* (1991) became the lasting expression of the AIDS crisis.

American musical theater established itself as a potent social and economic force with Rodgers and Hammerstein's *Oklahoma!* (1943), inaugurating another "golden age" in musicals on and off Broadway. In recent decades, American drama has mutated into episodic "dramas" streamed online.

Along with a dozen or so significant plays that have earned canonical status, we will study key critical interventions from Alexis de Tocqueville to Stephen Sondheim and from Rollin Lynde Hartt to Tony Kushner.

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

- Competently approach American social history through American drama;
- Identify key themes and dramatic methods associated with major American dramatists;
- Critically evaluate selected critical statements on American drama and theater history.

Assessment (pass/fail or graded): I will gladly read final exams either for the pass/fail or the graded option.*

Exam date: 2 December 2020

Resit date: According to the agreement with the lecturer

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.8.

Seminar Linguistics: Doing Dialect Data Analysis

Instructors: David Britain / Hannah Hedegard

Times: Tuesday 14-16

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

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

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

Course Description: Investigating dialects has provided, and continues to provide, us with fascinating insight into who people in different regions are, how they live and how language changes. Yielding this understanding involves several stages of research, the most critical of which is the nitty-gritty empirical analysis; drawing meaningful conclusions about a dialect is reliant upon researchers getting up-close and personal with their speech data, dissecting it carefully with broader linguistic principles in mind. This hands-on course aims to equip students with the theoretical and practical skills to independently undertake analysis of real speech, through a fine-grained investigation of a small remote, and as yet, little-researched dialect. With the speech corpus having been collected only earlier this year, the project is an community *right now*. It will also arm students with skills which will potentially serve them well in their later BA dissertation research.

The course is structured in a way that sets students up with the tools to handle and examine the speech data appropriately, but also allows them the free-reign and time to execute a fully-fledged professional linguistic study of a chosen grammatical or phonological variable. Preliminary sessions will cover fundamental sociolinguistic frameworks and concepts, cutting-edge methodologies, as well as an introduction to the speech community in question, after which students will be expected to work independently on their respective studies. Towards the end of the semester, students will present their research at a course conference, where they will be given feedback both from us the instructors, and their peers, now each armed with their own knowledge and experience of analysing the speech data at hand.

Required Reading: All obligatory reading will be posted on ILIAS prior to the semester start. **The texts must be read before the first session; your knowledge of it may be subject to examination.**

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

- Are able to confidently undertake a linguistic variable analysis from start to finish on their own;
- Understand important sociolinguistic principles such as data accountability and sampling;
- Can utilise up-to-date digital techniques and basic statistical modelling, as well as sensitively interpret their output.

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

Assessment (graded):* Class participation, conference presentation and a 3000-word follow-up paper

Deadline for Assessed Work: 8 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Linguistics: The Structures of Spoken English

Instructor: Sue Fox

Times: 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 course we will examine the fundamental characteristics of spoken English. Every time we speak, we are faced with a wide range of choices, not only of what to say but also how to say it. The words and structures that we use to communicate are influenced by such things as the setting, the people that we are communicating with, the reason that we are communicating and what we are communicating about. We will be looking at how these choices are made and how they are then used to create discourse in different situations. We will systematically analyse a range of linguistic phenomena characteristic of spoken language and will also consider sociolinguistic differences in the use of those features. Some of the topics to be covered in the seminar include conversation management and the role of turn-taking, the role of discourse markers in textual organisation, 'performance phenomena' in speech production and processing, the structure of narratives in spoken discourse and clause structures such as negation, interrogatives and passives.

Required Reading: Readings will be available on ILIAS and the text must be read before the session; your knowledge of it may be subject to examination.

Learning Outcomes: By the end of this course, it is expected that students should: be able to identify the fundamental characteristics of spoken language;

- be able to systematically analyse a range of linguistic phenomena characteristic of spoken language;
- be able to identify and analyse, where relevant, sociolinguistic differences in the use of spoken language phenomena;
- have developed critical and analytic skills through informed discussion of specific issues and themes relevant to the analysis of spoken language.

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

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

Deadline for Assessed Work: Friday, 8 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Linguistics:**Discourse Studies****Instructor:****Gwynne Mapes****Times:**

Wednesday 14-16

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

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

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

Course Description: From gossip to globalization! This hands-on, survey seminar is designed to introduce students to the study/analysis of everyday spoken and written discourse. We are all dependent on language not just to describe the world, but also to represent (or misrepresent) it and to justify our place in it. Even more importantly, however, we use language to *do* things: specifically, to construct our identities, to establish and maintain our relationships, and, unavoidably, to exert power and control over others. This is language as social action and as social institution, and both are the focus of *discourse studies*. In this eclectic field we might examine people gossiping with friends while sitting in front of the TV or we might examine the way TV news-reports represent major social issues like globalization. In fact, this seminar will cover a diverse range of everyday “micro” and “macro” contexts while exploring a number of key approaches and methodologies in discourse studies. In the first half of the semester, we will focus on spoken discourse (e.g. pragmatics, conversation analysis and interactional sociolinguistics) before turning to written discourse (e.g. digital discourse, multimodality and corpus analysis) in the second part of the semester.

Required Reading: The course will rely on a series of articles and chapters made available on ILIAS. We will be working with the following textbooks extensively:

Cameron, Deborah. (2001). *Working with Spoken Discourse*. London: Sage.Cameron, Deborah & Panović, Ivan. (2014). *Working with Written Discourse*. London: Sage.

It is not necessary to purchase these books, unless students prefer to do so. All assigned chapters will be posted on ILIAS or distributed in class.

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

- understand the theoretical principles of discourse and ‘language as social action’;
- know key scholars and different discourse analytic approaches;
- have hands-on experience with discourse analysis;
- learn how identities and relationships are achieved discursively;
- recognize how language, technology, and other modes interact in discourse;
- demonstrate increased awareness of the ways language is used in everyday contexts;
- understand how power is exercised through language.

Coursework (pass/fail): In order to satisfy the basic (4 ECTS) academic requirements for this seminar, students will be expected to follow a schedule of independent reading each week which will be discussed and elaborated in class. To help structure these discussions, ahead of each meeting students will be required to complete either 1) a reading quiz; or 2) focused reflection comments. Additionally, all students will be expected to complete an in-class, group presentation (10-15 minutes) of an outside reading of their choice.

Assessment (graded):* In order to satisfy the additional workload for earning 7 ECTS, students must complete a final examination in Week 14 based on core readings and additional material covered in class.

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

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Linguistics: Structures of Conversation: Pragmatics and Interactional Sociolinguistics

Instructor: Gwynne Mapes

Times: Thursday 14-16

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

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

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

Course Description: This course is designed to give students the theoretical background and hands-on training necessary for successful analysis of spoken conversation. The introductory part of the course will focus on pragmatic theory, including its origins; implicature and Gricean pragmatics; speech act theory; and facework/politeness. From this more philosophical/structural understanding of conversation we will then move into interactional sociolinguistics, which entails application and methods training. Students will read seminal works by leading scholars from a variety of approaches to the analysis of conversational discourse. Additionally, they will carry out small-scale analyses of talk-in-interaction related to theories of conversational involvement; transcription theory and practice; discourse markers; discourse topic; turn-taking; adjacency pairs; conversational repair; repetition; constructed dialogue; conversational style; framing; positioning; and identity construction. Time in class will be spent comparing and contrasting analytical approaches, identifying strengths and weaknesses of the readings, and applying aspects of these readings to transcripts within small-group workshops.

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

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

- understand the key theoretical principles of pragmatics and interactional sociolinguistics;
- demonstrate an increased awareness of the intricacies of everyday talk;
- are familiar with a range of foundational theorists and can successfully apply their approaches;
- can accurately transcribe spoken conversation;
- learn how to reflect critically on various discourse analytic concepts and conversational phenomena.

Coursework (pass/fail): In order to satisfy the basic (4 ECTS) academic requirements for this seminar, students will be expected to audio- or video-record a naturally-occurring conversation and select a 5-minute segment to transcribe (within the first 3 weeks of the semester). In addition, they must follow a schedule of independent reading each week which will be discussed and elaborated in class. To help structure these discussions, ahead of each meeting students will be required to complete either 1) a reading quiz; or 2) an applied analysis of a short extract from their recorded conversation (and/or transcript).

Assessment (graded):* In order to satisfy the additional workload for earning 7 ECTS, students must complete a final paper based on their recorded conversation. Students can elaborate on analyses they performed for their homework assignments, or choose an entirely new focus. In both cases, they must use core literature from the course, as well as a minimum of 3 additional sources.

Deadline for Assessed Work: This seminar is designed around cumulative (i.e. week-by-week) coursework which must be completed by the last day of the seminar. Final papers will be due one week later.

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Linguistics:

Acoustic Sociophonetics

Instructor:

Hannah Hedegard

Times:

Wednesday 12-14

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

Course Description: The field of sociophonetics draws links between society and its members' accents; it seeks to demonstrate that variation and change in how people pronounce sounds are, to a lesser or greater extent, connected to community or individual characteristics. Phoneticians traditionally employed manual techniques in their research, identifying differences in phoneme realisations using their own, well-trained ears. However, working auditorily is labour and time intensive, as well as subject to human error. These days, therefore, most parts of quantitative sociophonetic research are automated, increasingly relying on digital techniques and methodologies that streamline, expand and enhance the empirical analysis process. Recent advances in speech technology and computational linguistics, for example, make it possible for us to examine huge volumes of speech with unprecedented speed and accuracy. This course is designed to give students a broad overview of these nuanced possibilities of acoustic analysis, combining both sociophonetic theoretical and practical elements.

Building on fundamental phonetic theory from the Lecture *Sounds of Language: Phonetics and Phonology*, this seminar provides a rigorous outline of how the acoustic and articulatory dimensions intersect, and how we can quantitatively capture phonetic variation, through a critical look at various acoustic methodologies in recent research. We will explore major sociophonetic topics of inquiry such as vowel quality and duration, VOT and centre of gravity in consonants, and intonation and stress, through an acoustic lens. Students will also gain first-hand experience of acoustic analysis in each topic on diverse types of speech data in mini-studies every week, honing cutting-edge techniques and transferrable skills.

Though not strictly necessary, it is advisable that you take Franz's Focus Module Lecture "Phonetics and Phonology" alongside this seminar.

Required Reading: All obligatory reading will be made available on ILIAS prior to the semester's start. **The texts must be read before the first session; your knowledge of it may be subject to examination.**

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

- Are familiar with fundamental acoustic phonetic theory and methodologies;
- Are comfortable independently undertaking acoustic analysis using the latest digital tools;
- Can confidently identify appropriate techniques and tools when presented with a particular phonetic variable.

Coursework (pass/fail): Class participation (submission of in-class mini-study work) and a final practical exam

Assessment (graded):* Class participation (submission of in-class mini-study work), a final practical exam, and a follow-up report.

Deadline for Assessed Work: 30 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: Narrating Empire, 1800 – the Present

Instructor: Marijke Denger

Times: Friday 14-16

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

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

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

Course Description: From the sixteenth until well into the twentieth century, European nations steadily expanded their influence over large parts of the globe. What was initially a project designed for economic gain quickly turned into a means of political and moral self-assertion for European powers overseas. While foreign peoples and places were subjugated to European rule, the rationale for doing so also had to be conveyed to those 'back home'. In this seminar, we will explore how ideas of empire, of self and other, civilisation and backwardness, but also of adventure and exotic splendour, were shaped through literature of the nineteenth and early twentieth centuries. Focusing, initially, on the British Empire, we will ask how British writers represented and supported the development of a realm on which, famously, the sun never set. What were the stories told from and about the colonies to the inhabitants of the metropole? And what were the narrative techniques used to endorse, critique or simply portray an empire that, in one way or another, impacted on the lives of all its subjects? In the second part of the course, we will take up a comparative perspective, investigating some of the histories and stories of other European colonial powers, such as the Netherlands and Belgium, who were at once partners and rivals of the British in their respective global ambitions. Finally, we will ask how empire continues to feature in British national self-assertion today, focusing in particular on Brexit and Brexit literature as twenty-first-century phenomena speaking to a supposedly long-gone age.

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

E.M. Forster, *A Passage to India*; Joseph Conrad, *Heart of Darkness*; Louis Couperus, *The Hidden Force*; Ali Smith, *Autumn*

The novels by E.M. Forster and Ali Smith will be ordered for purchasing at the Bugeno. *The Hidden Force* is also available on Project Gutenberg (<http://www.gutenberg.org/files/34725/34725-h/34725-h.htm>). *Heart of Darkness* and other shorter texts will be made available on ILIAS. If you need me to send you *Heart of Darkness* before the start of the semester, please e-mail me.

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

- have developed an understanding of the history of the British Empire and its relation to British literary production;
- have engaged critically with empire as a cultural construct that has been continuously reconfigured across different European countries;
- have become familiar with some of the key concepts and concerns of postcolonial studies and learnt to apply these to their reading of (post)colonial texts;

- have tested different ways of approaching present-day appropriations of empire and its political and cultural ramifications.

Coursework (pass/fail): Regular attendance and active participation, oral presentation during one of the sessions (incl. PPT or hand-out), summary (500-1000 words) of selected piece of secondary literature (to be discussed in advance with instructor)

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

Deadline for Assessed Work: 25 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p8.

Seminar Literature: King Arthur's Best Knight: Tales and Romances of Sir Gawain

Instructor: Nicole Nyffenegger

Times: Friday 10-12

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

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

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

Course Description: Most Arthurian Tales are not actually about the legendary great king but about his knights. Later ages have made Lancelot King Arthur's first knight, with Gawain as the eternal second-best. This was not always the case, however, as Lancelot made his star appearance in Arthuriana fairly late and through the influence of French romances. In the medieval texts which we will read in this class, Gawain is undoubtedly King Arthur's best knight and he embodies everything that today's popular culture associates with a perfect knight: bravery, honesty, and humility. Working with the comprehensive TEAMS edition *Sir Gawain: Eleven Romances and Tales* (<https://d.lib.rochester.edu/teams/publication/hahn-sir-gawain>), we will read and analyse a variety of texts, discuss constructions of heroism and masculinity, engage with recent criticism, and hone our skills of literary analysis and academic discussion.

Required Reading: Please read and prepare the *Sir Gawain and the Green Knight* translation uploaded on Ilias BEFORE the first session. Please buy the TEAMS edition (available for 30-50 CHF in online stores) or make sure to bring printouts or a laptop to class so you can work with the online version.

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

- know a variety of Arthurian tales and romances;
- have discussed and analysed several medieval texts of a specific genre;
- have practiced their skills of literary analysis and academic discussion (both oral and in writing);
- have further practiced reading Middle English.

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

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

Deadline for Assessed Work: 1 February 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: "Eternal Lines" – Early Modern Sonnets

Instructor: Nicole Nyffenegger

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: In Sonnet 18 ("Shall I compare thee to a summer's day?") the lyric I famously praises (Shakespeare's?) poetry at the same time as the beauty of the beloved: "When in eternal lines to time thou grow'st;/ So long as men can breathe or eyes can see,/ So long lives this, and this gives life to thee." "This" – the sonnet, and in particular the early modern sonnet, by Shakespeare, Spenser, Sidney, Donne, Milton... what is it that makes it outstanding? We will in this course engage with form and function, with rigid rhyme schemes and intricate tropes, we will hone our skills discussing poetry by using the appropriate terminology and in so doing discover and rediscover the beauty of those sonnets.

Required Reading: Please buy the *Penguin Book of the Sonnet*, ed. Phillips Levin, 2001, and start reading in it. In preparation for the first session, please choose one sonnet (also among the more recent ones) that particularly speaks to you.

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

- analysed a great range of sonnets by different early modern poets;
- honed their skills of discussing poetry, including the relevant terminology;
- gained a deeper understanding of early modern poetry in general and the sonnet in particular.

Coursework (pass/fail): Thorough preparation of set texts, active participation, regular presence. Additional coursework in the form of short presentations and/or writing assignments depending on student numbers.

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

Deadline for Assessed Work: 1 February 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: Reading *Paradise Lost*

Instructor: Zoë Lehmann Imfeld

Times: Thursday 14-16

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

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

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

Course Description: We are often told that John Milton's *Paradise Lost* is one of the greatest epic poems ever written in English literature. In this course you will find out why. We will embark on a close reading of *Paradise Lost*, taking the time to tease out the intricacies and poetics of the text. Our main focus will be on the primary text, with any secondary reading offering context. This will help us to unpick some of the controversies of reading Milton. Why for instance, do some consider him a puritan and others a radical? Why is *Paradise Lost* read as both a feminist and misogynist poem? Why did Milton nearly get his head cut off? In this course we'll look for the answers in Milton's most enduring poem.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please read *at least* Books I and II of *Paradise Lost* before the first class.

John Milton, *Paradise Lost*, ed. Orgel and Goldberg, Oxford World Classics (Oxford University Press), ISBN 978-0199535743 Please purchase this edition. There are some significant variations in different editions. Further reading will be made available on ILIAS.

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

- will have an in-depth familiarity with *Paradise Lost*, including its historical, religious and social context, and its significance in the English literary tradition;
- will develop close-reading skills through sustained practice, particularly poetry.

Coursework (pass/fail): Regular attendance and participation in seminars and contribution to weekly tasks such as forum entries

Assessment (graded):* Coursework plus 4000 word essay

Deadline for Assessed Work: 31 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: Reading Contemporary Anglophone Fiction

Instructor: Sofie Behluli

Time: Friday 10-12

Dates: 18 September;
16, 23 and 30 October;
06, 13, 20 and 27 November;
04, 11 and 18 December

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 five Anglophone novels of the contemporary period and focus on how they engage with cultural and political questions that are central to our present times. By looking at Cormac McCarthy's apocalyptic novel, Don DeLillo's intermedial war narrative, Siri Hustvedt's genre-bending feminist story, Ali Smith fact-and-fiction-blurring trauma narrative, and Chimamanda Ngozi Adichie's fictional take on race, class and gender in the USA, this seminar will offer you a broad overview of key aspects that are at the heart of today's Anglophone fiction. We will always investigate these thematic foci in conjunction with the form of the literary texts, i.e. with their genre, structure, style, etc. Critical secondary reading will be provided on Ilias.

Required Reading: Please purchase the following books as hard copies (no kindle!): Cormac McCarthy's *The Road* (Vintage 2007), Don DeLillo's *Point Omega* (Picador 2010), Siri Hustvedt's *The Summer Without Men* (Sceptre 2011), Ali Smith's *Artful* (Penguin Books 2013), Chimamanda Ngozi Adichie's *Americanah* (Anchor 2014). **The texts must be read before the first session; your knowledge of it may be subject to examination.**

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

- have developed a fundamental understanding of central themes and concepts in contemporary Anglophone fiction;
- understand the connections between contemporary literature, criticism, politics, economics, gender, and other contextual aspects that are relevant for the literary texts under discussion;
- can apply relevant theoretical concepts and approaches to literary texts in speech and in writing;
- have improved their close reading, critical writing and presentation skills

Coursework (pass/fail): * Regular attendance, active participation in class, annotated bibliography, oral presentation

Assessment (graded): Regular attendance, active participation in class, annotated bibliography, oral presentation, written paper of 3000-4000 words

Deadline for assessment: Monday, 25 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: The Economics of Victorian Womanhood

Instructor: Olivia Biber

Times: 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: Alongside the growth of modern capitalism, political economic thought emerges as a crucial form of knowledge production during the Victorian period. In this seminar, we will pay particular attention to Victorian women writers who adapted the genre of economic writing to their purposes. These authors explore economic issues as far-ranging as the working-class plight (Gaskell) and the cost of marriage (Norton). Our discussions will be guided by a consideration of genres and their boundaries, perhaps best illustrated by three women writers often considered popularisers of political economy: Jane Marcet, Harriet Martineau and Millicent Garret Fawcett. Not merely works of fancy, but not purely works of economics either, their texts permeate genre boundaries. This seminar especially addresses those students who enjoy reading and exploring the Victorian period beyond the literary canon.

Required Reading: Please purchase the following book as a hard copy. It is pertinent that you buy the recommended edition: Elizabeth Gaskell, *Mary Barton*. Ed. Thomas Recchio. A Norton Critical Edition, 2008. Further texts will be made available on ILIAS before the beginning of term.

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

- Have familiarised themselves with an important period in British and literary history;
- Will have gained an overview of the most important economic and political developments of the period;
- Will have further developed their critical skills in literary analyses.

Coursework (pass/fail): Oral presentation, active participation, and participation in the Critical Debate session

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

Deadline for Assessed Work: Friday, 15 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: "Salvation to the Slave!": 19th-Century American Writers in the Service of Abolitionism

Instructor: Roman Bischof

Times: Monday 12-14

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

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

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

Course Description: The institution of slavery and the fierce dispute between its supporters and those calling for and working towards its abolition was not only the primary cause for the American Civil War but one of the main sources for a vast body of literature produced during the decades leading up to the war, the so-called "antebellum era". With Harriet Beecher Stowe's *Uncle Tom's Cabin*, the abolitionist movement produced one of the most widely read books of the 19th century. Although praised for its vivid and compassionate depiction of the hardships and injustice of slavery, critics have since pointed out that it, too, heavily relies on common stereotypes about African Americans. Slave narratives – autobiographies written by former slaves – served not only as testament to the cruelty of slavery but also to fight the false stereotype of the intellectual inferiority of Black Americans. In this course, we will investigate how writers and poets employed literary tools to promote compassion with slaves and an anti-slavery political stance among their readers. We will further situate these observations within the wider historical and cultural context of the United States in the decades leading up to the Civil War and the abolition of slavery. Lastly, we will take a contemporary look at the literary legacy of the abolitionist movement and the antebellum era in general.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following editions (note that these comprise three texts in total). Read at least the first text before the beginning of term; they will be discussed in the order below:

- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: Norton, 2018.
ISBN: 978-0-393-28378-5
- Douglass, Frederick, and Harriet A. Jacobs. *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl*. Modern Library Classics. New York: Random House, 2004.
ISBN: 978-0-345-47823-8

Shorter texts and secondary material will be uploaded to ILIAS.

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

- have become familiar with several influential literary writers and texts of the US antebellum era;
- have gained insights into the interplay between politics and literature in the US abolitionist movement;
- have sharpened their skills in analysing literary texts and gained experience in the theoretical discussion of the contextual factors of literary production.

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

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

Deadline for Assessed Work: 25 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar Literature: *Beowulf: Text, Context and Criticisms*

Instructor: Samuel Rösli

Times: Monday 14-16

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

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

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

Course Description: *Beowulf* is the most iconic piece of writing in the Old English language and still captivates readers today. In this introductory seminar we ask two large questions: Firstly, what has *Beowulf* come to mean today? We will consider how the poem speaks to our own world with all the cultural baggage it has picked up throughout the centuries. Secondly, we will also think of this text as a literary work of and for a very different time than our own: what might *Beowulf* have meant to the audience it was intended for in the early medieval (Anglo-Saxon) period?

This course combines the core medievalist methods of historical contextualisation, detailed close reading and short excursions into Germanic philology with approaches from literary theory (ecocriticism and postcolonialism). These sets of methodologies are combined so that students have the opportunity to both consider what the text may try to express but also what answers it may hold to questions it was never meant to be asked. To achieve all this, students will be taught, coached, and indeed expected to read very carefully and with attention to detail.

Required Reading: Students are not required (albeit encouraged) to read the poem in Old English. Seamus Heaney's verse translation titled *Beowulf* (Second Norton Critical Edition, ed. Daniel Donoghue, 2019) **must be read before the first session; your knowledge of it may be subject to examination.** Further reading material will be made accessible on ILIAS, including excerpts from J.R.R. Tolkien's translation, the original Old English text and other early medieval texts such as *The Monsters of the East*.

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

- Have a detailed knowledge of the poem *Beowulf*;
- Have acquired minute and detailed close reading skills;
- Are familiar with the medieval cultural and material conditions surrounding *Beowulf*;
- Are aware of the history of scholarship conducted on *Beowulf*;
- are familiar with ecocritical and postcolonial approaches to literature.

Coursework (pass/fail): Attendance; completion of short written tasks; input talks and short presentations (5-15 minutes, depending on the size of the group)

Assessment (graded): seminar paper (3500 words)

Deadline for Assessed Work: 1 December 2020 (outline, mind-map); 20 January 2021 (finished seminar paper)

Seminar Literature: The Quilt in North American Literature and Culture: Piecing together the Fragments

Instructor: Malaika Sutter

Time: Tuesday 12-14

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

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

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

Course Description: In this seminar, we will explore the quilt as quintessential North American art and heritage object. Apart from its function as a blanket, the quilt's piecemeal appearance makes it an excellent object to discuss the fragmentary nature of memory, identity, and storytelling. Needlework and its gendered history further enables the quilt to figure as a tool to question and challenge gender norms, to consolidate communities, and to craft activism. This 'craftivism' can still be seen today and further expanded to broader contexts such as the LGBTQ+ community. The materiality of a quilt helps to see an artwork – may it be written or stitched – as a communal product, influenced by and at the same time giving voice to multiple people. This seminar will bring the quilt as an art object in a conversation with Atwood's *Alias Grace* (1996), Otto's *How to Make an American Quilt* (1991), Walker's *The Color Purple* (1983) and her short story "Everyday Use" (1973). We will analyze quilts by artists such as Faith Ringgold and Rosie Lee Tompkins, exhibitions and projects such as the famous NAMES Project AIDS Memorial Quilt, and critically analyze scenes of the movie and mini-series adaptations of *Alias Grace*, *How to Make an American Quilt*, and *The Color Purple*.

Required Reading: Please purchase the following books as hard copies (no kindle!): Margaret Atwood's *Alias Grace* (Virago 2009), Alice Walker's *The Color Purple* (The Women's Press 2000), and Whitney Otto's *How to Make an American Quilt* (Picador 1992) – other editions can also be used. Further texts and other media will be made available on ILIAS. **The texts must be read before the first session; your knowledge of it may be subject to examination.**

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

- be able to identify and critically discuss the quilt as a North American art and heritage object;
- be able to analyze and interpret literary texts that make use of the quilt;
- be able to analyze and interpret quilt artworks and bring them into a conversation with the literary texts;
- be familiar with critical theory on race and gender;
- have improved their close reading skills and their ability to contextualize the art pieces and literary texts.

Coursework (pass/fail): The course requires persistent attendance, engaged class participation, thorough preparation of texts and media, weekly forum entries on ILIAS, writing assignments.

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

Deadline for Assessed Work: 25 January 2021

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

Optional Courses

Workshop: Creative Writing

Instructor: Franz Andres Morrissey

Time: Thursday 12-14

Credit Points: 3 ECTS

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

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

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

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

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

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

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

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

Workshop: Page to Stage

Instructor: Franz Andres Morrissey

Time: Thursday 16-18

Credit Points: 3 ECTS

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

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

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

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

Assessment (graded): Ungraded

Workshop: Performing the “Dark Ages”

Instructors: Annette Kern-Stähler/Nicole Nyffenegger

Time: Block sessions: Wednesdays 16-20 until performance on 3 November

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: The Middle Ages are often referred to as the “Dark Ages,” a period of intellectual depression, filth, and squalor, inhabited by superstitious peasants and uncultured barbarians. Sandwiched between the golden age of antiquity and its rebirth (Renaissance), the millennium of the Middle Ages was already conceived of as a dark and obscure time by the people who followed and who called themselves humanists. The boundary they drew still informs our view of the Middle Ages. In this workshop, we will explore texts and images that inform and promote the image of the “Dark Ages,” ranging from Renaissance writings to contemporary film and advertising. We will present our findings creatively: having been invited to contribute to the international dance festival “Tanz in Bern 2020,” we will prepare a short festival performance, to be staged on 3 November 2020.

Required Reading: We will upload texts in an Ilias folder “to be read before first session” along with detailed instructions. Further materials will be uploaded on Ilias throughout the term.

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

- engaged critically with the idea of the “Dark Ages”;
- gained an understanding of periodization and its pitfalls;
- experienced the value of creative work as a way to approach and present ideas about the past.

Coursework (pass/fail): A willingness to contribute actively to the creative project is key. Further, thorough preparation of set texts and presence in block sessions.

Deadline for Assessed Work: No assessed work but participation in creative project on 3 November

Workshop: Reading and Acting Shakespeare's Roman Plays

Instructor: Nicole Nyffenegger

Time: Friday 14-18 biweekly
First session 18 Sept 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 workshop seeks to approach Shakespeare's Roman plays *Antony and Cleopatra*, *Julius Caesar*, *Coriolanus* (and *Titus Andronicus*, if time permits) from a wide variety of angles. It aims at a deeper understanding of the plays by combining literary analysis and academic discussion with the acting of short scenes and the discussion of excerpts from recent productions. We will meet bi-weekly for four hours, with ample time to read and prepare excerpts from the plays in-between sessions.

Required Reading: BEFORE the first session please read *Antony and Cleopatra* in the most recent Arden edition. I recommend buying the books for all three (four?) plays, but if you need an online alternative, please turn to: <https://shakespeare.folger.edu>.

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

- explored 3-4 Shakespearean tragedies in some detail;
- gained a deeper understanding of the genre of tragedy;
- approached the plays from diverse angles and seen the benefits of such an approach;
- further honed their skills of literary analysis and academic discussions.

Coursework (pass/fail): Thorough preparation of the set texts, regular presence (no more than one block can be missed), active participation, willingness to try some acting.

Workshop: Theories of the Novel

Instructor: Sofie Behluli

Time: Block sessions on Fridays 14-18 and Saturdays 9-18

Dates: Preliminary meeting on 18 September 14-16; then
4 December 14-18, 5 December 9-18, 11 December 14-
18 and 12 December 9-18

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: This workshop seeks to gain a better understanding of the novel in English, its distinctive literary features, historical developments and underlying theories. We will trace the genre's 18th-century beginnings and historical developments into the contemporary period, explore its formal characteristics (e.g. its liason with the realist style and emphasis on the protagonist's psychological interiority), ask how it is similar to and different from generic neighbors such as the novella, investigate its socio-political functions in the Anglophone sphere, and read three primary texts to connect theory with practice. By the end of this workshop you will have a better understanding of what Ian Watt has called "the form of literature which most fully reflects this individualist and innovating reorientation" of the Modern period.

Required Reading: BEFORE the first session, please buy and read the following three novels carefully: Charlotte Brontë's *Jane Eyre* (1847), Virginia Woolf's *To the Lighthouse* (1927), and Ben Lerner's *10:04* (2014). The other texts – chapters from other novels and secondary sources – will be available on Ilias.

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

- Explored three key novels in English in detail;
- Gained an insight into the main theoretical and historical contexts of the novel genre;
- And further improved their skills of literary analysis, oral presentation and discussion.

Coursework (pass/fail): Thorough preparation of the set texts, regular presence, active participation, oral presentation.

Wahlbereich Lecture: Der Rechtsstaat. Herausforderungen im 21. Jahrhundert

Instructors: Collegium generale

Time: Wednesday 18:15-19:45

Credit Points: 3 ECTS

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

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

Course Description: Der Rechtsstaat sieht sich heute vor zahlreiche neue Herausforderungen gestellt: Globalisierung, Digitalisierung, kulturelle Vielfalt, soziale Medien und nicht zuletzt der aufkeimende Populismus, der die Rechtsstaatsidee im Kern angreift.

Vor diesem Hintergrund stellt sich die Frage nach der Rolle des Staats bzw. seines Rechts: Was kann und was darf von ihm erwartet werden und wo liegen die Grenzen seines Leistungsvermögens? Diese gewichtige Frage muss aus verschiedenen Blickwinkeln beleuchtet werden.

Dazu haben wir renommierte Referenten und Referentinnen unterschiedlicher Disziplinen wie Philosophie, Psychologie oder Religionswissenschaft eingeladen. Die Vorträge und Diskussionen finden wöchentlich statt – in der Universität und online.

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

Livestream: www.collegiumgenerale.unibe.ch

Programme:

16. September 2020

Populism: Assassins or Protectors of Constitutional Rule

Prof. Dr. Cas Mudde, Public and International Affairs, University of Georgia

Per Video zugeschaltet

23. September 2020

Vergerichtlichung von Religionspolitik? Regulierung religiöser Diversität durch den Europäischen Gerichtshof für Menschenrechte

Prof. Dr. Matthias Koenig, Soziologie, Georg-August-Universität Göttingen

30. September 2020

Strafrechtliche Herausforderungen des Rechtsstaates

Prof. Dr. Felix Bommer, Rechtswissenschaft, Universität Zürich

7. Oktober 2020

Ort: Berner Amthaus

Welche Rolle spielt Verfahrensgerechtigkeit vor Gericht?

Eine psychologische Perspektive

Prof. Dr. Mario Gollwitzer, Sozialpsychologie, LMU München

14. Oktober 2020

Säkularer Staat, quo vadis? Überlegungen zur Zukunft von Staat und Religion

Dr. Ulrike Spohn, Politikwissenschaftlerin, Bielefeld

21. Oktober 2020

Solidarität und Recht: Darf gegenseitige Hilfe mittels Strafrecht erzwungen werden?

Prof. Dr. Martino Mona, Strafrecht und Rechtsphilosophie, Universität Bern

28. Oktober 2020

Kriminalität und Kriminalitätsfurcht: Wie klassische und soziale Medien zur Kluft zwischen Faktischem und Erleben beitragen

Prof. Dr. Thomas Bliesener, Direktor, Kriminologisches Forschungsinstitut Niedersachsen; Soziologie, Georg-August-Universität Göttingen

4. November 2020

Gerüchte vom gerechten Gericht

Prof. Dr. Julia Eckert, Sozialanthropologie, Universität Bern

11. November 2020

Zerstört oder ermöglicht Recht Vertrauen? Über ein ungeklärtes Verhältnis

Prof. Dr. Martin Hartmann, Philosophie, Universität Luzern

18. November 2020

Gleichheit und Freiheit auch in den Religionsgemeinschaften? Universalität der Menschenrechte und die Grenzen staatlicher Durchsetzbarkeit

Prof. Dr. Tine Stein, Politische Theorie und Ideengeschichte, Georg-August-Universität Göttingen

25. November 2020

Richterwahlen in der Schweiz: Zwischen Politik und Unabhängigkeit

Prof. Dr. Adrian Vatter, Politikwissenschaft, Universität Bern

2. Dezember 2020

Digitale Öffentlichkeiten: Medien- und Kommunikationsfreiheit als politisch-gesellschaftliche Gestaltungsaufgabe

Prof. em. Dr. Otfried Jarren, Kommunikationswissenschaft, Universität Zürich

9. Dezember 2020

Das variable Verhältnis von Rechten und Pflichten in Bürgerrepublik und heute

Prof. em. Dr. George Lohmann, Praktische Philosophie, Otto-von-Guericke-Universität Magdeburg

16. Dezember 2020

China und der Streit um die Menschenrechte

Prof. em. Dr. Heiner Roetz, Ostasienwissenschaften, Ruhr-Universität Bochum

BMZ Lecture: Fremdbilder – Selbstbilder: Juden und Christen im Mittelalter

Instructors: Annette Kern-Stähler / René Bloch / Anthony Ellis /
Katharina Heyden / Gerlinde Huber-Rebenich

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

Credit Points: 3 ECTS

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

Course Description: Die Geschichte von Christen und Juden im Mittelalter ist geprägt von Auseinandersetzungen und Begegnungen, von Gemeinsamem und Trennendem. In vielerlei Hinsicht ist es eine Geschichte, die bis heute ihre Spuren hinterlässt. Die Ringvorlesung eröffnet ein breites Spektrum von Themen zu den jeweiligen Fremd- und Selbstbildern auf jüdischer und christlicher Seite, die wir in der Bildenden Kunst, der Literatur, in theologischem Schrifttum und in histori(ographi)schen Dokumenten greifen können. Anstoss zu dieser Ringvorlesung gab das interdisziplinäre Berner SNF-Projekt (www.legejosephum.unibe.ch) zur mittelalterlichen Rezeption des jüdischen Historiographen Flavius Josephus (1. Jh. n. Chr.), die in christlichen und jüdischen Kreisen ganz unterschiedlich verlief und daher als ein Paradebeispiel dafür dienen kann, wie ein und derselbe Text von verschiedenen Interessengruppen unterschiedlich wahrgenommen und verarbeitet werden kann.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Die Studierenden:

- kennen exemplarische Selbst- und Fremddarstellungen von Juden und Christen im Mittelalter;
- können drei Beispiele in den grösseren historischen Kontext einordnen und zueinander in Beziehung setzen;
- sind mit verschiedenen Formen der Konstruktion religiöser Gruppenidentität und -alterität im Mittelalter vertraut;
- haben einen Einblick in den Umgang mit Fragen dieser Art in verschiedenen disziplinären und nationalen Wissenschaftskulturen.

Assessment (pass/fail or graded): * Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und der drei Nachbesprechungen einzelner Vorträge nach

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.8.

Ankündigung. Essay (2800 Wörter) bis Semesterende zuhanden Prof. Dr. Annette Kern-Stähler.

Submission date: Semesterende

Research Module

BA Colloquium: Language and Linguistics

Instructors: David Britain / Crispin Thurlow / Sue Fox

Times: Monday 14-16

Sessions: 14 September, 12 and 26 October, 16 November
BA Conference Friday, 11 December

Credit Points: 2 ECTS

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

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

Course Description: 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" on Monday 16 November. ALL students must then participate fully in the one-day colloquium conference on Friday 11 December.

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

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

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

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

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

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

BA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	17 September, 1 and 22 October, 5 and 26 November, 10 December
Credit Points:	2 ECTS

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:

North American Literature II

Instructor:

Thomas Claviez

Time:

Thursday 10-12

Sessions:

17 September, 1 and 22 October, 5 and 26 November,
10 December

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Virginia Richter

Time: Thursday (see times below)

Dates: 24 September, 10-11; 22 October, 9-13; 3 December, 9-13

Credit Points: 2 ECTS

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

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

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

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

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature

Exam: Advanced Readings in Linguistics and Literature

Supervisor: Gwynne Mapes

Dates: Exam Date: 8 December 2020 16-17
Resit Date: 5 February 2021 16-17

Credit Points: 3 ECTS

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

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

Texts: The core reading list has three parts:

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

Please consult the Reading List on the Department Webpage:

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

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

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

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

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

MA STUDIES

Specialisation Language Linguistics

Foundation Lecture: Language and Society

Instructor: David Britain

Times: Tuesday 10-12

Credit Points: 3 ECTS

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

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

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

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

Assessment (pass/fail or graded): a 90 minute exam for 4 ECTS (graded), a 90 minute exam (with fewer questions) for 3 ECTS (pass or fail). * The exam will be at 10.00 on Tuesday, 8 December 2020, the resit exam at 14.00 on Friday, 8 January 2021.

Exam Date: Tuesday, 8 December 2020 10-12

Resit Date: Friday, 8 January 2021 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 8.

Lecture:	Sounds of Language: Phonetics and Phonology
Instructor:	Franz Andres Morrissey
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Course Description: This lecture deals with the sound system of English, supplemented with the analysis of sounds in other languages which students may be familiar with. It is meant to further the understanding of the insights developed in the lectures on speech sounds in Introduction to linguistics and to supply students with the tools to analyse phenomena relating to the sounds of English(es), and for higher semester students to refresh their understanding.

In a first part we will explore how speech sounds are produced and how they can be described systematically. This part will also include some transcription practice and the terminology related to it, which will be a crucial basis for a variety of analytical tasks in the second half. In the second part, using the descriptions of speech sounds, with which we have familiarised ourselves so far, we will focus on the sound system of English. We will explore the ways in which sounds influence each other in spoken language, how fluent speech affects pronunciation and what effect this has on possible combinations of speech sounds in English words. We will then go beyond individual sounds and consider the nature of syllable formation in English, of rhythm and intonation. In a final part we will look at applications of phonetics and phonology in practical research, particularly in the reconstruction of older forms of the language and in determining dialects of English, for which we will consider examples from various speakers and the way in which they adopt features of the reference dialects in order to fit in with a group they want or consider themselves to be part of.

Required Reading: There will be a booklet to work with. This will be on sale in the first session

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

- have improved their skills in transcribing phonetically;
- have refreshed their ability to describe and categorise speech sounds;
- be familiar with the phonology of fluent speech;
- know how stress assignment works;
- have an improved understanding of suprasegmental phonology;
- understand the workings of prosody;
- have explored practical applications of phonetics and phonology, both for diachronic and synchronic phenomena.

Assessment (pass/fail or graded): *Three mini-exam at dates to be indicated in the first session, pass/fail as well as graded.

Seminar:	Language and Waste
Instructor:	Crispin Thurlow
Time:	Tuesday 12-16
Dates:	15 September, 13 and 27 October, 10 and 24 November, 8 December
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

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 the “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 “blocked” MA seminar is being as a follow-up to a BA seminar taught in Spring 2020 under the auspices of the UniBe’s *Promotion of Sustainable Development in Teaching* scheme. As before, the seminar is designed as a “laboratory course” which means it hinges on 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. You will work either in pairs or small groups of three, then expected to teach and demonstrate your research in a session on Tuesday 24 November. *NOTE: Four or five foundational readings must be completed – with extensive notes prepared – before our first meeting on Tuesday 15 September; you will be given these readings in advance.*

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 partnerships (depending on the size of the class), each charged with doing primary and secondary research and presenting the outcomes to the rest of the class. In order to pass the seminar (i.e. for 4 ECTS) students will be required to undertake the following coursework (each is needed for a pass): (1) students will be expected to engage fully with all in-class discussions and complete any quizzes based on the required readings; (2) as your primary coursework obligation, students will work with your research cluster to introduce other students to two or three key readings organized around a demonstration of some indicative empirical evidence (hence “data demos”); and (3) students may be required to sit a short review test in Session 7 addressing material covered during the three student-led presentations and data demonstrations.

Assessment (graded):* Students taking this seminar for 7 ECTS (i.e. seeking a grade for the seminar) will, in addition to the basic coursework above, be expected to implement and write up the research project presented during the semester. This will take the form of a 3,000- to 4,000-word research paper, following conventional academic journal article format and style.

Deadline for Assessed Work: Friday 18 December 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 Focus Module registration requirements and deadlines on p.X.

Seminar:	Critical Readings in Discourse Studies
Instructor:	Sue Fox
Times:	Wednesday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description:

The aim of this seminar is to conduct close readings of up-to-date articles that are representative of work currently conducted in various topics within the field of discourse studies. We will be considering some of the initial work carried out within the topic and examining how these articles have elaborated on or developed the earlier work. In addition to discussing the content and topic of the article, we will also be addressing how to get the most from reading a scientific paper and how to form an educated opinion on the subject matter. The process will involve step-by-step guidance on how to approach and evaluate an article, including how to identify both the 'big' and the 'specific' questions that the paper is trying to answer, how to read and interpret the results of the research and how to carefully evaluate and analyze the text's ideas, to understand how and why it is constructed and presented, and to develop a response to that text.

Required Reading: Readings will be made available on ILIAS and the text must be read before the session; your knowledge of it may be subject to examination.

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

- will be familiar with current work on research topics within the field of discourse studies;
- will have developed critical reading and writing skills;
- will be able to appraise and respond to the views and presentations of others as found in published texts as well as in class.

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

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

Deadline for Assessed Work: Friday, 8 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Specialisation Literature

Foundation Lecture:	Literary Theory
Instructor:	Thomas Claviez
Times:	Wednesday 10-12
Credit Points:	3 ECTS

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

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

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

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

Exam Date: Wednesday, 16 December 2020 10-12

Resit Date: Wednesday, 13 January 2021 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p. 8.

Lecture: *American Genesis: US history, politics and culture from Puritanism to the Civil War*

Instructor: Thomas Claviez

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

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

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

- Have familiarized themselves with the most important events and developments – literary, political, historical – of the US between 1620 and 1865;
- Have a firm grasp of the connections between literary and cultural eras – Puritanism, Early Republic, Romanticism, Realism – and their historical contexts;
- Are able to recognize distinctive features of these eras.

Assessment (pass/fail or graded): * Pass/fail and graded. ‘Pass’ requires regular attendance; a grade requires a successful exam done at the last session of term.

Exam date: Wednesday, 16 December 2020 14-16

Resit date: Wednesday, 13 January 14-16

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either “ungraded” or “graded”. Please note the registration deadlines on p.8.

Lecture:	American Drama
Instructor:	Thomas Austenfeld
Time:	Wednesday 16-18
Credit Points:	3 ECTS

Course Description: This lecture class will offer an overview of American drama as a mirror of America's social history.

Rejected by the original Puritan settlers, American drama first attempted to separate from British models in the early Federal period (Royall Tyler's *The Contrast* 1787), then took a detour into melodrama (Dion Boucicault's *The Octoroon* 1859). From the early nineteen-teens onwards, the Provincetown Players provided a fresh, experimental theater that thrust Eugene O'Neill (*Servitude* 1914) and Susan Glaspell (*The Verge* 1921), among others, into the spotlight. A normative American domestic drama was firmly established with Thornton Wilder's *Our Town* (1938).

A post-WW II "golden age" of American drama was ushered in by Tennessee Williams (*The Glass Menagerie* 1944) and Arthur Miller (*All My Sons* 1947). African American women writers like Lorraine Hansberry (*A Raisin in the Sun* 1959), Ntozake Shange (*For Colored Girls Who Have Considered Suicide / When the Rainbow Is Enuf* 1976/2010), and Rita Dove (*The Darker Face of the Earth* 1994) found drama a congenial mode for the expression of simmering racial conflicts. David Henry Hwang (*M. Butterfly* 1988) and David Mamet (*Oleanna* 1992) explored Asian-American identity and gender-bending along with, respectively, political correctness and sexual harassment, while Tony Kushner's *Angels in America* (1991) became the lasting expression of the AIDS crisis.

American musical theater established itself as a potent social and economic force with Rodgers and Hammerstein's *Oklahoma!* (1943), inaugurating another "golden age" in musicals on and off Broadway. In recent decades, American drama has mutated into episodic "dramas" streamed online.

Along with a dozen or so significant plays that have earned canonical status, we will study key critical interventions from Alexis de Tocqueville to Stephen Sondheim and from Rollin Lynde Hartt to Tony Kushner.

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

- Competently approach American social history through American drama
- Identify key themes and dramatic methods associated with major American dramatists
- Critically evaluate selected critical statements on American drama and theater history

Assessment (pass/fail or graded): I will gladly read final exams either for the pass/fail or the graded option. *

Exam date: 2 December 2020

Resit date: According to agreement with the lecturer

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.8.

BMZ Lecture: Fremdbilder – Selbstbilder: Juden und Christen im Mittelalter

Instructors: Annette Kern-Stähler / René Bloch / Anthony Ellis /
Katharina Heyden / Gerlinde Huber-Rebenich

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

Credit Points: 3 ECTS

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

Course Description: Die Geschichte von Christen und Juden im Mittelalter ist geprägt von Auseinandersetzungen und Begegnungen, von Gemeinsamem und Trennendem. In vielerlei Hinsicht ist es eine Geschichte, die bis heute ihre Spuren hinterlässt. Die Ringvorlesung eröffnet ein breites Spektrum von Themen zu den jeweiligen Fremd- und Selbstbildern auf jüdischer und christlicher Seite, die wir in der Bildenden Kunst, der Literatur, in theologischem Schrifttum und in histori(ographi)schen Dokumenten greifen können. Anstoss zu dieser Ringvorlesung gab das interdisziplinäre Berner SNF-Projekt (www.legejosephum.unibe.ch) zur mittelalterlichen Rezeption des jüdischen Historiographen Flavius Josephus (1. Jh. n. Chr.), die in christlichen und jüdischen Kreisen ganz unterschiedlich verlief und daher als ein Paradebeispiel dafür dienen kann, wie ein und derselbe Text von verschiedenen Interessengruppen unterschiedlich wahrgenommen und verarbeitet werden kann.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Die Studierenden:

- kennen exemplarische Selbst- und Fremddarstellungen von Juden und Christen im Mittelalter;
- können drei Beispiele in den grösseren historischen Kontext einordnen und zueinander in Beziehung setzen;
- sind mit verschiedenen Formen der Konstruktion religiöser Gruppenidentität und -alterität im Mittelalter vertraut;
- haben einen Einblick in den Umgang mit Fragen dieser Art in verschiedenen disziplinären und nationalen Wissenschaftskulturen.

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

Submission date: Semesterende

* Lectures are usually assessed as pass/fail but may also be awarded a grade; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines on p.8.

Seminar:	“Has not a Jew Eyes?” Medieval and Early Modern Antisemitism
Instructors:	Annette Kern-Stähler / Nicole Nyffenegger
Times:	Thursday 14.15-16.00 BUT 17.15-19.00 on the following dates: 24 September, 8 October, 19 and 26 November
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: In 1290, Edward I expelled all the Jews from England, where they were not permitted to return until the mid-seventeenth century. Yet, despite their physical absence, Jews are very much present in medieval and early modern English literature. Texts of a variety of genres circulated antisemitic myths, such as the blood libel (which accused the Jews of murdering Christian children in order to use their blood for Jewish rituals), and nurtured antisemitic stereotypes like the greedy Jewish moneylender. In this seminar, we explore antisemitism in medieval and early modern English literature, from Chaucer’s “Prioress’s Tale” and Thomas of Monmouth’s “The Life and Miracles of St William of Norwich” to Shakespeare’s *Merchant of Venice* and Marlowe’s *The Jew of Malta*.

Required Reading: Three of the set texts (*Croxton Play of the Sacrament*, “The Prioress’ Tale”, *The Merchant of Venice*) must be read before the first session; your knowledge of them may be subject to examination. We recommend that you read the other texts prior to the first session, too, but these may be read in the course of the semester.

- *The Croxton Play of the Sacrament* (available on ilias)
- “The Life and Miracles of St William of Norwich” (available on ilas)
- Geoffrey Chaucer, “The Prioress’ Tale” (available on ilias)
- Christopher Marlowe, *Doctor Faustus and other Plays*, Oxford World Classics 2008 (ordered at BUGENO)
- William Shakespeare, *The Merchant of Venice*, Arden Edition 2011 (ordered at BUGENO)

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

- will be familiar with medieval and early modern texts from a variety of genres;
- will have gained a critical understanding of the history of antisemitism;
- will have deepened their understanding of the function of literature;
- will have honed their methodological approaches to literature.

Coursework (pass/fail): regular attendance, fulfilment of reading requirements, active participation, contributions to seminar sessions (written/oral assignments, tba)

Assessment (graded):* written paper of 4000 words

Deadline for Assessed Work: 1 February 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar:	Victorian Ways, Victorian Verse: Poetry in an 'Unpoetical' Age
Instructor:	Irmtraud Huber
Times:	Monday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The Victorian nineteenth century was a time of rapid and radical social, technological and scientific change. It was also the last time in which the British public looked to poetry as an authority, to poets as “unacknowledged legislators of the world” (Percy Bysshe Shelley’s famous words). Victorian poets keenly felt the burden of this responsibility but equally keenly felt that poetry was losing its cultural status in what they would frequently call their “unpoetic” or “prosaic” age. Dismissed as sentimental and moralistic by the modernists, Victorian poetry is much better than its fame. It is accessible, because it wants to communicate; it is critical, because it aims for (social, moral, spiritual) improvement; it is heterogeneous and highly inventive, because it was trying to address new realities; it is sensuous, because it wants to move the reader. In this course, students will be introduced to a broad range of Victorian poetry, covering some of the main poetic forms and formal innovations of the period (the elegy, the novel-in-verse, the dramatic monologue, the sonnet sequence, nonsense poetry), as well as some of the major thematic issues the Victorians were concerned about (science, religion, empire, the women question...).

Required Reading: Please purchase: *Victorian Poetry. An Annotated Anthology*. Edited by Francis O’Gorman. Malden, MA: Blackwell Publishing, 2004; as well as Elizabeth Barrett Browning. *Aurora Leigh* (in the Norton Critical, Oxford World Classics or Penguin Classics edition).

In preparation for the course, please read *Aurora Leigh* as well as, from the anthology, Alfred Tennyson’s *In Memoriam A.H.H. OBIT MDCCCXXXIII*. **The texts must be read before the first session; your knowledge of them may be subject to examination.**

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

- have honed their critical and close reading skills;
- are familiar with the main characteristics of Victorian poetry;
- understand some of the central intellectual, social and political concerns of the age;
- have furthered their understanding of the historical embeddedness of literary form(s).

Coursework (pass/fail): presentation and regular attendance

Assessment (graded):* coursework and seminar paper

Deadline for Assessed Work: 18 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar:	Mare Nostrum? The Mediterranean in Contemporary Literature and Culture
Instructor:	Ursula Kluwick
Times:	Monday, 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The Mediterranean has always exerted a strong pull on the European imagination, functioning as a space of desire that has attracted travellers, tourists, and holidaymakers alike. It is also associated with some of the most enduring myths in our culture, and often represented as the cradle of European civilisation. In recent years, however, other images of the region have also come to the fore, specifically in the contexts of economic recession, the refugee, and now also the corona crisis.

This course looks at representations of the Mediterranean in 21st-century English literature. It explores literary constructions of the region in terms of what Peter Holland calls “the warm south”, as a contact zone and site of cultural clash, and as a thanatoscape. We will think about “the Mediterranean” as both a region and a specific body of water, but our specific focus will be on the experience of sea and shore. We will explore how recent narrative literature engages with the culturally rich past as well as the precarious present of the Mediterranean, how Mediterranean mythology is re-worked by contemporary writers, and how experiences of cultural contact and migration are represented through a variety of different strategies. We will also look at excerpts from documentaries and nonfiction about the refugee crisis.

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

Pat Barker. *The Silence of the Girls*. London: Penguin, 2018.

Rachel Cusk. *Outline*. London: Faber and Faber, 2014.

Amitav Ghosh, *Gun Island*. London: John Murray, 2019.

Mark Haddon, *The Porpoise*. London: Penguin, 2019.

Laila Lalami, *Hope and Other Dangerous Pursuits*. New York: Harcourt, 2005.

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

- Will be familiar with the Blue Humanities;
- Will have developed familiarity with the concept of a cultural/geographical region and develop tools for analysing its representation in literary texts;
- will learn to identify and critique the notion of a Mediterranean Imaginary.

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

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

Deadline for Assessed Work: 31 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar:	Narratives of Debt
Instructor:	Viola Marchi
Times:	Wednesday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: In the wake of the global financial crisis of 2008 and its disastrous consequences, few concepts have been as discussed and contested as that of debt. But what is debt, exactly? How is it conceptualized and narrated? This seminar aims at exploring the mechanisms of indebtedness broadly understood – as an economic relation and a form of financial and political governmentality, but also in its ethical and aesthetic dimensions – through the analysis of a selection of literary and philosophical “narratives of debt.” By considering debt itself as a kind of narrative (i.e., a specific diegetic construction of time and events), and by exploring the ways in which debt is defined and dramatized across different historical periods, genres, and media, we will reflect on the ways in which literary and cultural production addresses this issue, the formal devices and narrative strategies it employs, and the relationship debt entertains with the neighboring notions of gift, promise, property, insolvency, and payback.

Required Reading: During the seminar we will be reading three novels: William Faulkner’s *Intruder in the Dust* (1948), Toni Morrison’s *Beloved* (1987), and Paul Auster’s *The Music of Chance* (1990). 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.

William Faulkner, *Intruder in the Dust*. London: Vintage, 1996.

Toni Morrison, *Beloved*. London: Vintage, 2004.

Paul Auster, *The Music of Chance*. London: Faber and Faber, 2006.

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

- will have engaged with central philosophical, cultural, and literary perspectives on debt;
- will be able to build a critical framework for the interpretation of literary texts;
- will develop their skills of close reading and critical analysis of both literary and philosophical texts;
- will have improved their writing and presentation skills.

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

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

Deadline for Assessed Work: Monday, 1 February 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Seminar:	Analyzing Digital Media
Instructors:	Deborah Madsen
Times:	Friday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description:

In this seminar we will consider the ways in which the tools of literary analysis can be applied to digital texts such as internet memes, hypertext narratives, video poems, and video games. Using analytical tools derived from hypertext theory and game studies, as well as ludology and digital narratology, we will engage with such issues as intermediality (relations between text, image, and sound); hypertextual (distributed) structurality; the creation of new genres in the born-digital environment; affectivity and the digital-interactive interface. Our discussions will be focused on how born-digital media transform inherited literary elements like character, plot, narrative agency, and generic conventions. We will also attend to the growing body of scholarly work devoted to the literary analysis of digital media.

Required Reading: We will use free Open-Access primary media so access to a computer or tablet (PC or Mac) is required but we will not use console-based media. Material can be downloaded from ILIAS unless another online source is specified.

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

- will be familiar with the primary analytical models developed for the study of digital media;
- will adopt an informed critical approach to their use of digital media;
- will be able to reflect critically on relations between literature and digital media.

Coursework (pass/fail): an oral presentation, subsequently submitted as a PowerPoint document

Assessment (graded):* 90-minute written test on 4 December. Retake exam on 11 December. Second retake for medical cases on 18 December

Deadline for Assessed Work: 18 January 2021

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

Seminar:	Medieval Tales of Exile and Migration
Instructor:	Mary Flannery / Amy Brown
Times:	Wednesday, 14–16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Cultures are shaped as much by the people they exile and exclude as they are by the people they include. The literature that engages with the movement of people away from, towards, and between different cultures has much to tell us about how home, belonging, and alienation have been understood at various points in global history. In these texts, the reasons that lie behind exile and migration may be personal, or can relate to political, religious, economic, social, or climactic pressures of one kind or another. At the heart of many of these texts is deeply felt emotion—loss, longing, hatred, fear, revulsion, love, hope, despair. By attending closely to these narratives, we gain a better understanding of how different cultures have begun or ceased to call a given location ‘home’.

Although this course will concentrate predominantly on narratives of exile and migration composed in either Old or Middle English, its themes will bring us into close engagement with issues that are as urgent now as they were centuries ago, and which have always been (and continue to be) globally relevant. Consequently, our secondary and supplementary reading will also range beyond the British Isles, as well as the Middle Ages, incorporating non-western narratives, modern adaptations of medieval texts, and contemporary accounts of exile and migration. We will investigate how different genres inflect the problem of displacement, discuss whether medieval exile is gendered, and interrogate the nexus of crusading and dispossession with the help of postcolonial studies, critical race theory, and the history of emotions. In order to relate tales of exile and migration from the deep past to our present community, we will also consider examples of exile and refugee literature of today.

Please note that this is a reading- and 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 practice writing as a craft and hone your skills in preparation for your term paper.

After registering for the course on KSL, please choose your favourite exile from literature or film 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 various genres of early and late medieval literature (elegy, chronicle, romance);
- have explored medieval conceptions of home, belonging and foreignness;
- have become familiar with tales of exile and migration from the present day;
- have engaged with current scholarly approaches to exile literature, postcolonial studies, and critical race theory.

Coursework (pass/fail): Regular attendance according to departmental policy, weekly reading, contribution to discussions, a series of writing tasks, plus one short mid-term essay (1500 words) or a presentation of an argument in a form to be discussed and confirmed with the course leaders.

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 January 2021

* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines on p.8.

Other Courses

Workshop: Performing the “Dark Ages”

Instructors: Annette Kern-Stähler/Nicole Nyffenegger

Time: Block sessions: Wednesdays 16-20 until performance on 3 November

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: The Middle Ages are often referred to as the “Dark Ages,” a period of intellectual depression, filth, and squalor, inhabited by superstitious peasants and uncultured barbarians. Sandwiched between the golden age of antiquity and its rebirth (Renaissance), the millennium of the Middle Ages was already conceived of as a dark and obscure time by the people who followed and who called themselves humanists. The boundary they drew still informs our view of the Middle Ages. In this workshop, we will explore texts and images that inform and promote the image of the “Dark Ages,” ranging from Renaissance writings to contemporary film and advertising. We will present our findings creatively: having been invited to contribute to the international dance festival “Tanz in Bern 2020,” we will prepare a short festival performance, to be staged on 3 November 2020.

Required Reading: We will upload texts in an Ilias folder “to be read before first session” along with detailed instructions. Further materials will be uploaded on Ilias throughout the term.

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

- engaged critically with the idea of the “Dark Ages”;
- gained an understanding of periodization and its pitfalls;
- experienced the value of creative work as a way to approach and present ideas about the past.

Coursework (pass/fail): A willingness to contribute actively to the creative project is key. Further, thorough preparation of set texts and presence in block sessions.

Deadline for Assessed Work: No assessed work but participation in creative project on 3 November

Workshop:	Oceanic Studies: New Approaches
Instructor:	Virginia Richter
Times:	Wednesday fortnightly 16-18 (23 September, 7 and 21 October, 4 and 18 November, 2 and 16 December; all-day workshop on Thursday 19 November)
Credit Points:	3 ECTS

Course Description: Ecocriticism, one of the most productive fields to emerge in recent years, is sometimes also referred to as the Green Humanities. This underscores the attention paid to green nature: forests, fields, nature reserves – in other words, to terrestrial spaces. Only very recently has critical attention turned to ‘blue’ nature such as oceans, lakes and rivers. This emerging interest in aquatic zones has resulted in new analytical concepts to think about nature and humankind’s place within it. If territory is firm, inhabited by humans and tied to the nation-state, the ocean is dynamic, fluid and transnational. As programmatic articles insist, the ocean is not a metaphor (of connection, flux, infinity and so on), but an arena of social interaction as well as a fluid, voluminous body that partly eludes human experience, and hence social constructivism. The ocean is also more than a surface – as which it is experienced from ships, from the shore and via satellites – but has depth, force and a three-dimensional materiality. This different ontology has resulted in new conceptualisations of identity, experience and agency; rather than positing a detached human subject, recent studies assert the corporeal experience of the ocean in various practices such as swimming and surfing, as well as the animality of the human body immersed in water and its continuity with the nonhuman world.

In class, we will discuss some of these groundbreaking contributions to Oceanic Studies, such as Astrida Neimanis, “Hydrofeminism: Or, On Becoming a Body of Water” (2012), Philip E. Steinberg and Kimerley Peters, “Wet Ontologies, Fluid Spaces” (2015) and Patricia Yaeger, “The Ocean as Quasi-Object” (2017). In the intermittent weeks, students are expected to form study groups in which they discuss a maritime literary text of their choice (e.g. Conrad, Melville), and look at it through the lens of Oceanic Studies. A guest lecture and workshop with John Brannigan (University College Dublin), one of the leading experts in the field, is a mandatory part of the course. The workshop is open to MA students and PhD candidates.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. All set texts will be uploaded on ILIAS by 15 August.

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

Coursework (pass/fail): Moderating the discussion of one session; participating in group work; presenting results of group work.

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Crispin Thurlow / Sue Fox
Time:	Monday 14-16
Sessions:	14 September, 12 and 26 October, 2 November MA Conference Friday, 27 November
Credit Points:	2 ECTS

Course Description: This research colloquium is for students who are either planning to write or are already in the process of writing their MA theses; it offers them the chance to learn about general academic communication practices, to present their own work or to learn about other people's work, and to get feedback on their ideas both from professors and from peers. Students are expected to attend three initial framing sessions: General Introduction, Writing Skills and Presentation Skills (see dates above). Students in their penultimate colloquium semester will be required to attend an additional poster preparation session on Monday 02 November. ALL students must then participate fully in the one-day colloquium conference on Friday 27 November.

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

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

Coursework (pass/fail): All registered students are expected to be present for the whole conference; they should also attend each of the three framing sessions. Students can be exempted from attending one or more of the framing sessions provided they furnish evidence to prove prior attendance during their MA (prior attendance during the BA does not count).

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

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

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

MA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	24 September, 8 and 29 October, 12 and 19 November, 17 December
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:	North American Literature II
Instructor:	Thomas Claviez
Time:	Thursday 10-12
Sessions:	24 September, 8 and 29 October, 12 and 19 November, 17 December
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Virginia Richter
Time:	Thursday (see times below)
Dates:	24 September, 11-12; 8 October, 9-12; 26 November 9-13
Credit Points:	New Study Plan: 2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

PhD STUDIES

PhD and Research Colloquium: **Modern English Linguistics**

Instructor: **David Britain**

Time: Tuesday 16-18

Course Description: This colloquium is for students preparing for and/or writing a PhD thesis under Prof Britain's supervision. We will discuss our own work-in-progress, important recent theoretical publications, as well as 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: Tuesday 10-12

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

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

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

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 14-16

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

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

PhD and Research Colloquium:	Literature
Instructor:	Virginia Richter
Time:	Block seminar
Sessions:	By appointment

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

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

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

Instructor: **Gabriele Rippl**

Time: Thursday 14-16

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.

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

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

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

Thomas Claviez: Literary theory; aesthetics and ethics; 19th and 20th century American literature; American film; ecocriticism; native American literature; American history of ideas; postcolonial theory; representations of cosmopolitanism; hospitality and otherness.

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

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

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

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

Annette Kern-Stähler: Medieval literature and culture; concepts of space; concepts of authorship; text and image; gender studies; interrelations between science and literature and

between bioethics and literature; fundamentalism and literature; Victorian literature; postmodern literature; British-German relations.

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

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

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

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

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.

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

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

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

Staff Address List Autumn Semester 2020

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

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Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral

students

Ⓜ denotes classes with pre-1800 content

Language Module:

Writing Skills I

Grammar I

Focus Module:

Contact: Globalizing Language

Literature and Nature

Core Curriculum:

Introduction to Language and Linguistics (Lecture)

Introduction to Literature (Lecture)

Earlier Englishes (Lecture)

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

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

BA and MA Colloquia together on 14 September, 12 & 26 October. BA only on 16 November and Friday, 11 December all day (BA Conference); MA only on 2 November and Friday 27 November all day (MA Conference)

^[2] **Thurlow: Language and Waste**

Block course starting second semester week. Dates: 15 September, 13 & 27 October, 10 & 24 November and 08 December

^[3] Kern-Stähler/ Nyffenegger: Performing the 'Dark Ages' (BA and **MA Workshop**)

Block Course weekly until performance on 3 November

^[5] Kern-Stähler/Richter: BA and **MA Colloquium** Medieval and Modern English Literature:

BA Colloquium on 24 September 10-12, 22 October 9-13, 3 December 9-13; MA Colloquium on 24 September 11-12, 8 October 9-12, 26 November 9-13

^[6] Rippl/Straub: BA and **MA Colloquium** North American Literature I:

BA Colloquium on 17 September, 1 & 22 October, 5 & 26 November and 10 December; MA Colloquium on 24 September, 8 & 29 October, 12 & 19 November and 17 December

^[7] Claviez: BA and **MA Colloquium** North American Literature II:

BA Colloquium on 17 September, 1 and 22 October, 5 and 26 November, 10 December; MA Colloquium on 17 September, 8 and 29 October, 12 and 19 November, 17 December

^[9] Behluli: BA Seminar Reading Contemporary Anglophone Fiction

18 September, 16, 23 and 30 October, 6, 13, 20 and 27 November, 4, 11 & 18 December

^[11] Behluli: Theories of the Novel (BA Workshop)

Preliminary meeting on Friday 18 September 14-16; Friday 4 December 14-16, Saturday 5 December 9-18, Friday 11 December 14-18 and Saturday 12 December 9-18

Additional information for regular courses

^[4] **Richter: Oceanic Studies: New Approaches (MA Workshop)**

Fortnightly starting 23 September + Thursday, 19 November 9-15

^[8] Kern-Stähler /Nyffenegger: "Has not a Jew eyes?" Medieval and Modern Antisemitism

Thursday 14-16 AND 17-19 on 24 September, 08 October, 19 and 26 November

^[10] Nyffenegger: Reading and Acting Shakespeare's Roman Plays (BA Workshop)

Biweekly starting 18 September 14-16. All further dates 14-18

