

EUCOR — English Department at the University of Basel

In this document:

- Page 1: [General Information and Contact Person](#)
- Page 2–3: [Instructions to take classes at the UHA English Department](#)
- Page 3–24: [Course Catalogue](#)

General Information and Contact Person:

- General information for EUCOR students:
<https://www.eucor-uni.org/en/studies/practical-information-students/>
- Information for incoming EUCOR students to Basel:
<https://www.unibas.ch/en/Studies/Mobility/Mobility-in-the-Region/Eucor/Eucor-In-Coming.html>
- Contact person at the English Department:
tba
- Website of the English Department:
<https://english.philhist.unibas.ch/en/studying/>

Instructions to take classes at the Basel English Department:

Steps to undertake

1. Take a look at the courses offered (see information under "Course Catalogue" in this document).
2. Decide which of the available classes at the English Department you would like to take part in. **Take note of the semester dates under <https://www.unibas.ch/en/Studies/Dates-Events/Semester-Dates.html>**
 - Fall semester: September 19 – December 23, 2022
 - Spring semester: February 20 – June 2, 2023
3. Speak to your home university's academic coordinator for your study program/EUCOR representative at your home English Department before enrolling in any classes at Basel's English Department to find out whether the class you have chosen can be recognized by your home university as part of your degree program.
 - For Freiburg students: Gert Fehlner (gert.fehlner@anglistik.uni-freiburg.de)
 - For Mulhouse students: Sämi Ludwig (samuel.ludwig@uha.fr)
 - For Strasbourg students: Rémi Vuillemin (vuillem@unistra.fr)
4. Contact the lecturer of the class you would like to take part in directly to ask whether you can be accommodated in the class. You can find the names and email addresses of lecturers in the course catalogue.
5. To ensure a spot in the selected course, please get in touch with the respective lecturer as soon as possible, the earlier the better. Some classes have limited availability.
6. Fill in a Learning Agreement EUCOR and get it signed by your home department's coordinator/EUCOR representative and by Simone Stumpf (studienberatung-dslw@unibas.ch)
7. Students attending classes at the University of Basel as part of EUCOR need to register:
8. The registration form (<https://www.unibas.ch/dam/jcr:ccc65669-875f-418c-827b->

[c5eb6e2f8719/Belegschein%20Studierende%20EUCOR%20ab%20HS%2020.pdf](https://www.unibas.ch/dam/jcr:ccc65669-875f-418c-827b-c5eb6e2f8719/Belegschein%20Studierende%20EUCOR%20ab%20HS%2020.pdf))

is to be submitted by e-mail via www.unibas.ch/studseksupport to the Student Administration Office along with a scan of a student ID valid for the corresponding semester from the relevant partner university. Students have to fill in the full two-part number (e.g. 99999-01) in the registration form

9. The IT-Services send registered EUCOR students information on activating the university email account by conventional mail. This account gives students privileges including use of public computers at the University of Basel. You will receive the information to activate your account within two weeks after handing in the registration form.
10. Registration must happen no more than four weeks after the lecture period begins.
11. The EUCOR attestation form must be used to verify class attendance. This form can be obtained from the Student Office at the University of Basel or can be downloaded here: <https://www.unibas.ch/dam/jcr:ccc65669-875f-418c-827b-c5eb6e2f8719/Belegschein%20Studierende%20EUCOR%20ab%20HS%2020.pdf>
12. At the end of February (for the fall semester) or the end of August (for the spring semester), you will receive a transcript of records via mail (including your grades and credit points)
 - Academic work is graded with pass/fail or a numeric grade. The grading scale ranges from 6 to 1; 4 is the minimum pass mark. Grades are either whole numbers or half numbers. Grade averages are rounded to one decimal place. Half tenths are rounded up.
13. **Make sure to follow your home university's instructions for outgoing EUCOR students as well** (e.g. regarding Learning Agreements, Travel Allowance etc.).
 - For Basel students: <https://www.unibas.ch/en/Studies/Mobility/Mobility-in-the-Region/Eucor/Eucor-Out-Going.html>
 - For Freiburg students: https://www.studium.uni-freiburg.de/en/counseling/exchange-programs-and-studying-abroad/eucor/outgoing-students-from-freiburg?set_language=en
 - For Strasbourg students: <https://www.unistra.fr/international/partir-a-linternational/etudiants/etudier-sur-un-campus-europeen/mobilite-libre>

Course Catalogue

In the following, you can find a list of English-language classes at the Basel English Department for the fall semester 2022 (the course catalogue for the spring semester 2023 will be released on December 5, 2022).

You can find the full list of classes here:

<https://vorlesungsverzeichnis.unibas.ch/en/semester-planning>

- "Program Structure"
- Unfold "Faculty of Humanities and Social Sciences"
- Unfold "Bachelor's Studies – Faculty of Humanities and Social Sciences" or "Master's Studies – Faculty of Humanities and Social Sciences"
- Select "English"
- Click "Apply"
- (→ "Add a search field": "Language of instruction"
- Select "English")

Fall Semester

Description	Lecturer	ECTS	Time & Place
<u>Lecture – A Survey of English Literature IV: Fin-de-Siècle to the Present</u>			
<p>Content: This is the fourth part of the survey of English literature designed to give students an overview of English literary history and culture from the early modern period to the present day. We will cover the period from the 1890s to the 'fin-de-millennium', looking at important texts, authors, movements and developments and placing them in a historical and cultural context.</p> <p>Learning objectives: Students will become acquainted with major texts and events in English literature and learn to place them in a larger cultural context. They will acquire a general framework to serve as a basis for their in-depth studies.</p> <p>Bibliography: The lecture slides will be available on ADAM. For preliminary reading you may consult "The Norton Anthology of English Literature", Vol II as well as standard literary histories available in our library.</p> <p>Assessment details: Written test (90mins) towards the end of term (pass/fail)</p>	<p>Ina Habermann (ina.habermann@unibas.ch)</p>	2	<p>Thursday, 10.15-12h HS 118, Kollegienhaus</p>

Lecture – American Literature Survey IV/IV: Postmodernism and Contemporary

<p>Content: "Postmodernism" names one of the defining moments of U.S. literary history since 1945: from the early postmodernism of the Beats, Thomas Pynchon, and Donald Barthelme to Don DeLillo's postmodernism of the 1970s and 1980s and the historiographic metafiction of E. L. Doctorow. We will explore the different varieties of postmodern literature at some length without, however, ignoring that the label by no means covers all literature produced since the end of the Second World War. Thus, other sessions focus on the wide variety of new ethnic literatures that have slowly risen to the center of attention since the 1970s, from the Native American Renaissance of writers like N. Scott Momaday, James Welch, and Leslie Marmon Silko to Toni Morrison's neo-slave narrative "Beloved" and Gloria Anzaldúa reflections on the Chicana experience in "Borderlands/La Frontera: The New Mestiza." This lecture course will end with a brief survey of contemporary developments in texts such as Mark Z. Danielewski's "House of Leaves" and Diane Williams's microstories.</p> <p>Learning objectives: You are introduced to American literary history since 1945.</p> <p>Bibliography: Recommendations for moderate weekly readings are taken from the seventh, eighth, ninth or tenth edition of Volume E (Literature since 1945) of Nina Baym (gen. ed.), "The Norton Anthology of American Literature" (New York: W. W. Norton). Copies are available at the Labyrinth bookstore. If you plan to attend more than one part of this four-part lecture course and intend to do the recommended reading, it makes sense to buy all volumes (A-B + C-E) of "The Norton Anthology of American Literature" because this is the cheaper option. Make sure you bring along the handouts for each session, including the first. They are available on ADAM, contain the lecture slides, and will facilitate your note-taking.</p> <p>Assessment details: Written test (90 mins) toward the end of term. The test is based on the lectures; the recommended weekly readings are not part of it.</p>	<p>Philipp Schweighauser ph.schweighauser@unibas.ch</p>	<p>2</p>	<p>Wednesday, 14.15-16h</p> <p>HS 118, Kollegienhaus</p>
---	--	----------	---

Lecture – Documentary Arts and Ethics

<p>Content: In his well-known essay 'Writing American Fiction' (1961), Philip Roth expresses his envy of the power of American reality which outdoes any writer's "meagre imagination" almost daily. More than fifty years later and in view of a globalised and increasingly complex information society public desire for 'authenticity' and factuality has grown evermore and cultural representations are successfully marked (and marketed) by their documentary aesthetics, as can be witnessed in a variety of documentary films, factual TV and docu-fiction. In this lecture, we will approach the frequently invoked 'documentary turn' and the increasingly blurred boundaries between fact and fiction on two levels: on the one hand, we will problematise traditional notions of the fiction/nonfiction divide, authorial intention and conventional concepts of 'authenticity', 'reality' and the politics of representation. On the other hand, we will discuss the role of the documentary in representations (literature, theatre/drama, visual arts, etc.) in postcolonial, transnational and diasporic contexts. This includes phenomena such as literary hoaxes, mockumentaries and parody journalism and hybrid genres in postcolonial creative non-fiction (e.g., life writing, testimonio, travel writing, memoirs, etc.). Texts will include works by Truman Capote, Nelson Mandela, Rigoberta Menchú, Barack Obama and Anna Deavere Smith.</p> <p>Learning objectives: This lecture introduces students to documentary genres and media and reexamines discourses of subjectivity, fictionality and authenticity in postcolonial, transnational and diasporic texts and contexts.</p>	<p>Christiane Schlote christiane.schlote@unibas.ch</p>	<p>2</p>	<p>Wednesday, 16.14-18h</p> <p>Nadelberg 6, Großer Hörsaal</p>
---	---	----------	---

<p>Bibliography: Theoretical and primary texts will be made available on ADAM.</p> <p>Assessment details: Regular and active participation, reading assignments, one written assignment (1,000-1,500 words).</p>			
<p><u>Lecture – Interpersonal Pragmatics</u></p>			
<p>Content: Interpersonal Pragmatics represents a research focus within pragmatics that sheds light on the interpersonal and relational aspect of language usage. Inspired by politeness research, this thriving field of research offers ample opportunity to delve into the understanding of human (linguistic) communication. In this course we will study classic theories of politeness research (e.g., Lakoff 1973; Brown and Levinson 1978/1987; Leech 1983) and will see how this field of research has developed in the last decades. Since the study of interpersonal pragmatics does not only include the investigation of interaction that strives for harmonious relations, we will also look at conflictual linguistic behaviour and therefore at impoliteness and rudeness. The role of emotions within interpersonal processes will be a further important research pillar.</p> <p>Learning Objectives: At the end of this course, students should be able to discuss the development of politeness research and the more recent study of impoliteness within interpersonal pragmatics; students should be able to form a critical opinion on the current debate within interpersonal pragmatics with respect to the methodological approach(es) best suited to study the relational aspect of language use; students should become aware of the interdisciplinarity of the field and be able to develop their own research questions.</p> <p>Bibliography: A selection of texts and handouts will be made available online in ADAM.</p> <p>Assessment details: Regular and active participation, written exam.</p>	<p>Miriam Locher (miriam.locher@unibas.ch)</p>	<p>2</p>	<p>Monday, 16.15-18h Großer Hörsaal, Nadelberg 6</p>
<p><u>Lecture – Intersubjectivity in Language and Social Interaction</u></p>			
<p>Content: How do people understand each other? How is social life possible? Answers to these questions lie at the heart of the notion of "intersubjectivity", which points to a grounding of knowledge about the world neither in the subject nor in the object, but somewhere in between. The course focuses on specifying this "somewhere", explaining intersubjectivity and its relevance for linguistics, particularly for research on talk in interaction. Theoretical discussions will be worked out and exemplified in empirical materials analyzed in class (especially audio/video data). The course will outline the origins of the notion of intersubjectivity in phenomenology (Husserl) and pragmatism (Mead) and the troubles encountered, leading to the interest in embodied practices (e.g., Merleau-Ponty). Various disciplinary uses of "intersubjectivity" that emerged over the last century will be discussed in relation to linguistics and social sciences. Close attention will be given to Garfinkel's move from "substantive" to "procedural" understanding of intersubjectivity, developed in Schegloff's conception of intersubjectivity for conversation analysis. Rather than being a precondition for talk-in-interaction, intersubjectivity is seen as produced and ratified in its sequentiality. The course also provides an opportunity to explore the boundaries and limits of intersubjectivity with empirical illustrations related to embodiment, human-animal interaction, and artificial intelligence.</p> <p>Learning objectives: The students will comprehend the notion of intersubjectivity and its origins. They will learn about various uses of the term in the human and social sciences.</p>	<p>Jakub Mlynár (jakub.mlynar@unibas.ch)</p>	<p>2</p>	<p>Tuesday, 16.15-18h HS119, Kollegienhaus</p>

<p>They will be able to explain the relevance and utility of studying intersubjectivity as part of investigating language through the analysis of empirical materials. They will understand the shift from substantive to procedural conception of intersubjectivity. They will be also able to specify the disadvantages of working with this notion.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> Čapek, Jakub. 2019. "Intersubjectivity and Self-awareness in Husserl and Patočka." <i>Journal of Speculative Philosophy</i> 33(3), 512–526. Reich, Wendelin. (2010). "Three Problems of Intersubjectivity—And One Solution." <i>Sociological Theory</i> 28(1), 40–63. Schegloff, Emanuel A. (1992). "Repair After Next Turn: The Last Structurally Provided Defense of Intersubjectivity in Conversation." <i>American Journal of Sociology</i> 97(5), 1295–1345. Schütz, Alfred. (1932/1967). "Chapter 3: Foundations of a Theory of Intersubjective Understanding." In A. Schütz, <i>The Phenomenology of the Social World</i> (pp. 97–138). Evanston: Northwestern University Press. Sidnell, Jack. (2014). "The architecture of intersubjectivity revisited." In N. Enfield, P. Kockelman, & J. Sidnell (Eds.), <i>The Cambridge</i> <p>Assessment details: In the last session, there will be a written exam consisting of students' brief textual responses to several questions related to the main themes of the course.</p>			
<p><u>Lecture – Research methodology in linguistics</u></p>			
<p>Content: In this course on research methodology in (English) linguistics, we will explore different ways of developing research questions, finding relevant data and the appropriate methodology to pursue our research interests. We will discuss texts on methodology but will also practice how to critically evaluate existing research papers. During the lecture there will be time for groupwork and exercises.</p> <p>Learning objectives: At the end of this course, students should have become aware of different research methodologies and their implications in linguistics. They should be more confident in critically assessing other people's research and developing their own projects.</p> <p>Bibliography: A reader with the lecture slides will be sold on demand (please see the details in the ADAM workspace on how to order the reader) and a pdf will be made available in ADAM. Further reading will be made available in ADAM.</p> <p>Assessment details: Regular and active participation, written exam.</p>	<p>Miriam Lochner (miriam.lochner@unibas.ch)</p>	<p>2</p>	<p>Tuesday, 10.15-12h HS 120, Kollegienhaus</p>
<p><u>Lecture – Usage-based models of language</u></p>			
<p>Content: Based on insights from cognitive linguistics, usage-based models of language now offer a unified account for phenomena as diverse as language evolution and change, structure and meaning, language learning and processing. The basic assumption is that the structural and communicative properties of language are a product of its use. In this lecture I will address the following issues: How did language evolve from earlier communication systems? What are the cognitive properties that allow children and adults to learn languages from language use? How does language use shape and change the system of a language? How do form and function interact?</p>	<p>Heike Behrens (heike.behrens@unibas.ch)</p>	<p>2</p>	<p>Thursday, 10.15-12h Großer Hörsaal, Nadelberg 6</p>

<p>Learning objectives: This survey is intended to familiarize students with the one of most thriving linguistic paradigms. Students will learn about the basic assumptions of contemporary linguistic theories and how it explains how cognition and communication lead to the emergence, entrenchment and change of linguistic structures.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Bybee, J. (2010). Language, usage and cognition. Cambridge: Cambridge University Press. ▪ Dąbrowska, E., & Divjak, D. (Eds.). (2019a). Cognitive Linguistics I: Foundations of Language. Berlin, Boston: De Gruyter Mouton. ▪ Dąbrowska, E., & Divjak, D. (Eds.). (2019b). Cognitive Linguistics II: A Survey of Linguistic Subfields. Berlin, Boston: De Gruyter Mouton. ▪ Dancygier, B. (Ed.) (2017). The Cambridge Handbook of Cognitive Linguistics. Cambridge: Cambridge University Press. ▪ Diessel, H. (2019). The Grammar Network. Cambridge: Cambridge University Press. ▪ Evans, V. (2019). Cognitive linguistics: A complete guide (2 ed.). Edinburgh: Edinburgh University Press. ▪ Schmid, H.-J. (2020). The Dynamics of the Linguistic System: Usage, Conventionalization, and Entrenchment. Oxford: Oxford University Press. ▪ Tomasello, M. (2019). Becoming Human: A Theory of Ontogeny. Cambridge, MA: Harvard University Press. ▪ Tomasello, M.I (2014). A natural history of human thinking. Cambridge, MA: Harvard University Press. ▪ Zima, E. (2021). Einführung in die gebrauchsbasierte Kognitive Linguistik. Berlin, Boston: De Gruyter. <p>Assessment details: test / written assessment in the final session</p>			
---	--	--	--

Seminar – Anglophone Young Adult Romance in the 21st Century

<p>Content: This seminar offers a thematic survey of young adult literature. It focuses on the current century, the flourishing of young adult narratives that emerged in the wake of the 'Harry Potter' Book Series (1997-2007), and the most recent trends the genre is exploring. "Unlike other types of popular romance, what defines young adult (YA) romance is its audience. This statement is obvious, but it also masks a complicated set of conventions and assumptions that reflect changing ideologies concerning our collective notion of 'teenagers' and what constitutes 'appropriate' reading material for them" (Allen 2021: 168). Matters get significantly more complicated if we take into consideration the recently discovered statistical fact according to which 55 per cent of YA readership is constituted by adults (Bowker Market Research, 2012).</p> <p>Learning objectives: By the end of the semester, students will...</p> <ul style="list-style-type: none"> ▪ Be familiar with the definitions, development, and cultural significance of YA romance fiction ▪ Be able to critically evaluate representative texts of the genre. ▪ Have read YA romance novels and examined these, through writing and discussion, as literary and cultural texts in order to explore the complex relationship between popular YA romance literature and its readership. <p>Bibliography: Students will choose and read three novels out of the list below. In addition, they will read the secondary article or book chapter paired with each chosen novel and uploaded on ADAM by the instructor.</p> <ol style="list-style-type: none"> 1. Han, Jenny. "To All the Boys I Loved Before". Simon & Schuster, 2014. 2. Green, John. (2012) "The Fault in Our Stars". UK: Penguin. 	<p>Franecsca Perini (francesca.pierini@unibas.ch)</p>	<p>3</p>	<p>Thursday, 14.15-16h Raum 11, Nadelberg 6</p>
---	--	----------	--

<ol style="list-style-type: none"> 3. Donnelly, Jennifer. "Stepsister" or Donnelly, Jennifer. "Poisoned". Scholastic Press, 2019 and 2020. 4. Meyer, Stephenie. "Twilight". Little Brown and Co., 2005. 5. Collins, Suzanne. "The Hunger Games". New York: Scholastic, 2008. 6. M.T. Anderson et al. "Fatal Throne: The Wives of Henry VIII Tell All". Random/Schwartz & Wade, 2018. 7. Petrus, Junauda. "The Stars and the Blackness Between Them". Dutton Books, 2019. 8. Lo, Melinda. "Ash". Brown Books, 2009 9. Albertalli, Becky. "Simon vs. the Homo Sapiens Agenda". HarperCollins, 2015. 10. Hoover, Colleen. "It Ends with Us". Atria Books, 2016. <p>Assessment details: Students are required to write and e-mail the instructor, over the course of the seminar, 3 assignments (one page each) to communicate their opinions/impressions of the readings. Please choose 3 novels from the list, read them, and read the secondary literature that goes with it (one article or book chapter, all uploaded by the instructor on ADAM). In these assignments, each student should analyse/discuss their chosen narratives supporting their claims/line of reasoning in reference to the secondary texts that are paired with the novels.</p>			
<u>Seminar - BrexLit</u>			
<p>Content: Brexit 'done', and Britain undone? This seminar focusses on 'BrexLit' as a new genre of contemporary British literature. We will look at Brexit as a political and cultural event and explore the cultural discourses of Brexit with a focus on constructions of British/English identity as negotiated in mythmaking and fiction. How is literature involved in making the case for and against Brexit, and how does it go beyond the expression of political positions?</p> <p>Learning objectives: Students will learn about Brexit and explore the role of literature in the negotiation of this historical event in Britain. They will also practice and improve their skills in analysing fictional and non-fictional texts, placing them into the appropriate cultural contexts.</p> <p>Bibliography: Texts (to be purchased):</p> <ul style="list-style-type: none"> ▪ Ali Smith, "Autumn" (2016) ▪ Jonathan Coe, "Middle England" (2018) ▪ Andrew Roberts, "The Aachen Memorandum" (1995/2012) ▪ Olumide Popoola/Annie Holmes, "Breach" (2016) ▪ Linda Grant, "A Stranger City" (2019) ▪ Further material will be made available on the ADAM server <p>Assessment details: Regular attendance, active participation</p>	Ina Haberman (ina. habermann@unibas.ch)	3	Thursday, 12.15-14h Raum 11, Nadelberg 6
<u>Seminar – Elizabeth Bishop</u>			
<p>Content: This course focuses on the complete poems of Elizabeth Bishop (1911-1979) as well as selected scholarship on Bishop's poetry. In the 43 years since her death, Bishop has come to be recognized as one of the central figures of American poetry in the 20th century.</p>	Andrew Shields (andrew.shields@unibas.ch)	3	Wednesday, 8.15-10h

<p>Learning objectives: In-depth study of the works under consideration.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> The following book by Elizabeth Bishop is required for the course: Elizabeth Bishop, "Poems", Chatto & Windus: 2011, ISBN: 978-0701186289. Students should purchase a copy of the book before the first session of the course. Copies will be available at the 'Labyrinth' bookstore, Nadelberg 17, Basel. If possible, please read the book before the semester starts. A course pack of secondary literature will be provided. The following book by Elizabeth Bishop is recommended as background but not required for the course: Elizabeth Bishop, "Prose", Chatto & Windus: 2011, ISBN: 978-0701186272. <p>Assessment details: Regular attendance, active participation</p>			Raum 11, Nadelberg 6
<p><u>Seminar – Empirical Studies of Art and Literature Reception: Experiment Design</u></p>			
<p>Content:</p> <p>In the past decades interest has grown in scientific approaches to aesthetic artefacts, may they be literary texts, visual artworks, films or even performances. This interest stems from a desire to investigate these aesthetic objects in a more rigorous, scientific way. The results of such investigations help us cultivate a deeper understanding of aesthetic phenomena and, perhaps more importantly, what they mean to individuals and societies.</p> <p>This course is open for and aimed at BA and MA students from literary studies (or any specific language studies), theatre and film studies, visual arts, musicology and media and communication studies. Be advised that the course will be in English and that you will be asked to discuss, present and write in English.</p> <p>The course comprises 4 block seminars.</p> <p>The seminars take place on these days:</p> <ul style="list-style-type: none"> Friday 23.09.2022 09:00 – 13:00 Friday 21.10.2022 09:00 – 13:00 Friday 18.11.2022 09:00 – 13:00 Friday 16.12.2022 09:00 – 13:00 <p>Learning objectives:</p> <p>The overarching learning objective is to get acquainted with scientific methods for the humanities, to understand what makes a good empirical research question, a good experiment design, and what goes into designing and developing an empirical study on literature reception.</p> <p>To achieve this aim, students will read up on scientific papers covering a range of relevant topics in the field of empirical literary studies, they will discuss these papers in class, develop their own empirical study in groups, present their work in progress and give feedback to other students' works in progress, and finally present their research plan at the end of the course in a powerpoint presentation.</p> <p>Bibliography:</p> <p>The reading list for this course will be made available 2 to 3 weeks before class.</p> <p>Assessment details:</p> <p>In between seminars you will work on developing your own empirical research project in groups, read up on empirical papers assigned to the reading list, and listen to a few online lectures on the topic. You can make an appointment to come in during office hours (Tuesday between 13:00 and 15:00 or Thursday between 10:00 and 12:00) to discuss your research project.</p>	<p>Moniek Kuijpers (moniek.kuijpers@unibas.ch)</p>	<p>3</p>	<p>Block seminar: Sept. 23, Oct. 21, Nov. 18, Dec. 16 9-13h</p> <p>please contact the lecturer for details</p>

<p>Students will give 3 presentations throughout the course, and provide peer feedback 3 times throughout the course. For each of these times, their participation in these activities will be assessed as either a pass or a fail, which at the end will be tallied up: a student needs at least 2 passes to pass the course.</p>			
<p><u>Seminar – Global Englishes</u></p>			
<p>Content: English is not only spoken in Britain, the United States, Canada, New Zealand or Australia. Classifying the 'Englishes' of the world, Kachru (1992) speaks of three 'circles': the 'Inner Circle', comprising the varieties just mentioned, the 'Outer Circle' (Bangladesh, Ghana, India, ...) and the 'Expanding Circle' (China, Egypt, Indonesia, ...). In this seminar, we will look at the types of English that exist, at questions of standard language ideology, the internationalization of English, the role of English in Asia and Europe and the future of Global Englishes.</p> <p>Learning objectives: Introduction to other varieties of English than the core national ones; raising awareness for English as an International language; introduction to key topics in the study of Global Englishes.</p> <p>Bibliography: Please purchase the following book: Jenkins, Jennifer. 2015. "Global Englishes. A Resource Book for Students". Third Edition. London: Routledge.</p> <p>Assessment details: Regular and active participation, oral presentation, written assignment</p>	<p>Miriam Lochner (miriam.lochner@unibas.ch)</p>	<p>3</p>	<p>Monday, 12.15-14h Raum 11, Nadelberg 6</p>
<p><u>Seminar – Introduction to Quantitative Text Analysis for Social Scientists in R</u></p>			
<p>Content: In this seminar, students will be taught the basics of quantitative text analysis (QTA) with R. The seminar highlights the individual steps of working with QTA, from creating and preparing a text corpus to the actual analysis and interpretation of the results</p> <p>Learning objectives: Using examples from the social sciences, students will learn the theory underlying the various methods presented. In addition, what is learned is applied in practical exercises in R.</p> <p>Assessment details: 3 exercises to be solved individually, to be handed in during the semester</p>	<p>Anthea Jeanne Alberto (antheajeane.alberto@unibas.ch)</p>	<p>3</p>	<p>Wednesday, 16.15-17.45h Seminarraum 02.004, Bernoullistraße 14/16</p>
<p><u>Seminar – Language and Emotion</u></p>			
<p>Content: Emotions have been generally acknowledged to represent the driving force behind motivation for various types of social interaction, but also thinking, memorizing and learning. In this course, different methods for the linguistic analysis of the multi-faceted relationship between language and emotion will be examined. For example, we will look at the cultural diversity and political significance of emotional language. Much importance will also be attached to the complex relationship between affect, gender and sexuality. In addition, we will explore shifting forms of emotional language in a variety of contexts, including informal usage in social media. Students have the chance to conduct their own small-scale research study on any aspect of the interrelationship between language and emotion that is covered in class.</p>	<p>Julia Landmann (julia.landmann@unibas.ch)</p>	<p>3</p>	<p>Thursday, 16.15-18h Raum 11, Nadelberg 6</p>

<p>Learning objectives:</p> <p>At the end of this seminar students</p> <ul style="list-style-type: none"> can explain the complex interrelationship between language and emotion in a variety of contexts can apply theoretical knowledge to empirical data have gained experience in conducting their own small research studies <p>Bibliography:</p> <ul style="list-style-type: none"> Introductory reading: Wilce, J. M. 2009. "Language and Emotion". Cambridge: Cambridge University Press. A comprehensive reading list, as well as selected texts, will be made available on ADAM. <p>Assessment details:</p> <p>active participation, oral presentation and a written assignment</p>			
--	--	--	--

[Seminar – Learning Context Effects \(in English\) Second Language Acquisition](#)

<p>Content:</p> <p>This seminar is a survey of learning context effect in [English] SLA. It aims to equip students with the tools to understand the key principles and practices in SLA concerning the impact of different learning environments, such as the formal instruction context, the immersion context, the naturalistic context, or the study abroad on L2 development. Some of the variables/topics to be discussed in this seminar are the role of input and interaction, tasks, relevant SLA theories (e.g., Skill Acquisition Theory by DeKeyser, 2010) and several individual difference (ID) variables that are known to be influenced by the type of learning context. By the end of this seminar, you will develop an understanding of how several L2 performance variables, along with some ID variables interact in relation to different learning environments and how L2 development is conceptualized when several different contexts are compared. Students will also be given a chance to analyze L2 performance data in light of the abovementioned variables elicited in different learning contexts.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> You will know and discuss the fundamental concepts as to learning contexts in SLA. You will be able to identify the role of input and interaction in L2 development. You will be familiar with the relevant research strand in SLA. You will be able to synthesize SLA theory and learning context research in a written assignment. You will be able to qualitatively and quantitatively analyze some contextual, performance, and ID variables and how they relate to language development. <p>Bibliography:</p> <p>All course readings are accessible on the course platform ADAM</p> <p>Assessment details:</p> <ul style="list-style-type: none"> Attendance and active participation Research report (working in pairs or individually) Mini data analysis assignment (working in pairs or individually) Presentation of the research report (working in pairs or individually). 	<p>Zeynep Köylü (zeynep.koylu@unibas.ch)</p>	3	<p>Wednesday, 10.15-12h</p> <p>Seminarraum 107, Kollegienhaus</p>
---	--	---	---

[Seminar – Literature in English: Poetry](#)

<p>Content:</p> <p>This course is the second of three English literature courses offered as part of the FW English module group. In this course students are introduced to English poetry. Students will engage in close readings of a variety of key poetic works from the 16th century to today.</p>	<p>Andrew Shields</p>	2	<p>Friday, 10.15-12h</p>
--	-----------------------	---	------------------------------

<p>In particular, students will investigate the relationships between content, context, form and feeling in their analysis of literary works and develop skills in processing and writing about poetry.</p> <p>Learning objectives: After having attended this course students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate knowledge and understanding of key poetic works and major literary trends since the 16th century ▪ demonstrate knowledge and understanding of the underlying form and structure of poetic texts and how these relate to content and meaning ▪ I negotiate between differing value systems and points of view ▪ engage with a wide range of literary texts imaginatively and through multimodal approaches ▪ analyse and critically evaluate poems in a way that is both personally meaningful and socially relevant <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ The book for the course is available through the Labyrinth bookstore, Nadelberg 17, Basel: Stephanie Burt, "Don't Read Poetry", Basic Books: 2019, 9780465094509 ▪ The course will also be based on Jim Jarmusch's 2016 film "Paterson", starring Adam Driver as a poetry-writing bus driver. Students should get a copy of the film or find a way to stream it. <p>Assessment details: Assessment for this course will be based on tasks set by the lecturer (pass/fail).</p>	<p>(andrew.shields@unibas.ch)</p>		<p>Raum 11, Nadelberg 6</p>
--	---	--	---

[Seminar – Waiting for the Man: NYC in the 1970s & 1980s](#)

<p>Content: With their 1967 debut album (produced by Andy Warhol), The Velvet Underground and German singer Nico anticipated what would harrow and delight New York City's white cultural scene in the two decades to come: heroin, sadomasochism, gender-fluidity, punk, and pop art aesthetics, much of which eventually took its toll in the AIDS pandemic of the 1980s.</p> <p>After the dreams of the hippie generation had turn into a nightmare in the late 1960s, a new scene emerged in NYC, a scene which took mutual interest in their respective artistic productions, from literature and poetry to music, painting, photography, and philosophy. One of the behind-the-scenes movers and shakers was a Frenchman, Sylvère Lotringer, who not only introduced America to the writings of philosophers like Deleuze, Guattari, Virilio, Foucault, and Baudrillard but, in 1978, also organized the Nova Convention which brought renewed interest to William S. Burroughs and featured writers from the Beat Generation, musicians like Patti Smith, Laurie Anderson and Frank Zappa, and countercultural figures like LSD guru Timothy Leary.</p> <p>Through the genres of autobiography, novels, short stories, poetry, and interviews, the seminar will explore many facets of 1970s' and 1980s' white literary and cultural scene in New York, introduce students to some of the major works of the time in literature and beyond, discuss the innovations and limits of different forms and styles of writing and the ways literature depicts and describes a metropolis. Some of the readings include explicit passages of sex and violence.</p> <p>Students are asked to procure a copy of Patti Smith's autobiography "Just Kids" (2010) and listen to the album "The Velvet Underground & Nico" before the start of the course. Other readings will be made available or announced at the start of the seminar. Except for "Just Kids", the reading list below is only indicative.</p>	<p>Christian Hänggi (christian.haengi@unibas.ch)</p>	<p>3</p>	<p>Friday, 12.15-14h Raum 11, Nadelberg 6</p>
---	--	----------	---

<p>Learning objectives: Students will have received an insight into the multimedial nature of NYC's literary and otherwise cultural production in the 1970s and 1980s, be able to identify some of the artistic networks of the time, recognize the innovations, benefits, and limits of different styles of writing, and have an understanding of the ways in which literature can shape our image of an urban space.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Acker, Kathy. 'New York City in 1979' in "Hannibal Lecter, My Father". Semiotext(e), 1991. ▪ Anderson, Laurie. "Big Science". Warner Brothers Records, 1982. Music album. ▪ Baudrillard, Jean. "Screened Out". Excerpts. London/New York: Verso, 2002. ▪ Lotringer, Sylvère. "I Was More American than the Americans". Zürich-Paris-Berlin: Diaphanes, 2021. ▪ Smith, Patti. "Just Kids". New York: HarperCollins, 2010. ▪ Smith, Patti, "Horses". Arista Records, 1975. Music album. ▪ The Velvet Underground & Nico. "The Velvet Underground & Nico". Verve, 1967. Music album. ▪ Waldman, Anne. "Fast Speaking Woman". San Francisco: City Lights Books, 1975. ▪ Warhol, Andy. "The Philosophy of Andy Warhol (From A to B & Back Again)". New York: Harcourt Brace Jovanovich, 1975. 			
--	--	--	--

[Seminar – Writing Under Obama: African-American Fiction and Non-Fiction of the 2010s](#)

<p>Content: This seminar explores a variety of African-American writings, both fictional and non-fictional, published since 2010, in the decade that saw the first black President of the United States. Claudia Rankine's "Citizen: An American Lyric" (2014) is a genre-bending, award-winning text that mixes poetry, the essay, and images to explore the reality of race in the United States, from microaggressions to racial incidents in the career of Serena Williams, to the killing by a neighborhood watchman of unarmed black teenager Trayvon Martin. Ta-Nehisi Coates wrote "Between the World and Me" (2015) following a meeting with sitting U.S. President Barack Obama. Penned as an angry letter to his teenage son, Coates, a prolific journalist for "The Atlantic", explores the ongoing history of violence against African-Americans, drawing on his own experience to inquire into what it means to inhabit a black male body in the United States. Published near the beginning of the decade, Teju Cole's second novel "Open City" (2011) is a much less angry text that for the most part follows its protagonist Julius's dreamlike walks through New York City, a city that the half-Nigerian, half-German immigrant encounters as a multiracial space. Major writer Colson Whitehead's novel "The Underground Railroad" (2016) takes us back into the nation's past to reimagine the underground railroad, the network safe houses and secret routes that 19th c. African-American slaves used to escape into free states, as an actual subway. Our seminar will explore the diverse ways in which these texts by African-Americans comment both on the U.S. past and on the state of the nation presided over by 'one of their own', Barack Obama, the 44th President of the United States.</p> <p>Learning objectives: Students learn about the wide variety of African-American fictional and non-fictional responses to a decade in American history that is marked by the first black presidency</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Claudia Rankine's "Citizen: An American Lyric" (2014) ▪ Ta-Nehisi Coates's "Between the World and Me" (2015) ▪ Teju Cole's "Open City" (2011) ▪ Colson Whitehead's "The Underground Railroad" (2016) must be purchased and read before the semester begins. We will start with "Citizen: An American Lyric". Copies of all books have been ordered at Labyrinth bookstore. 	<p>Philipp Schweighauser ph.schweighauser@unibas.ch</p>	<p>3</p>	<p>Wednesday, 10.15-12h Raum 11, Nadelberg 6</p>
--	---	----------	--

<p>You might want to consider supporting your local bookstore.</p> <p>Assessment details: course readings, regular attendance, active participation</p>			
Proseminar – Introduction I: Literary Studies			
<p>Content: This course offers an introduction to the study of literature. Details will be announced at the beginning of term.</p> <p>Learning objectives: Students will acquire the methodological tools necessary for the analysis of literary texts. The course will focus on the three main genres of literature (poetry, prose, and drama) and introduce students to important periods in literary history (from Early Modern to the present). In addition, students will become acquainted with the basics of film analysis. They will also learn how to conduct research and how to engage in academic discourse.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Shakespeare, William. "Twelfth Night". London: Arden (3rd Series), 2008. ▪ Brontë, Charlotte. "Jane Eyre". London: Penguin Books Ltd., 2012. ▪ "The Big Lebowski". Dir. Joel Coen. DVD/Blu-ray <p>Please note specific editions! The specified editions of books will be available for purchase from 'Labyrinth' (Nadelberg 17) and should be purchased during the first week of classes. All further texts will be made available on ADAM and the film will be screened during the semester.</p> <p>Assessment details: Regular attendance, active participation, reading quizzes (in some sections), one critical paper</p>	<p>Group 1: Ina Habermann (ina.habermann@unibas.ch)</p> <p>Group 2: Philipp Schweighauser (ph.schweighauser@unibas.ch)</p> <p>Group 3: Thomas Manson (thomas.manson@unibas.ch)</p> <p>Group 4: Daniel Ortiz (daniel.ortiz@unibas.ch)</p>		<p>Group 1: Monday, 14.15-16h Großer Hörsaal, Nadelberg 6</p> <p>Group 2: Tuesday, 8.15-10h Raum 11, Nadelberg 6</p> <p>Group 3: Wednesday, 16.15-18h Raum 11, Nadelberg 6</p> <p>Group 4: Friday, 10.15-12h Großer Hörsaal, Nadelberg 6</p>
Proseminar – Introduction to English Linguistics I: Structure and use			
<p>Content: This is the first of three required proseminars in the module 'Introduction to English Linguistics'. In this course, students will learn about and practice analysing the core structural features of language. Thus, the course first considers what language and linguistics is and then introduces the areas of phonetics, phonology, morphology and approaches to syntax. The notion of linguistics as an empirically based discipline is emphasised throughout the course. Assessment of the course is by three quizzes set within the course.</p> <p>Learning objectives: Students will develop a basic understanding of core linguistic features and terminology. The groundwork is laid for more developed study in the two following semesters.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Please buy the following text book before the first session: Bieswanger, Markus & Becker, Annette (2021). Introduction to English Linguistics (5th 	<p>Group 1: Julia Landmann (julia.landmann@unibas.ch)</p> <p>Group 2: Julia Landmann (julia.landmann@unibas.ch)</p>	3	<p>Group 1: Monday, 10.15-12h Großer Hörsaal, Nadelberg 6</p> <p>Group 2: Monday, 14.15-16h Raum 11, Nadelberg 6</p>

<p>ed.). Utb.</p> <ul style="list-style-type: none"> All additional texts will be made available on ADAM. <p>Assessment details: Quizzes conducted during the course and active participation in the course (discussion, worksheets) are the bases of the evaluation</p>	<p><u>Group 3:</u> Carolin Debray (carolin.debray@unibas.ch)</p> <p><u>Group 4:</u> Julia Landmann (julia.landmann@unibas.ch)</p>		<p><u>Group 3:</u> Wednesday, 12.15-14h Raum 11, Nadelberg 6</p> <p><u>Group 4:</u> Thursday, 12.15-14h Großer Hörsaal, Nadelberg 6</p>
---	---	--	---

Proseminar – Introduction to English Linguistics III: Language and the mind

<p>Content: This course is an introduction to the cognitive dimensions of language. It focuses on the ways people use linguistic structures to produce and construe meaning by providing an outline of the central concepts of cognitive linguistics (CL). CL describes linguistic patterns on the basis of general cognitive processes of knowledge formation; it thus offers an interesting model of how our use of words and syntactic patterns is derived from basic experiences and concepts. Sociocognitive theories focus more closely on the dynamic and context-specific construction of meaning in language use.</p> <p>The course sketches various areas of CL, such as language acquisition, cognitive semantics and pragmatics, and linguistic relativity. It provides you with the corresponding theoretical apparatus as well as some basic methods of analysis. In a next step, you will learn to apply this knowledge to the analysis of concrete linguistic data.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> You know the fundamental theoretical concepts of CL. You can apply these concepts to analyses of linguistic data. You define and discuss a key theoretical notion in a written assignment. <p>Bibliography: Course readings are accessible on the course platform ADAM.</p> <p>Assessment details:</p> <ul style="list-style-type: none"> Attendance and active participation Written assignment Group presentation 	<p>Group 1: Zeynep Köylü (zeynep.koylu@unibas.ch)</p> <p>Group 2: Thomas Messerli (thomas.messerli@unibas.ch)</p> <p>Group 3: Thomas Messerli (thomas.messerli@unibas.ch)</p>	<p align="center">3</p>	<p>Group 1: Tuesday, 14.15-16h Raum 11, Nadelberg 6</p> <p>Group 2: Wednesday, 14.15-16h Raum 11, Nadelberg 6</p> <p>Group 3: Thursday, 8.15-10h Großer Hörsaal, Nadelberg 6</p>
--	---	-------------------------	--

Proseminar – Literature and Gender

<p>Content: Our language and everyday practices, such as ordering a new passport (in CH), ask us to identify as either female or male; but what about non-binary people? Literature has long taught us that gender is far from fixed let alone dichotomous.</p>	<p>Daniela Keller</p>	<p align="center">3</p>	<p>Friday, 14.15-16h</p>
---	-----------------------	-------------------------	--------------------------

<p>We will explore texts that undermine the heteronormative discourse and tackle topics such as gender fluidity and sexuality. Our discussion will begin with Virginia Woolf's canonical novel "Orlando" and end with contemporary explorations of gender. We will read novels, short stories and poems as well as theory to acquire a profound understanding of gender's complexity.</p> <p>Learning objectives: Students will deepen their knowledge of gender/queer theories and refine their critical reading skills. The thematic focus on gender allows them to draw comparisons between the texts and to help them identify gender's multiple facets.</p> <p>Bibliography: Please purchase and read the following novels (which will be discussed in this order):</p> <ul style="list-style-type: none"> ▪ Woolf, Virginia. "Orlando". 1928. Oxford UP, 2015. ▪ Smith, Ali. "Girl Meets Boy". 2007. Canongate, 2008/2018. ▪ Evaristo, Bernardine. "Girl, Woman, Other". 2019. Penguin, 2020. ▪ Azumah Nelson, Caleb. "Open Water". 2021. Penguin, 2022. <p>The books are available at the Labyrinth bookstore (Nadelberg 17). Further reading material will be made available on ADAM</p> <p>Assessment details: Regular attendance, active participation and one writing assignment</p>	<p>(daniela.keller@unibas.ch)</p>		<p>Seminarraum 212, Kollegienhaus</p>
<p>Proseminar – Making Odd: Ursula K Le Guin, Donna Haraway, Audre Lorde</p>			
<p>Content: "Searoad," Ursula Le Guin's interwoven short stories located in an imagined Oregon coastal resort, is in my view one of the finest pieces of writing ever. The stories, rich in environment, personalities and identities, provoke a fantastical imagination of the ways in which location, space, period, time, and individual egos interweave as the fabric of community, and social & political relations. Bearing down in a different and self-consciously feminist direction is the poetry of Audre Lorde an unlikely contemporary of Le Guin's and in many ways equally concerned with how the world should be unstraightened. Finally, the position of Donna Haraway as a critic who undoes fatalism, determining that we are necessarily ensconced in a multiplicity of environments of which we are less than keepers and little more than interactants. Haraway also provides routes for us to determine ways in which we can keep the world odd and still make it our shared home, despite the encroaching devastating effects of environmental damage for which solely humans are responsible. As a triad, the three thinkers thus provoke different ways to essentially confront environment, time, space and selfhood.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ▪ Students will become familiar with the work of the three authors, especially with considering the particular feminist perspective that is articulated in these writers. ▪ Students will further their critical approach to text and to authorship, including inter-relating various primary texts in meaningful ways. ▪ Students will learn to consider formats and genres as not only form but as content ▪ Students will have the opportunity to write a Proseminar paper attached to the course. <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Ursula Le Guin: "Searoad" (1991) the complete work to be acquired and read ▪ Donna Haraway: "Simians, Cyborgs and Women: The Reinvention of Nature" (1991) ▪ "Staying with the Trouble" (2016) extracts provided ▪ "The Collected Poems of Audre Lorde" extracts provided <p>Students should be prepared to read the whole of "Searoad", and lengthy sections of Haraway's work. Audre Lorde's poetry will also constitute an important part of the course but the quantity of reading is less</p>	<p>Peter Burleigh (p.burleigh@unibas.ch)</p>	<p>3</p>	<p>Tuesday, 10.15-12h Großer Hörsaal, Nadelberg 6</p>

Proseminar – Reconstructing the Past: Memory and Literature

<p>Content: According to Aleida Assmann, we do not remember our own past in a series of unchanging images of what 'actually' occurred, but in a complex process of reconstruction that draws on past events as well as on present circumstances. This complicates our understanding of 'remembering' and 'recollection', as these facets are steered by our present ideologies and the power structures to which we are subjected. What does this mean for literary texts? Literary works are often acts of remembering, yet they are also shaped by contemporary contexts and inform dominant discourses. This proseminar will explore how texts deal with memory, focusing particularly on migration, trauma, and cultural memory, among other aspects. Students will gain a theoretical foundation with which to interpret a range of short stories ("The Truth of Fact, the Truth of Feeling" by Ted Chiang, "How to Tell a True War Story" by Tim O'Brien and others) and Toni Morrison's "Beloved". By the end of the course, students will have an overview of how various texts might approach memory, and of the role that memory plays in literary texts.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ▪ Students will gain an overview of a range of approaches to memory, especially with regard to cultural memory, migration and trauma. ▪ Students will attain a nuanced understanding of how literary texts conceptualise memory and how memory in turn shapes these texts. <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Students should purchase and read Toni Morrison's "Beloved" ▪ All required theoretical texts and short stories will be made available on ADAM <p>Assessment details: Regular attendance, active participation (including two class inputs that require additional reading) and one written assignment.</p>	<p>Tamara Dima Imboden (tamara.dima@unibas.ch)</p>	<p>3</p>	<p>Thursday, 14.15-16h</p> <p>Großer Hörsaal, Nadelberg 6</p>
--	---	----------	---

Lecture with colloquium – Introduction to African Studies

<p>Content: This interdisciplinary course serves as an introduction to African Studies in Basel and addresses both MA African Studies students and all students interested in the field. The course is structured as a migrating lecture series, introducing students to the various focus areas as well as associated partner institutions that constitute the broader African Studies network in Basel. Each focus area will be introduced by experts and take place in a different location relevant to that focus area, thereby offering insights not only into the theory but also the applied practice and current research projects.</p> <p>The general introduction provides the theoretical and historical foundations of this inter/transdisciplinary field with questions of coloniality, racism, and positionality as ongoing concerns. The course offers the opportunity to engage directly topics, persons, and places that reflect the multifaceted ways African Studies can be studied at this university. The introduction is clustered into thematic and regional blocks, each followed by a session dedicated to further discussion, reflection and consolidation.</p> <p>Special event: Namibia Research Day</p> <p>Bibliography: Reading list to be announced</p>	<p>Kadiatou Nenein Diallo (k.diallo@unibas.ch)</p> <p>Luregn Lenggenhager (luregn.lenggenhager@unibas.ch)</p> <p>Giorgio Miescher (giorgio.miescher@unibas.ch)</p> <p>Henri-Michel Yéré (h.yere@unibas.ch)</p>	<p>3</p>	<p>Friday, 9.15-11.45h</p> <p>Seminarraum 00.004, Rheinsprung 21</p>
--	---	----------	--

	James Lawrence Zimmermann Merron (james.merron@unibas.ch)		
Course – Academic Writing in English I			
<p>Content: This is the first of three required courses in the module Introduction to Academic Communication in English (ACE). In Academic Writing in English 1 (AWE1), students will learn the key structural components of expository writing - thesis statements, paragraphing, transitions and developing an argument. The course is conducted with input from the instructor and workshop activities in class involving individual, pair and group work. Instruction is also driven by feedback from written assignments. In this term, the course content will be linked to a selection of short stories by Anglophone writers from all around the world. Assessment of the course is by four written exercises assigned regularly throughout the course. Students must satisfy the requirements of this course before they may pass into AWE2.</p> <p>Learning objective: Students will learn and practise the key structural components of expository academic writing.</p> <p>Bibliography: A course pack of stories to be read for the course will be provided by the instructors.</p> <p>Assessment details: Written assessments</p>	<p>Group 1: Andrew Shields (andrew.shields@unibas.ch)</p> <p>Group 2: Peter Burleigh (p.burleigh@unibas.ch)</p> <p>Group 3: Peter Burleigh (p.burleigh@unibas.ch)</p> <p>Group 4: Andrew Shields (andrew.shields@unibas.ch)</p> <p>Group 5: Andrew Shields (andrew.shields@unibas.ch)</p>	3	<p>Group 1: Tuesday, 8.15-10h Großer Hörsaal, Nadelberg 6</p> <p>Group 2: Tuesday, 14.15-16h Großer Hörsaal, Nadelberg 6</p> <p>Group 3: Wednesday, 12.15-14h Großer Hörsaal, Nadelberg 6</p> <p>Group 4: Thursday, 8.15-10h Raum 11, Nadelberg 6</p> <p>Group 5: Thursday, 10.15-12h Raum 11, Nadelberg 6</p>
<u>Course – Creative Writing: Songs and Poems Were All We Needed</u>			
<p>Content: A Workshop in Songwriting and Poetry</p>	Andrew Shields	3	Friday, 8.15-10h

<p>Learning objectives: To develop skills in songwriting and poetry writing</p> <p>Bibliography: Materials will be provided by the instructor</p> <p>Assessment details: Regular attendance, participation, and writing</p>	<p>(andrew.shields@unibas.ch)</p>		<p>Raum 11, Nadelberg 6</p>
<p><u>Course – How to read films</u></p>			
<p>Content: We all seem to think we know how to watch, interpret, and criticize films - perhaps more than any other cultural form. Yet film theory has a considerable and complex history running from classic avant-garde or formalist approaches, through structuralism, to psychological, feminist and philosophical approaches. This ACE 3 course will consider some of the basic tools with which we can approach films & film to enable critical readings of some classic moments in cinema. The course will take examples from a wide-range of film genres as content. In the expression of close critical readings, students will produce three pieces of academic writing on film. Films will be made available for viewing on your own throughout the semester..</p> <p>Learning objectives: Students will learn specifically about the films from the canon, and more generally about ways to approach film through various critical frameworks. They will refine their analytical skills, their ability to apply theory and form research questions, and practice discussing their own critical readings of film in writing.</p> <p>Bibliography: We will refer to the following films</p> <ul style="list-style-type: none"> ▪ "La Pointe Courte" (Agnes Varda 1955) ▪ "A Taste of Honey" (Tony Richardson 1961) ▪ "A Woman Under the Influence" (John Cassavetes 1974) ▪ "Jeanne Dielman, 23 Commerce Quay, 1080 Brussels" (Chantal Ackerman 1975) ▪ "Orlando" (Sally Potter 1992) ▪ "The Arbor" (Clio Barnard 2010) <p>Films will be made available for viewing on your own throughout the semester.</p> <p>Assessment details: Assessment will consist of continuous participation in the course, minute taking or a short presentation, and one written assignment in response to an aspect of the course.</p>	<p>Peter Burleigh (p.burleigh@unibas.ch)</p>	<p>3</p>	<p>Wednesday, 14.15-16h</p> <p>Großer Hörsaal, Nadelberg 6</p>
<p><u>Course – Know Your Place: class in in Britain</u></p>			
<p>Content: This course addresses the tendencies for British culture and identity to circulate around class. We will consider mainly renderings of class and its analysis from mid twentieth-century up to the present day. This will mean we examine from early cultural theorists such as Richard Hoggart and Raymond Williams, expanding on Stuart Hall and Dick Hebdige, through to Annette Kuhn, Angle McRobbie and Irit Rogoff: considering key figures in the British cultural studies canon. We will also address case studies of class, class positioning, and practices and artefacts that specifically address class or are its products. Including material from personal diaries, photography, film, TV, fashion, music and sport as well as economic and political positions.</p>	<p>Peter Burleigh (p.burleigh@unibas.ch)</p>	<p>3</p>	<p>Wednesday, 10.15-12h</p> <p>Großer Hörsaal, Nadelberg 6</p>

<p>Learning objectives: Students will learn about the key figures in 20th- and 21st-century British cultural studies, and will acquire tools for analysis through readings, case studies and application in group and plenary work.</p> <p>Bibliography: A reader of theory texts, practical readings, and voices from the working class will be made available at the beginning of the term.</p>			
<u>Research Seminar – Climate Fictions</u>			
<p>Content: In the developing field of twenty-first-century U.S. literature, climate fictions are a prominent presence. Most often, these fictions acknowledge that climate change is caused by human activity. This is the case for two of the novels we will read and discuss: Omar El Akkad's "American War", which envisions a second American civil war after the North passes a law outlawing the use of fossil fuels, and Barbara Kingsolver's "Flight Behaviour", which tells the story of a poor young woman from the Appalachians who strikes upon millions of monarch butterflies in the valley behind her home—butterflies that left their Mexican habitat due to climate change. The third novel on our list, best-selling novelist Michael Crichton's "State of Fear", is a thriller in which environmental activists are the villains and the scientific consensus on climate change is challenged.</p> <p>Learning objectives: In-depth engagement with three substantial climate fictions</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Omar El Akkad's "American War" ▪ Barbara Kingsolver's "Flight Behaviour" ▪ Michael Crichton's "State of Fear" <p>need to be read before the beginning of the term. We will start our discussion with Kingsolver.</p> <ul style="list-style-type: none"> ▪ Additional texts will be made available on ADAM. <p>Assessment details: Regular and active participation</p>	<p>Philipp Schweighauser (ph.schweighauser@unibas.ch)</p>	4	<p>Tuesday, 14.15-16h</p> <p>Seminarraum 107, Kollegienhaus</p>
<u>Research Seminar – Cognitive Linguistics</u>			
<p>Content: Cognitive Linguistics addresses the structure and emergence of meaning and grammar from a functionalist, usage-based perspective. In this seminar, we will go into more depth regarding issues of Cognitive Grammar and Construction Grammar to see how syntax encodes certain perspectives on an event, and how the speakers of a language conventionalize ways of expression, leading to low-level generalizations rather than "rules". Regarding semantics, we will look at processes of meaning extension (metaphor, metonymy, polysemy).</p> <p>Learning objectives: The seminar will deepen insights from the PS "Language and the mind", and the lecture "Usage-based models of language" by focusing on some of the key concepts and seminal articles or books. Students will learn on what evidence grammatical theories are developed, and how they help to unravel the processes that underly human cognition.</p>	<p>Heike Behrens (heike.behrens@unibas.ch)</p>	4	<p>Wednesday, 14.15-16h</p> <p>Sitzungsraum S184, Rosshofgasse (Schnitz)</p>

<p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Dąbrowska, E., & Divjak, D. (Eds.). (2019a). Cognitive Linguistics I: Foundations of Language. Berlin, Boston: De Gruyter Mouton. ▪ Dąbrowska, E., & Divjak, D. (Eds.). (2019b). Cognitive Linguistics II: A Survey of Linguistic Subfields. Berlin, Boston: De Gruyter Mouton. ▪ Dancygier, B. (Ed.) (2017). The Cambridge Handbook of Cognitive Linguistics. Cambridge: Cambridge University Press. ▪ Diessel, H. (2019). The Grammar Network. Cambridge: Cambridge University Press. ▪ Evans, V. (2019). Cognitive linguistics: A complete guide (2 ed.). Edinburgh: Edinburgh University Press. ▪ Schmid, H.-J. (2020). The Dynamics of the Linguistic System: Usage, Conventionalization, and Entrenchment. Oxford: Oxford University Press. ▪ Zima, E. (2021). Einführung in die gebrauchsbasierte Kognitive Linguistik. Berlin, Boston: De Gruyter. <p>Assessment details: Students write a research report on a topic of their choice (3-5pp.) and present it in the seminar. To this end, we will have sessions on using bibliographies as well as recent handbooks or textbooks to get a survey of the development of a research question.</p>			
<p><u>Research seminar – Early Utopian Fictions</u></p>			
<p>Content: A utopian fiction presents an inexistent ideal place; alternatively, it presents a dystopian place mirroring the real/familiar and engaging with the ideal. Utopias and dystopias advocate and visualize change, which has made them an attractive tool for political activists, religious writers, pedagogues, scientists, feminists, and other parties. This course will focus on a selection of quite different utopian fictions from the early modern period to the eighteenth century. We will discuss their fiction-making in connection with processes of exploration and discovery, with travel writing, propaganda, moral edification, satire, the poet's role in society, popular entertainment, and the rise of the novel. While some of the key texts to be studied were originally written in Latin (though published in an English speaking context and soon made available in English), they proved vastly influential for the development of English literature.</p> <p>Learning objectives: Familiarizing students with early modern cultural, its political, aesthetic, poetological debates and their interrelations; sharpening their awareness of the cultural embeddedness of texts.</p> <p>Bibliography: Books to bring along and to have read beforehand, starting in week 5:</p> <ul style="list-style-type: none"> ▪ "More, Bacon, Neville: Three Early Modern Utopias" (Oxford World's Classics, ISBN: 978-0199537990) ▪ Francis Godwin, "The Man in the Moon" (Broadview Press, 978-1551118963 or Kindle) ▪ Margaret Cavendish, "The Blazing World and Other Writings" (Penguin Classics, ISBN: 978-0140433722) ▪ John Bunyan, "The Pilgrim's Progress" (Penguin Classics, ISBN: 978-0141439716) ▪ Jonathan Swift, "Gulliver's Travels" (Penguin, ISBN: 978-0141439495). <p>Secondary literature as well as shorter primary texts discussed at the beginning of the semester will be made available on the course server. Students are expected to have read the primary texts by the time they are discussed in the course. Additional secondary texts will be assigned from week to week.</p> <p>Assessment details: tba</p>	<p>Ladina Bezzola Lambert (ladina.bezzola@unibas.ch)</p>	<p>4</p>	<p>Monday, 10.15-12h Raum 11, Nadelberg 6</p>

Research seminar – Humanitarian Aid Narratives

<p>Content: In a 2016 New York Times interview, Gayatri Chakravorty Spivak poignantly states: "We have this glamorization of urban poverty by the wealthier philanthropist and aid agencies. There is always a fascination with the picture-perfect idea of poverty; children playing in open sewers and the rest of it. Of course, such lives are proof of grave social injustice. But top-down philanthropy, with no interest in an education that strengthens the soul, is counterproductive, an assurance that there will be no future resistance, only instant celebrity for the philanthropist". Spivak's argument relates to what Lilie Chouliaraki has identified as the "inadequacy of the discourse of pity" (2010) in contemporary humanitarian debates. Drawing on development, human rights and political ethics discourses, in this seminar, which will also include a visit to the library and archives of the Basler Afrika Bibliographien, we will examine the political and ideological nature and history of humanitarian aid, from colonial missions to contemporary development practices, and from 'Brand Aid' (Richey & Ponte) to celebrity humanitarianism and 'decaf capitalism' (Kapoor), as portrayed in a variety of cultural texts (including literature, drama, film, graphic novels, memoirs and blogs).</p> <p>Learning objectives: Students will become acquainted with key development and humanitarian aid concepts and discourses and gain competence in interdisciplinary theoretical approaches to a wide range of 'fictions of development'.</p> <p>Bibliography:</p> <ul style="list-style-type: none"> ▪ Students should acquire the following texts: Nuruddin Farah, "Gifts" (1992), and Barbara Kingsolver, "The Poisonwood Bible" (1998). ▪ Theoretical and additional primary texts will be made available on ADAM. <p>Assessment details: Regular and active participation, reading assignments, oral presentation, optional seminar paper</p>	<p>Christiane Schlote (christiane.schlote@unibas.ch)</p>	<p>4</p>	<p>Wednesday, 12.15-14h</p> <p>Seminarraum 105, Kollegienhaus</p>
--	--	----------	---

Research seminar – Relational Work in Fiction

<p>Content: In this course we will combine an interest in the pragmatics of fiction with an interest in relational work and (im)politeness ideologies. We will first work on key concepts and approaches from both fields and then compile our own corpus of "moments of relational work" from fictional artefacts. In doing so, we will explore the role of linguistic and multi-modal indexicals for character creation and explore how these are staged for effect. Students are expected to work on fictional data of their own choice and apply key concepts derived from interpersonal pragmatics to their data.</p> <p>Learning objectives: At the end of this course students</p> <ul style="list-style-type: none"> ▪ can explain the construction of relational work scenes in fiction ▪ have gained experience in applying theoretical concepts to their own data ▪ can develop new research questions of their own <p>Bibliography: Please purchase the following coursebook or access it in the ADAM workspace:</p> <ul style="list-style-type: none"> ▪ Locher, Miriam A., & Jucker, Andreas H. (2021). "The Pragmatics of Fiction. Literature, Stage and Screen Discourse". Edinburgh: Edinburgh. University Press. (If you order at EUP directly, you can get a 30% student discount with the code "student30") 	<p>Miriam Lochner (miriam.locher@unibas.ch)</p>	<p>4</p>	<p>Tuesday, 14.15-16h</p> <p>Seminarraum 106, Kollegienhaus</p>
---	--	----------	---

<ul style="list-style-type: none"> Additional texts will be made available in the ADAM workspace. 			
<p>Research seminar – Twentieth-Century Middlebrow Fictions</p>			
<p>Content: Few authors will thank you for labelling their work 'middlebrow', since this is often a way of damning a work with faint praise, and effectively classifying it as second rate. However, middlebrow fiction is widely read, and as the scholar Q.D. Leavis states, helps people 'with the business of living'. In this seminar, we will take the 'middlebrow' seriously, explore it as a theoretical concept and discuss some influential examples of twentieth-century middlebrow fiction. We will first look at the earlier part of the century, when middlebrow fiction emerged as a phenomenon often related to female writers, and then proceed to discuss with the help of representative examples how the middlebrow lives on in later decades.</p> <p>Learning objectives: Students will improve their skill in critical analysis and will reflect on issues such as style, literary value judgements and the cultural significance of fiction. Seminar discussions will provide the basis and frame for independent research.</p> <p>Bibliography: Texts (to be purchased):</p> <ul style="list-style-type: none"> Dorothy Sayers, "Gaudy Night" (1936) Nancy Mitford, "The Pursuit of Love" (1945) Rose Macaulay, "The Towers of Trebizond" (1956) Nick Hornby, "High Fidelity" (1995) Zadie Smith, "White Teeth" (2000) <p>Further material will be made available on the ADAM server</p> <p>Assessment details: Regular attendance, active participation, presentation</p>	<p>Ina Habermann (ina.habermann@unibas.ch)</p>	<p>4</p>	<p>Tuesday, 10.15-12h Raum 11, Nadelberg 6</p>