Course Booklet

Autumn Semester 2023

18 September – 22 December 2023

Gamla silfrið – the Old Silver by Karólína Lárusdóttir

Contents

Welcome from the Head of Department

The picture on the front cover of this semester's Course Booklet is called Gamla silfrið – the Old Silver – a painting by the famous Icelandic artist Karólína Lárusdóttir. Her work often depicts scenes of mundane everyday life, mixed both with the surreal and with mystic aspects of Icelandic culture. Her work often portrays the daily lives of domestic workers: cooks, cleaners, waiters, gardeners and dressmakers. It seemed an appropriate choice to celebrate one of the many courses on offer to our students in the Autumn semester of 2023 – Dr Kellie Gonçalves's MA seminar entitled *Language and Domestic Work*. As always, the Department offers a wide palate of other exciting courses too, including Guðrun í Jákupsstovu and Marion Troxler's BA seminar *"Fish are friends not food": Aquatic Animals in Cultural and Literary Imaginations*, Dr Zoe Lehmann's MA Seminar *Fashion in Fiction: Reading Dress from the 19th Century to Today*, Dr Alberto Tondello's BA Seminar *Modernist Environments* and Prof Crispin Thurlow's BA Seminar *The Language of Colour.*

The course booklet introduction is a moment when we welcome new members of staff, and say goodbye to others. We say goodbye to Dr Amy Brown, who left us for Australia during the Spring Semester, and to Olivia Droz-dit-Busset, who has submitted her PhD dissertation in Prof Crispin Thurlow's Language and Communication section. As Olivia leaves, Alessandro Pellanda, Laura

Wohlgemuth and Charmaine Yik Lam Kong arrive to take up positions working with Prof Thurlow in his new SNF-funded project *Articulating Rubbish: a sociolinguistic approach to the "Crisis of Waste".* Also this semester, Dr Alberto Tondello, a Marie Curie Postdoctoral Fellow will, as mentioned above, be teaching in the Department for the first time. We also welcome new student assistants Hüseyin Ishan Demircan, Julia von Bergen, Christine MacIntosh and Natalis Guggisberg. A special word of welcome goes to my long-term colleague Prof Thomas Claviez who takes over from me as Head of Department from August 1st 2023.

I wish everyone an exciting Autumn semester.

Bern, June 2023

David Britain

Key Dates & Deadline

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), 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

Seminars require registration in KSL for both the course AND for the course assessment (paper).

Advanced Readings (examination)

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

The examination schedule for lectures (including Grammar) takes place within the 14-week teaching semester. The obligatory exam for lectures takes 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 take place in the thirteenth semester week (again, usual course time and venue). Students who, for valid medical or other official reasons, are unable to take the main exam or resit exam, 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.

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
https://www.ens.unibe.ch/studies/deadlines_and_ksl_registration/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 form to register your BA Thesis can be found on our website.

SUBMISSION IN AUTUMN 2023

Project propositions	30 March '23
Supervisor deadline	30 April '23
Study counsellor and secretariat deadline	14 October '23
Thesis submission deadline	22 December '23

SUBMISSION IN SPRING 2024

Project propositions	15 October '23
Supervisor deadline	15 November '23
Study counsellor and secretariat deadline	15 March '24
Thesis submission deadline	31 May '24

MA Thesis Registration

MA theses need to be registered both with the Department of English and the Dean's Office (more information on their website). 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. You must have completed all other compulsory modules except the last MA Colloquium. At the moment of registration you cannot have more than one graded seminar pending. Furthermore, you cannot miss more than 10 ungraded ECTS when registering your thesis.

The form to register your MA Thesis can be found on our website.

GRADUATION IN SPRING 2024

Department registration deadline	12 June '23
Dean's Office registration deadline	12 June '23
Thesis submission deadline	04 December '23

GRADUATION IN AUTUMN 2024

Department registration deadline	30 November '23
Dean's Office registration deadline	30 November '23
Thesis submission deadline	10 June '24

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. 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 > Deadlines and 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 Writings Skills I (0 ECTS) in the autumn semester, and for the Grammar II and/or Writing Skills II (6 ECTS) in the spring semester. You will only receive a grade for both completed courses at the end of both semesters for all 6 ECTS. Only students who have taken Writing Skills I and/or Grammar I may take Writing Skills II and/or Grammar II.

FOCUS MODULES:

A Focus Module consists of a 3 ECTS lecture, and a 7 ECTS seminar, thematically linked. When you register for a Focus Module, you need to register for 2 courses as well as the assessment (paper), i.e., the ungraded Focus Module lecture, the seminar connected to the lecture as well as the assessment. Ultimately, the grade you receive for the seminar of the Focus Module will be applied to the entire 10ECTS of the Focus Module. If you are a BA student wishing to do a Focus Module lecture as an ungraded free-standing lecture, you should register for the ungraded version on KSL. If you are an International Student, you should sign up for the graded version on KSL.

BA COLLOQUIA:
Students have to complete two semesters of the BA Colloquium for 2 ECTS each, writing their BA thesis in the second semester of the colloquium.

MA COLLOQUIA:
The MA colloquium is a course over the last three semesters of MA major studies for 2 ECTS each semester. The final colloquium needs to be taken parallel to writing the MA Thesis.

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). A sample study plan can be found here. 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 workshop 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.

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.

Diversity, Academic Freedom, and Content Warnings

The Department of English is committed to creating learning environments that respect and include a diversity of academic opinions, cultural perspectives, and social experiences. We are, for example, keen to engage directly with issues of classism, sexism, racism, ageism, and homophobia in our research and teaching. This commitment is in line with the position adopted by both the university's central administration and the Faculty of Humanities.[*][†] Our department also tries to support disabled students and those with chronic physical and mental health challenges.

As a community of scholars and instructors, we believe that diverse people, backgrounds, and ideas are essential for producing the critical thinking and civic engagement at the heart of a public university education. For this reason, we also expect students in our classes to engage respectfully in debates about diverse worldviews embedded in discussions, readings, presentations, and artifacts. This also includes materials and topics that may be at odds with some students' personal beliefs or values.

One of the challenges we regularly face in our classrooms is the informed decision to teach about materials (e.g., texts, topics, and ways of speaking) from different historical moments and cultural contexts. Sometimes this material can be troubling, especially when assessed against current social values. Discussions about physical or sexual violence and suicide can also be personally upsetting for some people, just as pejorative or taboo language can be distressing for people who have been at the receiving end of hateful speech.

We believe it is necessary sometimes to deal with uncomfortable topics or controversial issues in our classrooms; this is important for producing critical thinking and for protecting academic freedom. We are nonetheless keen to handle these teaching moments as sensitively and considerately as possible. It is not always possible to know what topics or materials students will find challenging or upsetting, but we have agreed to provide content warnings when deemed necessary. Sometimes these will be offered at the start of specific sessions, at other times at the start of the course.

As scholars and educators, we are always receptive to discussing with students the more complex or challenging issues raised in class. We always expect such discussions to be conducted in a mature, respectful way, and preferably on an intellectually, academically grounded basis.

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[*] See the UL's equality statement:
https://www.unibe.ch/university/portrait/self_image/equal_opportunities/index_eng.html

[†] See the Faculty of Humanities equal opportunities page:
https://www.philhist.unibe.ch/about_us/equal_opportunities/index_eng.html

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 non-participation in more than two sessions of a seminar or workshop, and more than one session of a colloquium, to be unacceptable.

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

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

Written correspondence

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

Openings and closings

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

OPENING	CLOSING
On a separate first line:	*On a separate penultimate line:*
Dear Professor Smith,	
Dear Dr Brown,	Yours sincerely,
Dear Ms Jones,	Sincerely,
Dear Mr Jones,	
Dear Alison,	Best wishes,
Dear Timothy,	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.

Name changes

We are keen to support and help facilitate students who have decided to change their name. We are aware that the central administration can sometimes make things complicated because it is usually attached to the legality of identity documents or tax forms. As a department, however, we would like to be more flexible and responsive, especially in our local communication with students. Please let Ms Sannie Germann (the student administrator) know if you do have a change to your first or last name and/or if would like us to address you differently from your official documentation. Ms Germann will then share this information with your instructors and study counsellors. You would need to follow the central administration procedures for faculty- and university-level changes.

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 it 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 always clean up after yourself – stacking the dishwasher, washing up and wiping down any surfaces you have used.

Theft

We would like to ensure that the university is a safe place to study. Please report all cases of theft in and around Unitobler or other university buildings to the secretariat and the Head of Department.

Access Arrangements (Nachteilsausgleich)

Following the UniBe's equal opportunities policy, students with disabilities or chronic illnesses are entitled to certain Access Arrangements which means proportionate adjustments to study and examination conditions. The kinds of arrangements available are those listed on the central administration website (see links above). Putting these arrangements in place can take time so students should contact that study counsellor well in advance, bringing with them relevant medical/specialist documentation. Ideally, this documentation should indicate what access arrangements are appropriate to the particular disability or chronic illness. The counsellor and Head of Department will work with the student to prepare a fixed-term Access Arrangement agreement, which will have to be renewed on a regular basis. (Note: UniBe policy is informed by guidelines established by the Netzwerk Studium und Behinderung Schweiz.)

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.

Who to Ask – Autumn Semester 2023

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

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

A-L
Dr. Hannah Hedegard / B 266
hannah.hedegard@unibe.ch

M-Z
Dr. Kellie Gonçalves / D 205
kellie.goncalves@unibe.ch

Study Counselling for MA Students (includes diploma ratification – 'Studienleitung')
Prof. Dr. Axel Stähler / D 209
axel.staehler@unibe.ch

International Coordinator (Stay Abroad Enquiries)
Dr. Nicole Nyffenegger-Staub / D 208
nicole.nyffenegger@unibe.ch

Admission Enquiries (BA, MA, PhD)
Prof. Dr. Axel Stähler / D 209
axel.staehler@unibe.ch

Independent Studies Proposals
Contact any member of teaching staff

Independent Studies Coordinator
(please contact potential supervisor first)
Dr. Kellie Gonçalves / D 205
kellie.goncalves@unibe.ch

KSL Enquiries
Sannie Germann
031 684 82 45 / D 201
sannie.germann@unibe.ch

Michael Boog
031 684 37 56 / D 202
michael.boog@unibe.ch

Enrolment for Theses and Exams
Sannie Germann
031 684 82 45 / D 201
sannie.germann@unibe.ch

Library Enquiries
Sabrina Mutti
031 684 83 72 / B 271
sabrina.mutti@unibe.ch

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

Academic Staff (AS23)

Dr. Sofie Behluli*
    North American Literature and Culture
Olivia Biber, M.A.
    Modern English Literature
Dr. Roman Bischof-Vegh
    North American Literature and Culture
Prof. Dr. David Britain*
    Modern English Linguistics, Head of
    Department
Dr. William Brockbank*
    Medieval English Studies
Prof. Dr. Thomas Claviez*
    Literary Theory & World
    Literature/American Studies
Kristen Curtis, M.A.
    Medieval English Studies
Dr. Marijke Denger
    Modern English Literature
Prof. Dr. Mary Flannery
    Medieval English Studies
Dr. Kellie Gonçalves*
    Language and Communication
Dr. Hannah Hedegard*
    Modern English Linguistics
Guðrun í Jákupsstovu, M.A.*
    Modern English Literature
Prof. Dr. Annette Kern-Stähler*
    Medieval English Studies
Charmaine Kong, M.A.
    Language and Communication
PD Dr. Ursula Kluwick*
    Modern English Literature
Dr. Zoë Lehmann Imfeld*
    Modern English Literature
Dr. Beatriz Lorente*
    Academic Writing
Dr. Gwynne Mapes*
    Language and Communication

Dr. Viola Marchi*
    North American Literature and
    Culture/Literary Theory
Dr. Nicole Nyffenegger*
    Medieval and Early Modern Literature
    and Culture
Alessandro Pellanda, M.A.
    Language and Communication
Dr. Hannah Piercy
    Medieval English Studies
Dr. des. Lara Portmann,
    Language and Communication
Prof. Dr. Virginia Richter*
    Modern English Literature
Prof. Dr. Gabriele Rippl
    North American Literature and Culture
Jonathan Sarfin, M.A.
    North American Literature and Culture
Assoziierter Prof. Dr. Axel Stähler*
    Literatures in English / North American
    Studies
Malaika Sutter, M.A.*
    North American Literature and Culture
Prof. Dr. Crispin Thurlow*
    Language and Communication
Dr. Alberto Tondello*
    Literary Theory
Dr. des. Danielle Tod,*
    Modern English Linguistics
Marion Troxler, M.A.*
    Modern English Literature
Sabine von Rütte, M.A.*
    North American Literature and Culture
Dr. Christiania Whitehead*
    Medieval English Studies
Laura Wohlgemuth, M.A
    Language and Communication

Teaching this semester

14

Administrative Staff (AS23)

Administrators

Gabriela Burkhart   Please see the website for office hours
Sannie Germann

Drittmittel Administration

Bettina Rhyn-Holzer   By appointment

Directors' Assistant

Michael Boog   By appointment

ICT Supporter & Web Administrator

Fayaz Ali Khan / Martin Ritzmann   By appointment

Librarian

Sabrina Mutti   By appointment

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	**Instagram**	**WhatsApp**
@StudentsCommitteeUniBe	eng_sc_unibe	https://bit.ly/2DACLqS
(no Facebook account required)		(info group)

A week in the life of your instructor

by Professor Crispin Thurlow

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

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

Teaching/mentoring-related activities [*]

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

Admin-related activities

- reviewing a journal article/conference paper (3 hours)
- reviewing a book for a publisher (5 hours)
- journal editorship/board-membership work (5 hours)
- monitoring and replying to email correspondence (5 hours)

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[*] 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.

- 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 hours)
- 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 2023

BA STUDIES

Language Module

Course: Modern English Grammar I

Instructor: Beatriz Lorente

Time: Tuesday 10-12

Credit Points: 6 ECTS upon completion of the two-semester module

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. 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.

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:

- have an overview of the grammar of contemporary English;
- can define and use the necessary terminology to talk about English grammar;
- can understand and appreciate the relationship between grammatical structure and function.

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

Assessment (graded): Quizzes throughout the semester. This course cannot be taken ungraded, all participants have to pass the assessments in order to gain the credits.

Course: Writing Skills I

Instructor: Beatriz Lorente

Times: Tuesday 14-16, 16-18, Wednesday 12-14, 14-16, Thursday 10-12 and 12-14 (attend one of the sessions weekly)

Credit Points: 6 ECTS upon completion of the two-semester module

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

Instructors: **William Brockbank / Christiania Whitehead**

Time: Monday 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 course offers an introduction to the earliest forms of English spoken and written between c. 500 and c. 1500. Students will become acquainted with Old and Middle English texts through a series of lectures on the grammar, phonology and lexicon of the English(es) of the Middle Ages. In addition to acquiring a basic reading knowledge of Old and Middle English, students will learn about aspects of the linguistics and literature of English during this period. Students will also have the opportunity to refine the skills acquired in the lectures in a series of supplementary tutorials.

Required reading: Students will have access to the following pieces of required reading as e-books via the Universitätsbibliothek Bern, but they are also welcome to purchase hard copies if they prefer:

Peter Baker, *Introduction to Old English*, 3rd edn (Malden: Wiley-Blackwell, 2012)
John Burrow and Thorlac Turville-Petre, *A Book of Middle English*, 4th edn (Malden: Wiley-Blackwell, 2020)
Keith Johnson, *The History of Early English* (London: Routledge, 2016)

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

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

- have a good basic reading ability in Old and Middle English;
- have a preliminary understanding of the cultures in which these languages were spoken and written;
- be prepared and, hopefully, excited to pursue the study of medieval English in other courses offered by the Department;
- have gained insights into the idea of cultural sustainability.

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): The exam is graded. Students who need to attend the course ungraded should contact the lecturer. 50% required to secure a 4.0.

Exam Date: 14-16 on 04 December 2023

Resit Date: 14-16 on 11 December 2023

Substitute Resit (e.g. for cases of illness)**:** 14-16 on 18 December 2023

Lecture: Introduction to Language and Linguistics

Instructor: Hannah Hedegard

Time: Monday 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 provides an overview of the field of English linguistics. In the first part, we will explore what is known as micro-linguistics, i.e., the various fundamental systems and levels of language. Here, 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, shorter part, as our department section predominately works in this area, we will examine how language operates in context and how communication in conversations works.

Required Reading: We will be working from two books in this course. Students can access the PDF versions on ILIAS:

- Fasold, R.W. and Connor-Linton, J. (2014). *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- Kuiper, K. and Allan, S. (2016). *An Introduction to English Language: Word, sound and sentence.* London: Palgrave Macmillan.

Learning Outcomes: By attending this course students will:

- gain an overview of the workings of the English language;
- develop a basic understanding of the areas of linguistics, in order to be able to build on these in future seminars, lectures and individual research.

Coursework (pass/fail): This course is not eligible for required optional credits. All participants have to pass the graded exam. 60% required to secure a 4.0.

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

Exam Date: 10.15 - 11.45 on 04 December 2023

Resit Date: 10.15 - 11.45 on 11 December 2023

Substitute Resit Date (for case of illness): 10.15 - 11.45 18 December 2023

Lecture: **Introduction to Literature**

Instructor: **Axel Stähler**

Time: Thursday 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 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); in addition, a PDF file of the original publication in *Blackwood's Magazine* (1899) will be made available on ILIAS.

Learning Outcomes: This lecture aims to familiarise 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; the pass mark is 60% (equals 4).

Assessment (graded): This lecture is part of the Core Curriculum. The final exam will consist of short answer questions.

Exam Date: The final exam will take place on 07 December 2023.

Resit Date: The retake will take place on 14 December 2023.

Focus Module Linguistics: Contact: English in the World

BA Lecture: **Contact: English in the World**

Instructor: **Gonçalves**

Time: Thursday 12-14

Credit Points: 3 ECTS

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

Course Description: The seminal work of both Weinreich (1953) and Haugen (1953) is considered to have launched the field of "contact linguistics" with a focus on individual bilingualism and societal multilingualism (Matras 2020). More recent research has explored language contact in a number of domains including language acquisition, language processing and production, conversation and discourse, the social functions of language, language policy, language change and more (ibid. 2020: 1). According to Thomason, language contact is defined as "the use of more than one language in the same place at the same time" (2001: 1). While such a definition may appear 'simplistic', it raises epistemological, theoretical, and even political questions as to what is understood by "a language". In this lecture, we will trace the historical development of contact linguistics from the 1950s up until the present day with a major focus on English as a global contact language. The course is therefore intended for students to engage directly and critically with both past and current theoretical frameworks and methodological approaches to studying and understanding language contact and the role that English has and continues to play worldwide given its status and value from a historical, cultural, political, economic, and social perspective. The course will focus on a range of different topics some of which include language and dialect mixing, language revitalization with respect to minority languages, contact-induced language change and different mechanisms, language death and language attitudes. We will explore a range of contact settings, some of which include families, workplaces, education, tourism, offline and online spaces, to name a few.

Required Reading: Students need to read chapters 1 & 2 (Thomason 2001) for the first session of class. All texts will be available on ILIAS.

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

- engage critically with theoretical concepts within the field of contact linguistics;
- become familiarized with different theoretical frameworks and methodological approaches within this dynamic field;
- understand the historical role of English as a contact language worldwide;
- understand what happens to 'languages', people, and societies in contact situations in different parts of the world.

Assessment (pass/fail or graded): [*] 70% required to secure a 4.0/pass

Exam date: Thursday, 07 December 2023

Resit date: Thursday, 14 December 2023

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

BA Seminar:	**English on the Isle of Skye: A Data Collection Excursion**
Instructors:	**Hannah Hedegard & Danielle Tod**
Times:	Tuesday 16-18, on 19 September, 3 and 17 October and 28 November. Excursion 23 – 27 October
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 aim of this seminar is to give BA and MA students hands-on sociolinguistic fieldwork experience in an Anglophone speech community. A picturesque English and Gaelic-speaking island in the Scottish Inner Hebrides, the Isle of Skye is home to around 13,000 people. The sociolinguistic effects of its geo-cultural isolation and bilingual status make it a valuable site for *language variation and change* scholarship. Despite this, the English spoken on *An t-Eilean Sgitheanach* (the island's Gaelic name) remains a relatively under-researched variety. Speech data collected in this course, and analysis of it undertaken in an optional connected seminar in FS24, will work towards filling this research gap.

The course will begin with three preparation classes that will introduce the island's history, demography and language ecology, as well as provide practical information for the trip. We will then arrive in Portree (the island's capital) on Sunday 22nd October for a 9am start the following day. We will hear from several local scholars on Gaelic language and customs during the 5-day excursion and participate in a tour of the island's historical and cultural hotspots. The main activity, however, will be the data collection: students will work individually or in pairs, carrying out "Sociolinguistic Interviews" with local speakers of Skye English. Reflections on fieldwork experiences will be presented in a final conference session back in Bern on November 28th.

For logistical reasons, this course is limited to 20 students. Anyone interested should email Dr Hedegard to be put on the waitlist. The Phil.-hist. Dekanat provides funds to support students' participation in the excursion: a 50% subsidy of all travel expenses.

Required Reading: Obligatory texts will be uploaded to ILIAS in PDF form shortly before the course start.

Learning Outcomes: By the end of this course, it is expected that students:
- Will have recorded several speakers of an under-researched variety of (British) English;
- Will have competently demonstrated knowledge and application of variationist data collection techniques;
- Will have explored the linguistic consequences of peripherality and language contact, through empirical research in a relevant setting.

Coursework (pass/fail): Submission of collected speech data, short reflection presentation

Assessment (graded):[*] Submission of collected speech data, reflection presentation, 3000-word report

Deadline for Assessed Work: 20 January 2024

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[*] 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 at *Key Dates & Deadlines.*

BA Seminar:	Language contact in New Zealand
Instructor:	**Danielle Tod**
Time:	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 this course, we will explore the social and linguistic consequences of language contact in New Zealand, focusing on contact between English and Māori as well as other immigrant languages from the Pacific. The seminar begins by providing an overview of the linguistic history of New Zealand, including the settlement of Māori and the subsequent arrival of Europeans. We will then explore the different varieties of English spoken in New Zealand and the ways in which these varieties are shaped by language contact. Finally, we will consider the current sociolinguistic context of New Zealand through the lens of language policy, language shift and revitalization, contact induced language change and language attitudes. Throughout the course, we will engage with a range of sources including linguistic data and contemporary media. Students are encouraged to think critically about the ways in which language contact has shaped the social and cultural landscape of New Zealand today and the implications of these dynamics for education and the country's linguistic and cultural identity.

Required Reading: Required reading will be made available on Ilias before the start of the semester.

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

- have acquired a sound knowledge of the social and cultural consequences of language contact in New Zealand;
- be able to critically reflect theoretical concepts within the field of contact linguistics and apply these to New Zealand as a contact setting; and
- be able to appraise and respond to the views of others as found in published texts as well as in class.

Coursework (pass/fail): Weekly independent reading, active participation in class and a group presentation.

Assessment (graded):[*] As above for pass/fail, plus a written assignment (3000 words +/- 10%).

Deadline for Assessed Work: Friday 12 January 2024, 5pm

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[*] 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 at *Key Dates & Deadlines.*

Free-Standing Lectures and Seminars

BA Lecture: Language and self in the world

Instructor: Martin Paviour-Smith

Time: Wednesday 16-18

Credit Points: 3 ECTS

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

Course Description: This course looks at the role that language plays for English speakers in ordering and understanding the world and how to use language in it. Students will be introduced to this idea through topics from both anthropological linguistics and studies of genre and narrative. The first theme of the course 'naming and categorising' presents some of the classic theories and tasks of anthropological linguistics such as categorising tasks and prototype studies to understand how English speakers divide up and classify concepts. However, the social world of English speakers constrains classifying and naming to some degree. To illustrate this, the course also explores the complex set of linguistic and non-linguistic choices made when naming babies and the form and function of nicknames and English names used for national and ethnic groups.

Of course, language itself is a set of organised systems. The second theme of the course leads onto looking at English speakers' understanding of that system by asking what English speakers know about the formal level of language through language games. It also asks whether genres exist in their minds or are academic labels. The course examiners stand-up comedians and Oscar winners to discover their rules. The course ends with a consideration of how English speakers expect stories to be organised and what we do in the world with well-formed stories about others and ourselves.

Required Reading: A library of readings is provided on the ILIAS online learning platform.

Learning Outcomes: Students will:

- become familiar with topics in the anthropological linguistic tradition applied to the English-speaking world;
- begin to theorise on English speakers' inner model of the world and have some understanding of its structure and the role that language plays in that;
- form an understanding of how native speakers understand their internal language system in terms of folk phonology, folk morphology and folk semantics;
- Exhibit some knowledge of how speakers reveal the rules of genre;
- develop a knowledge of how storytellers and listeners construct stories about their lives around concepts of good and bad, praise and blame.

Assessment (pass/fail or graded): [*] % required to secure a 4.0/pass tba.

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines*

Exam date: Wednesday 06 December

Resit date: Wednesday 13 December. Students who could not attend an exam for medical reasons could make use of the second resit exam in the last semester week / annual week 51

BA Lecture: **The American Century**

Instructor: **Thomas Claviez**

Time: Tuesday 12-14

Credit Points: 3 ECTS

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

Course Description: This lecture – held in an American Studies style – will lead the students through the 20th century, combining literary texts with the background (historical, political, economic) that they grew out of. We will deal with Realism, Modernism, Confessionalism, Beat Poetry, Ethnic Literature and Postmodernism in a way that reconnects these eras with the context they have evolved out of. We will thus deepen some of the insights gained through the Literary History lecture.

Required Reading: All required reading will be uploaded on ILIAS. An additional tutorial will be offered to accompany the lectures. Needless to say, the lecture will only make sense if you have read the texts, which will be deepened in the tutorial. **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:

- Be able to connect the texts to the context that they reacted to and commented upon;
- Have acquired knowledge about the long 20th century that cemented American predominance, and the literary eras that accompanied it.

Assessment (pass/fail or graded): [*] 60 % required to secure a 4

Exam date: 12 December 2023

Resit date: 19 December 2023

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines*

BA Seminar: **The Language of Colour**

Instructor: **Crispin Thurlow**

Times: Tuesday 10-12
                                         ZPK on 17 Oct (10:30-12:00) and 14 Nov (10:30-12:30)

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 the twentieth century, after a rather "monochrome" period, colour began to extend its semiotic reach. Heralded by artists and thinkers, it soon began to play a more important role in the everyday expression of [meanings], while all the time retaining its sensual attraction …* (Theo van Leeuwen, 2017)

> *Die Farbe hat mich. Ich brauche nicht nach ihr zu haschen. Sie hat mich für immer, ich weiss das. Das ist der glücklichen Stunde Sinn: Ich und die Farbe sind eins.* (Paul Klee, 1914)

Following the lead of Theo van Leeuwen, this seminar examines how colour functions as an everyday semiotic mode in its own right: that is, with the capacity to (a) represent ideas, (b) organize texts, and (c) express identities and relationships. In learning how colour expresses meaning – how it works in the world – we might understand better how language also works; we are certainly better equipped to appreciate how colour and language often work together as a multimodal assemblage. The seminar is designed around a combination of conceptual and applied approaches to colour; you will be introduced to influential theories of colour but also invited to work directly with colour itself. In this regard, the seminar is grounded in a special collaboration with the *Zentrum Paul Klee (ZPK)* and, specifically, its director of archives *Dr Marianne Keller*. In addition to van Leeuwen's social semiotic approach to colour, therefore, we will also consider how Paul Klee – "the Bernese artist who was not Swiss" – approached colour in both analytical and artistic ways.

> Note: Our special collaboration entails three specific engagements, two of which will take place at the ZPK itself on Tuesday 17 October (10:30 to 12:00) and Tuesday 14 November (10:30 to 12:30). Attendance at these special engagements is essential to your learning; if you cannot be certain of your participation, then please do not register for the seminar.

Required Reading: The core text for this seminar will be Theo Van Leeuwen's (2010) book *The Language of Colour*; we will be working our way systematically through the book. Students will likely need to secure an electronic or hard copy for themselves. Students' grasp of this reading material will be essential for their understanding, and for our in-class discussions; it will also be assessed in a series of reading quizzes during the semester. Before our first meeting on Tuesday 19 September, students must have read the first chapter ("Introduction") of the van Leeuwen book; their understanding of this chapter will be assessed.

Workload: This seminar potentially earns students 4 ECTS. The UniBe's official expectation is that this will entail a total of between 100 and 120 hours which makes for a weekly workload of between 7 to 8.5 hours, including the 90-minute sessions themselves. If students opt to take the 3-ECTS graded assessment (see below), they should expect to put in an additional 75 to 90 hours of work – about 1.5 to 2 weeks.

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

- have a foundational understanding of colour theory;
- have a more specialist understanding of multimodality and social semiotics;
- appreciate how colour and language intersect as semiotic modes;
- understand how scholars and artists describe/analyze colour systems; and,
- make connections between colour theory and its "real world" applications.

Coursework (pass/fail): If students are taking this seminar for 4 ECTS, they will need to complete the following coursework in order to pass:

- engage fully in all class discussions, the ZPK presentation on Tuesday 17 October, and the project showcase;
- achieve an average grade of at least 80% for <u>six</u> (mostly take-home) reading quizzes;
- satisfactorily complete the *Creaviva* workshop at the ZPK on Tuesday 14 November;
- produce a short colour "survey" for presentation in semester Weeks 12 and/or 13.

Assessment (graded):[*] If students are seeking a grade for this seminar, they will obviously need to fulfil the basic coursework requirements above. For the additional 3 ECTS, students will be expected to write a fuller research report based on a more developed colour survey, drawing in detail on concepts and theoretical frameworks covered in core reading and other new scholarly sources found by the student.

Deadline for Assessed Work: 17:00 on Monday 08 January 2024 (submitted electronically only).

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[*] 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 at *Key Dates & Deadlines.*

| **BA Seminar:** | **Linguistics in the High School** |

| **Instructors:** | **Hannah Hedegard/Adrian Leemann/Silvia Natale** |

| **Time:** | Thursday 14-16 |

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

This course is open to students studying in the Department of English, Italian or German.

Course Description: Language is the most powerful instrument of communicative action. Despite this, the use of language is given relatively little attention in secondary schools: the focus is on language competence in the sense of linguistic accuracy, literary competence or - in the case of foreign languages - intercultural competence.

This is exactly where this teaching project comes in: in a joint course (German Studies, Italian Studies, English Studies), students will together create a pedagogy and learning platform containing materials for various teaching units with a linguistic focus for secondary schools. Topics to be covered include first language acquisition, language and identity, youth language, etc. These teaching materials will then be made available to teachers, both to stimulate linguistic reflection and to present linguistic research findings and their applicability. Towards the end of the course, the teaching project will be showcased and critically reflected upon in an exchange with local high schools. Since three institutes are collaborating, the composition of the students will determine the lingua franca of the course. However, it is not assumed that students are proficient in all three languages.

Required Reading: Obligatory texts will be uploaded to ILIAS in PDF form shortly before the course start.

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

- linguistic science competence via the preparation of theoretical focus topics in research;
- pedagogical competence: creating access to linguistic reflections for a lay audience, meaningful preparation of the topics via the development of exercises, self-tests etc., and analysis of didactic processes e.g., flipped classrooms;
- digital competence: Digital preparation of the material (web design).

Coursework (pass/fail): Generation of linguistics teaching materials in small groups, final presentation, and Q+A on the materials

Assessment (graded):[*] Report on teaching material creation

Deadline for Assessed Work: 31 January 2024

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[*] 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 at *Key Dates & Deadlines.*

BA Seminar:	**The Avid Literature Student's Guide to History of Art**
Instructor:	**Axel Stähler**
Time:	Monday 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: It has long been held in western thought that the arts are interrelated. This sentiment was most famously articulated by the Roman poet Horace with the phrase *ut pictura poesis* – as is painting, so is poetry. The seminar is based on the premise that a basic working knowledge of the subjects and methods of art history is indispensable to any student of literature. In the course of the semester, we will familiarise ourselves with some of the most fundamental approaches to the visual arts. On this basis, we will enquire into the reliance of early American Puritan poetry on the tradition of the emblem (Bradstreet, Taylor); scrutinise visual paratextual elements and their function, such as cover, frontispiece, and illustration (Melville, Poe); inspect intermedial adaptations (comics); explore the literary uses of ekphrasis, the verbal description of visual art (James); and, finally, investigate – against the background of its art historical context – the strange phenomenon of a proliferation of popular novels about the Dutch seventeenth-century painter Johannes Vermeer and some of his actual, or imagined, works in the final year of the previous millennium (Weber, Vreeland, Chevalier).

Required Reading: A text reader will be provided including the texts marked PDF; the three novels about Vermeer are recommended for purchase. Texts must be read in preparation of respective seminar sessions.
Excerpts from:

- Andreas Alciatus, *Emblematum libellus* (1531; PDF); for a translation into English, see [Alciato, Andrea: Emblematum liber (1531)](#).
- Francis Quarles, *Emblems, Divine and Moral* (1634; PDF).
- William Holmes and John W. Barber, *Religious Emblems* (1845; PDF).

Full text:

- Edward Taylor, "Meditation 1.8" and "Meditation 1.19" (after 1682; PDF).
- Anne Bradstreet, "Contemplations" (before 1672; 1678; PDF).
- Edgar Allan Poe, "The Fall of the House of Usher" (1839; PDF; and various comic adaptations, PDF).
- Henry James, "Travelling Companions" (1870; PDF).
- Katherine Weber, *The Music Lesson* (1999).
- Susan Vreeland, *Girl in Hyacinth Blue* (1999).
- Tracy Chevalier, *Girl with a Pearl Earring* (1999).

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

- have acquired a critical understanding of intermediality;
- have attained a judicious understanding of fundamental subjects and methods of art history in relation to literary texts;
- have gained the confident ability of applying art historical terminology;
- demonstrate a critical awareness of the function of literature and visual arts as vehicles of cultural self-reflection;
- have honed their analytical and interpretive skills;
- have improved their writing and presentation skills.

Coursework (pass/fail): Regular attendance, weekly reading, and active seminar participation; presentation and individual research assignments.

Assessment (graded):* Mini-project: ekphrasis (description) of an object of art (1500 words); essay (2500 words).

Deadline for Assessed Work: Mini-project: 24 November 2023; essay: **0**5 January 2024.

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* 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 at *Key Dates & Deadlines.*

BA Seminar:	"Fish are friends not food": Aquatic Animals in Cultural and Literary Imaginations
Instructors:	**Guðrun í Jákupsstovu/Marion Troxler**
Time:	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: This course will explore the many ways aquatic animals lend themselves to our imaginations through the role they play in our societies and industries. In literature, we encounter them through depictions of fishing, exploration, exploitation, deep sea monsters, mythical creatures, alien societies, communities, friendship and sex in underwater spaces. How does our perception of animals change from fish to dolphins and whales to cephalopods and crustaceans? How is our perception influenced by hierarchical structures and taxonomies, grouping some animals as resources and food, others as majestic 'gentle giants' or companions, and others as fearful and fascinating monsters? How does this impact and complicate our understanding of, and relationship to, the ocean as an indispensable ecosystem? Drawing on theories from blue humanities and animal studies, we will address these questions by looking at the novels *Lagoon* by Nnedi Okorafor and *People of the Whale* by Linda Hogan, as well as a variety of other texts, such as excerpts, short stories, essays, and poems.

Required Reading: Shorter texts for each session will be made available on ILIAS, please check the platform regularly. In preparation, students are expected to acquire and read the following texts:
Lagoon by Nnedi Okorafor (2014)
People of the Whale by Linda Hogan (2008)

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

- have read a variety of texts which illuminate the complex history of human-animal relationships;
- understand how genre shapes the depiction of animals in literature;
- gain insight into the goals of the environmental humanities and cultural sustainability;
- practice close reading and giving short presentations.

Coursework (pass/fail): Regular attendance and active participation in class, oral presentation, and a series of short written assignments.

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

Deadline for Assessed Work: 26 January 2024

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[*] 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 at *Key Dates & Deadlines.*

BA Seminar:	Science, Pseudo-Science and the Victorian Detective
Instructor:	**Zoë Lehmann Imfeld**
Time:	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: A new breed of protagonist sprang up in the nineteenth century – the rational and scientific detective. We will use their cases to follow the rise of forensic science, Darwinism, psychology and pseudo-science (for instance *from The Casebook of Carnacki the Ghost Finder*), and explore how these texts reflect the public relationship with science and scientific thinking for Victorian readers.

Required Reading:

Charles Warren Adams, *The Notting Hill Mystery*, British Library, ISBN13: 978- 0712356268; Arthur Conan Doyle, *The Hound of the Baskervilles*, Penguin, ISBN1:3 978- 0141199177; Arthur Conan Doyle, *The Adventures of Sherlock Holmes*, Oxford World Classics, ISBN- 13: 978-0199536955.

Please acquire and start reading these texts as soon as possible before the start of the course. There is a considerable amount of weekly reading for this course in addition to the texts listed above.

Learning Outcomes: By the end of this course, it is expected that students:
- will be able to explore the role of science and scientific theory in nineteenth-century discourse and literature;
- will have developed an understanding of the powerful influence of 'scientific thinking' on Victorian.

Coursework (pass/fail): Full participation in the seminar, and completion of small written tasks during the course, such as forum entries; Essay proposal (for graded students in preparation for assessed essay, for ungraded students for a hypothetical essay. Deadline for both Monday 8th January 2024.)

Assessment (graded):[*] 4000-word essay

Deadline for Assessed Work: Friday, 02 February 2024

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[*] 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 at *Key Dates & Deadlines.*

BA Seminar:	**Reading the American Renaissance (ca. 1830-1870)**
Instructor:	**Viola Marchi**
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: In this seminar we will closely examine fifty years in the history of U.S. American literature. As the term "Renaissance" suggests, the five decades spanning the 1830s through the 1870s demarcate a period of unprecedented literary, philosophical, and cultural activity, and a pivotal moment in the constitution of a distinctive American literature and exploration of a new American identity. After framing the American Renaissance within its socio-historical context (Western colonial expansion, slavery, industrialization) and in its cultural roots in Romanticism, we will analyze some of the major works and authors of the period (Emerson, Thoreau, Poe, and Dickinson, among others). Moving across genres, we will investigate their thematic concerns, poetic techniques, and aesthetic and political entanglements. In particular, we will focus on the ways in which these writers and texts both informed and called into question the paradigmatic narratives and ideals that still sustain U.S. national identity today: American exceptionalism, manifest destiny, the self-made man, freedom and equality, economic progress and equal opportunities.

Required Reading: The shorter pieces will be made available on ILIAS. Please purchase a copy of the two texts listed below, preferably in the suggested editions:
Hawthorne, Nathaniel. *The Scarlet Letter*. Oxford University Press, 2009. ISBN: 9780199537808
Melville, Herman. *Billy Budd, Bartleby, and Other Stories*. New York: Penguin Classics, 2016. ISBN 9780143107606

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- can engage with key aspects and critical perspectives on the American Renaissance;
- can place the texts within their historical, social, political, and cultural contexts;
- can approach and critically examine the complexities of 19th century U.S. literary texts across different genres;
- develop their skills of close reading and textual analysis;
- improve their writing and presentation skills.

Coursework (pass/fail): Regular attendance, active participation in class, oral presentation, and a series of short written assignments.

Assessment (graded):[*] Regular attendance, active participation in class, oral presentation, a series of short written assignments, and a final seminar paper (3000-4000 words).

Deadline for Assessed Work: 29 January 2024

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[*] 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 at *Key Dates & Deadlines.*

BA Seminar: **"Ennobling new found tropes with problems old" – Early Modern Sonnets**

Instructor: **Nicole Nyffenegger**

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: Philip Sydney refers to poetry as "ennobling new found tropes with problems old" in *Astrophil and Stella* and just like he, many early modern English sonneteers write about their own writing almost as insistently as their poem's speakers address their beloved. Shakespeare's sonnet 18 even promises eternal life: "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 give life to thee". "This" – the sonnet, and in particular the early modern sonnet, by Shakespeare, Spenser, Sidney, Donne, Milton, and others, is what we will read and analyse in this class: we will engage with form and function, tropes and schemes, hone our skills at discussing poetry while using the appropriate terminology, and discuss how sonnets are (and often advertise themselves as) a unique form of poetry.

Required Reading: Please buy the *Penguin Book of the Sonnet*, ed. Phillips Levin, 2001, and start reading. In preparation for the first session, please choose one sonnet (also among the more recent ones if you like) 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 early modern poets,
- honed their skills of discussing poetry, including the relevant terminology,
- gained a deeper understanding of early modern poetry 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.

BA Seminar:	**Hounds and Horses: Companion Animals in the Middle Ages**
Instructors:	**Nicole Nyffenegger and Isabelle Schürch**
Times:	Tuesday 10-12
Credit Points:	4 ECTS (+3 ECTS for graded assessment)

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

Course Description: The knight on his valiant steed, the king with his loyal hunting dogs: These are just two prominent examples of human-animal companionship that shaped social and cultural relations in the Middle Ages. The course takes the idea of "companion animals" as a starting point to reflect on close, sometimes very intimate forms of collaboration, cohabitation, and partnership between humans, horses and dogs. The so-called posthumanist perspective challenges both historical and literary studies by problematising a human-centred focus on literature and history: Do only humans have history? Do only humans produce literature?

This course takes the interdisciplinarity of Human-Animal Studies (HAS) seriously and brings historical and literary approaches into dialogue. It offers an introduction to the flourishing field of HAS and provides an overview of its central approaches. Through the reading and analysis of high and late medieval historical and literary texts, central concepts such as "agency" are applied and critically discussed.

Required Reading: Materials will be uploaded onto Ilias.

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

- encountered a range of medieval texts concerned with animals;
- employed specific historical and literary methods of textual analysis;
- familiarised themselves with different types of historical and literary documents;
- identified and critically discussed central theses and strands of argumentation;
- examined academic texts for the message content;
- further honed their skills at literary analysis;
- and presented their findings in oral written form.

Coursework (pass/fail): Thorough preparation of set texts, active participation, regular attendance, a short presentation and/or writing exercises, depending on student numbers.

Coursework (graded): All of the above plus a paper of 3000 words (tbc)

Submission deadline for graded coursework: 15 January 2024

BA Seminar: Modernist Environments

Instructor: **Alberto Tondello**

Time: 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: Modernist literature offers a complex portrayal of what it might mean to represent, inhabit, and engage with natural and urban environments. Balancing between immersion and alienation, preservation and exploitation, literary modernism provides fertile ground to critically think about ways in which to relate with broader ecosystems.

The module will investigate modernist writers' ambivalent views of nature and engagement with a variety of environments. We will focus on T.S. Eliot's apocalyptic vistas in *The Waste Land*, explore Djuna Barnes's 'dark pastoral' in her 1936 novel *Nightwood*, consider Virginia Woolf's portrayal of coastal environments as a counterpoint to domestic spaces, and analyse the racialized landscapes depicted in Nella Larsen's *Quicksand*. Through close reading of primary texts and engagement with shorter critical works by literary scholars and ecocritical theorists, the module will grapple with issues of gender, race, and class at the heart of ecocritical analysis and criticism. At the intersection between literary and ecocritical studies, the course will give students an opportunity to explore some of the most recent approaches to ecocriticism in literary studies while developing an understanding of modernist literature.

Required Reading: All secondary texts will be made available on ILIAS. In preparation for the seminar, students are expected to acquire and read the following primary texts:

T.S. Eliot's *The Waste Land* (1922)
Virginia Woolf's *To the Lighthouse* (1927)
Nella Larsen's *Quicksand* (1928)
Djuna Barnes's *Nightwood* (1936)

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

- have deepened their understanding of modernist literature and some of its key texts;
- have strengthened their close reading, analytical, and critical skills;
- have gained familiarity with key concepts of ecocriticism and their relevance within literary studies;
- have developed the ability to read literary texts in dialogue with secondary theoretical sources.

Coursework (pass/fail): Thorough preparation of texts, regular attendance, active participation in class discussions, and one writing exercise.

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

Deadline for Assessed Work: TBA

[*] 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 at *Key Dates & Deadlines.*

46

BA Seminar:	Ain't I a Woman: Black Feminism in Literature, Theory and Visual Culture
Instructors:	**Malaika Sutter/Sabine von Rütte**
Time:	Mondays 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 explores the contributions of Black feminists to literary studies, as well as visual and cultural studies. Our corpus includes a diverse selection of works from literature, theory, film, and art. In our analysis, we will cover a wide range of critical thinkers, artists, and writers, such as Toni Morrison, Claudia Rankine, Brit Bennett, Faith Ringgold, bell hooks, Audre Lorde, Kimberlé Crenshaw, Saidiyah Hartman, and Beyoncé. Reading a variety of texts, films, and artworks in combination with Black feminist theory will sharpen our textual and visual analytical skills and broaden our knowledge of US American, specifically Black feminist, history and thought. We will familiarize ourselves with some of the key texts of American cultural production, as well as contemporary discourses and works at the intersection of gender and race. Students are advised that this is a reading-intensive course; thorough preparation of all class readings is expected.

Content Warning: Some of the texts and works discussed in this course deal with racism, physical and/or sexual violence. If you feel uncomfortable engaging with these issues, please take care while reading.

Please reserve the following date for attending a guest lecture:
Thursday, 19 October 2023, 18:15-19:45: Public lecture, Jennifer C. Nash, "Intersectionality"

Required Reading: Shorter texts will be made available on ILIAS. In preparation, students are expected to acquire and read the following texts (we will discuss them in chronological order):

Toni Morrison, *Beloved*, 1987: Vintage (Imprint) / Random House 1997, 352 pages, paperback
Claudia Rankine, *Citizen: An American Lyric*, 2014: Penguin Books, 176 pages, paperback
Brit Bennett, *The Mothers*, 2016: Penguin US, 2017, 304 pages, paperback

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

- have gained insight into the goals of cultural sustainability (race and gender);
- have strengthened their close reading skills and are able to come up with an original interpretation of a text/artwork based on their observations;
- have improved their critical thinking, discussion, moderation and writing skills;
- can tease out important themes and motifs, stylistic elements and narrative devices of a literary text, film or artwork;
- are familiar with central concepts and key texts of Black feminist thought and critical theory on race and gender;

- have engaged with key works of the African American literary and cultural tradition.

Coursework (pass/fail): Thorough preparation of texts, regular attendance and active participation in class discussions, moderation of one session, regular short written exercises.

Assessment (graded): [*] Same as ungraded, plus two shorter essays (around 1500 words each) during the semester.

Deadlines for Assessed Work: 30 October 2023 and 04 December 2023

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[*] 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 at *Key Dates & Deadlines.*

Optional Courses

BA Workshop: **Statistics for Linguistics**

Instructor: **Danielle Tod**

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

Course Description: This hands-on workshop introduces students to statistical concepts and methods used for the analysis of quantitative data in linguistic research. In the course, we will cover basic terminology in statistics, learn how to do descriptive statistics and how to select and carry out statistical tests for testing hypotheses. We will also focus on interpreting and understanding the results of statistical tests in the context of linguistic research questions using case studies, and learn how to present statistical analyses in research papers. Students will become familiar with several tools for doing statistics including Excel and R. No previous experience with statistics is required for participation. By the end of the course, students will be able to independently select and carry out statistical tests for the analysis of quantitative data in their own projects, making this course particularly suitable for those planning to conduct research using quantitative data in future assignments.

Required Reading: Required reading will be made available on Ilias before the start of the semester.

Learning Outcomes: By the end of this workshop, students will be able to:
- understand basic terminology and concepts in statistics;
- independently identify and carry out appropriate statistical tests for a given data set;
- report and present the results of statistical tests;
- interpret the output of statistical tests.

Coursework (pass/fail): Active participation in class, completion of exercises and regular attendance.

BA Workshop:	"Bede at St Gallen: An Introduction to Manuscripts" - Block course with a one-day study trip to the *Stiftsbibliothek St. Gallen*
Instructor:	Annette Kern-Stähler
Time:	Two preparatory sessions in Bern: 18 September 8-10 and 16 October 8-10; Study trip to St Gallen on 23 October (all day),
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 offers a first introduction to early medieval manuscripts. Covering each stage of the book production process, we will explore how writing surfaces were prepared, how texts were copied, how decoration was planned and executed, and how books were bound. We will also consider the role of these early books in the Christianisation of Europe. How did these books and the ideas they contain travel? How did Bede and Alcuin end up at the Abbey Library of St Gallen? Why does this library have the largest collection of early Irish manuscripts?

After two preparatory sessions in Bern, we will spend a day at the *Stiftsbibliothek St. Gallen*, one of the world's oldest and most complete monastic libraries. You will be able to get up close to and explore some of the library's manuscripts in the manuscript reading room, among them: Cod Sang. 247, a copy of Bede's *Historia Ecclesiastica Gentis Anglorum* (Ecclesiastical History of the English People), produced around 860 and still in its original Carolingian binding; Cod. Sang. 254, containing the oldest surviving copy of the letter of Cuthbert to his friend Cuthwin, relating the story of the death of Bede in 735, an account that incorporates the Old English *Death Song* by Bede in its oldest known version in Bede's own Northumbrian dialect; and Cod. Sang. 268, a ninth-century copy of Alcuin's grammar textbook *De grammatica*. We will also study the famous Plan of St Gall, the earliest preserved visualization of a building complex produced in the Middle Ages, and visit the library's special exhibition 'Sterne - Das Firmament in St. Galler Handschriften.'

Please note: Places are restricted; please send an email to Melina Hauri (melina.hauri@unibe.ch) to secure a place.

Required Reading: To be discussed in the first session.

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

- one of the world's major collections of medieval manuscripts;
- the different stages involved in the production of early books;
- the terminology to describe medieval manuscripts;
- the role of the production and circulation of books in the Christianisation of Europe;
- the layout of early medieval monasteries.

Coursework (pass/fail): Presence in all sessions and on the study trip, preparation of set texts, and a short presentation on site.

Deadline for Submission of Assignment/Evaluation: presentation on 23 October

Wahlbereich Lectures:	**Was ist Gesundheit?**
Instructors:	**Collegium generale**
Time:	Wednesday 18:30 – 20:00
Credit Points:	3 ECTS

Open to English students 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:
Location: Hauptgebäude, Hochschulstrasse 4, Auditorium maximum

KSL Root Number:

Anmeldung und Informationen: www.collegiumgenerale.unibe.ch

Anrechenbarkeit für Studierende: KSL
Der Besuch der Vorlesungsreihe wird Studierenden, deren Studienplan dies zulässt, nach bestandenem Leistungsnachweis mit 3 Kreditpunkten als Wahlbereich angerechnet.

BMZ Lecture and Seminar: «Im Schweisse deines Angesichts»: Arbeit im Mittelalter

Instructors: **Annette Kern-Stähler and other Medievalists of the University of Bern and Guest Speakers**

Time: Thursday 17-19
  Preliminary meeting 21 September 16:15
  Three debriefing sessions

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: Nach dem Spiel kommt die Arbeit. Denn eines steht fest, für die Lebenserhaltung muss etwas getan werden. Selbst im Schlaraffenland muss der Mund geöffnet werden, um die gebratenen Rebhühner, die duftend herumfliegen, hineinzulassen, kauen muss man diese selber. Die verschiedenen Tätigkeiten, die für das Überleben nötig sind, werden aber je nach Epoche, Ort und Kontext unterschiedlich gewertet. Ist in der Bibel die Arbeit eine von Gott auferlegte Strafe, um ein Tabubruch zu ahnden, so erwartet man von arbeitslosen Personen heutzutage, sich um jegliche Art von Arbeit zu reissen. Ziert sich die Person, wird sie gesellschaftlich geächtet.

Kehren wir aber zum Mittelalter zurück. Die Vorlesungsreihe dieses Semesters [HS 2023] fragt danach, wie Arbeit im Mittelalter verstanden, bewertet, entlohnt, organisiert und getätigt wurde. Dass landwirtschaftliche Tätigkeit als Arbeit galt, liegt nahe, waren aber der Kriegsdienst eines Ritters, die Erfüllung der Pflicht nach Nachwuchsproduktion einer adligen Dame, die Verantwortung für Regierung durch den Herrscher, die Produktion von Kirchenschmuck, der Gesang in der Kirche, das Verfassen von Gedichten auch Arbeit? Diese und ähnliche Fragen wollen wir uns stellen, FachvertreterInnen verschiedenster Disziplinen werden sich aus unterschiedlichen Perspektiven damit beschäftigen. Damit unsere Vortragenden dies tun können, war aber auch Arbeit nötig, nämlich Forschungsarbeit, die durch MediävistInnen geleistet wird. Was sind die Berufsfelder, die unsere KollegInnen erfüllen? Was hat sie motiviert, sich der Erforschung des Mittelalters zu widmen? Welche Karrierewege stehen dem akademischen Nachwuchs offen, der sich für das Mittelalter interessiert?

Vorbesprechung: Am Donnerstag, 21. September 2023, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning outcomes: Nach Besuch der Vorlesung können die Studierenden
- mediävistische Ansätze zur Arbeit erklären;
- einen Forschungsgegenstand aus unterschiedlichen Fachperspektiven betrachten

- Zusammenhänge eigenständig beurteilen.

Assessment (pass/fail): Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 25 Januar 2024.

Research Module

BA Colloquium: **Language and Linguistics**

Instructors: **David Britain / Kellie Gonçalves / Crispin Thurlow**

Times: Monday 14-16 (and 16-18 on 25th September)

Dates: 18 and 25 September, 16 and 30 October, 06 November
           + one-day conference <u>Friday</u> 08 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 colloquium is for students who are either planning to write or are already in the process of writing their BA theses. Generally speaking, the colloquium expects students to be working on projects in the broadly defined field of "sociocultural linguistics" – most notably, sociolinguistics, discourse studies, and/or linguistic anthropology. The colloquium offers students 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 from established researchers and peers.

- All students are expected to attend five foundation sessions: *Research Showcase* (week 1), *General Introduction* (Week 2), *What is a thesis?* (Week 2), *Writing Skills* (Week 5), and *Presentation Skills* (Week 8).
- Students in their final semester must attend an *Analysis Workshop* (Week 7), bringing a research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 12: Friday 08 December.
- Students in their first colloquium semester must submit their *Project Propositions* (see below) by 15th October – one month before the supervisor registration deadline.

Learning Outcomes: By the end of this course, students will:
- know the general expectations for BA theses in sociocultural 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 methodologies, research designs and analytic procedures in sociocultural linguistics.

Coursework (pass/fail): To pass, all colloquium students must attend the whole conference whether or not they are presenting their work. All students must also attend the five foundation sessions. Students should always attend the *General Introduction* in each colloquium semester, but do not have to do the other sessions more than once during their BA studies. Students presenting their theses at the conference will be expected to prepare – and submit by fixed deadlines – an abstract and then a copy of their slideshow.

Project Propositions (previously "research exercise")

The thesis is intended to take three months to complete; however, students doing empirical, data-based research must obviously agree an appropriate topic and design a do-able project before they can start the thesis. For this reason, and in order to earn 2 ECTS, students in their first semester of the Language & Linguistics colloquium (i.e., not yet doing their thesis) are required to approach <u>ONE potential supervisor</u> with <u>at least two propositions</u> for a thesis project. Each proposition should identify the following: the sociolinguistic/discourse analytic topic, a concrete research question, main methods, and possible data; each proposition should also be accompanied by <u>two or three journal articles</u> reporting studies like the ones proposed. These journal articles must come from <u>major sociolinguistics and/or discourse studies journals</u>; each article should be cited correctly (see *Manual for Writing Research Papers*). It is essential that the project propositions orient directly to the expertise/research agenda of the potential supervisor; the name of this person should be identified clearly with a short statement about how each proposition relates to the supervisor's current research agenda. The potential supervisor will then consider the propositions to decide if the proposed projects are (a) well-founded in the research and do-able; and (b) sufficiently within their own areas of expertise. At this point, students may be asked either to amend their ideas or to approach a different potential supervisor. <u>The deadline for submitting project propositions (to the ONE potential supervisor) is 15th October</u> which is one month in advance of the supervisor registration deadline.

Failure to attend the foundation sessions, the analysis workshop (if relevant), or any part of the one-day 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, except for Project Propositions (see deadline above).

BA Colloquium:	**North American Literature I**
Instructor:	**Sofie Behluli**
Time:	Thursday 10-12
Sessions:	05 and 19 October, 09 and 23 November, 07 and 21 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**
Instructors:	**Thomas Claviez / Axel Stähler**
Time:	Thursday 10-12
Sessions:	05 and 19 October, 09 and 23 November, 07 and 21 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 / Zoë Lehmann**

Time: Thursday

Sessions: 21 September 09-10, 16 November 09-14

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: **Danielle Tod / Viola Marchi**

Dates: Introductory Q&A session: 26 September 16-17
                 Exam Date: 05 December 16-17
                 Resit Date: 06 February 2024 16-17

Credit Points: 3 ECTS

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

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)

MA STUDIES

Specialisation Language & Linguistics

MA Foundation Lecture: **Language and Society**

Instructor: **David Britain**

Time: Tuesday 10-12

Credit Points: 4 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, sixty years after the foundation 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 (graded): a 90 minute exam for 4 ECTS (graded). Pass rate is 58%.

Exam Date: 12 December 2023 at 10.00

Resit Date: Friday, 12 January 2024 at 14.00

MA Lecture:	Contact: English in the World
Instructor:	**Kellie Gonçalves**
Time:	Thursdays 12-14
Credit Points:	3 ECTS

Course Description: The seminal work of both Weinreich (1953) and Haugen (1953) is considered to have launched the field of "contact linguistics" with a focus on individual bilingualism and societal multilingualism (Matras 2020). More recent research has explored language contact in a number of domains including language acquisition, language processing and production, conversation and discourse, the social functions of language, language policy, language change and more (ibid. 2020: 1). According to Thomason, language contact is defined as "the use of more than one language in the same place at the same time" (2001: 1). While such a definition may appear 'simplistic', it raises epistemological, theoretical, and even political questions as to what is understood by "a language". In this lecture, we will trace the historical development of contact linguistics from the 1950s up until the present day with a major focus on English as a global contact language. The course is therefore intended for students to engage directly and critically with both past and current theoretical frameworks and methodological approaches to studying and understanding language contact and the role that English has and continues to play worldwide given its status and value from a historical, cultural, political, economic, and social perspective. The course will focus on a range of different topics, some of which include language and dialect mixing, language revitalization with respect to minority languages, contact-induced language change and different mechanisms, language death and language attitudes. We will explore a range of contact settings, some of which include families, workplaces, education, tourism, offline and online spaces to name a few.

Required Reading: Students need to read chapters 1& 2 (Thomason 2001) for the first session of class. All texts will be available on ILIAS.

Learning Outcomes: By the end of this course, it is expected that students:
- engage critically with theoretical concepts within the field of contact linguistics;
- become familiarized with different theoretical frameworks and methodological approaches within this dynamic field;
- understand the historical role of English as a contact language worldwide;
- understand what happens to 'languages', people, and societies in contact situations in different parts of the world.

Assessment (pass/fail or graded): [*] 70% required to secure a 4.0/pass

Exam date: Thursday, 07 December 2023

Resit date: Thursday, 14 December 2023

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

MA Lecture: **Language and self in the world**

Instructor: **Martin Paviour-Smith**

Time: Wednesday 16-18

Credit Points: 3 ECTS

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

Course Description: This course looks at the role that language plays for English speakers in ordering and understanding the world and how to use language in it. Students will be introduced to this idea through topics from both anthropological linguistics and studies of genre and narrative. The first theme of the course 'naming and categorising' presents some of the classic theories and tasks of anthropological linguistics such as categorising tasks and prototype studies to understand how English speakers divide up and classify concepts. However, the social world of English speakers constrains classifying and naming to some degree. To illustrate this, the course also explores the complex set of linguistic and non-linguistic choices made when naming babies and the form and function of nicknames and English names used for national and ethnic groups.

Of course , language itself is a set of organised systems. The second theme of the course leads onto looking at English speakers' understanding of that system by asking what English speakers know about the formal level of language through language games. It also asks whether genres exist in their minds or are academic labels. The course examiners stand-up comedians and Oscar winners to discover their rules. The course ends with a consideration of how English speakers expect stories to be organised and what we do in the world with well-formed stories about others and ourselves.

Required Reading: A library of readings is provided on the ILIAS online learning platform.

Learning Outcomes: Students will:

- become familiar with topics in the anthropological linguistic tradition applied to the English-speaking world;
- begin to theorise on English speakers' inner model of the world and have some understanding of its structure and the role that language plays in that;
- form an understanding of how native speakers understand their internal language system in terms of folk phonology, folk morphology and folk semantics;
- Exhibit some knowledge of how speakers reveal the rules of genre;
- develop a knowledge of how storytellers and listeners construct stories about their lives around concepts of good and bad, praise and blame.

Assessment (pass/fail or graded): [*] % required to secure a 4.0/pass tba.

Exam date: Wednesday, 06 December

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines*

Resit date: Wednesday, 13 December. Students who could not attend an exam for medical reasons could make use of the second resit exam in the last semester week / annual week 51

MA Seminar:	The Sociolinguistics of Waste
Instructor:	Crispin Thurlow
Time:	Monday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Scholars in the humanities and humanistic social sciences have long since turned their attention to waste – as stuff, as value system, as political economy, and as ecological problem. Until only recently, there existed no waste-focused scholarship in sociocultural linguistics. In fact, some of the only work to date – Thurlow (2022), Thurlow, Pellanda & Wohlgemuth (2022) – started life in the context of this very seminar, making an initial contribution to the interdisciplinary field of *discard studies*.

In the spirit of deepening and expanding these early attempts at developing a "sociolinguistics of waste," you will be invited to investigate how language shapes the social meanings of waste and, as such, how it helps structure the wider political-cum-symbolic economies of both consumerism and environmental collapse. The kinds of empirical questions we will be asking together are these: 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 talk about their own role in the production and/or management of waste? How are children socialized into the meanings of waste?

As before, the seminar is designed as a "laboratory course" which means it is hinges on student-driven, project-based learning experiences where you will be actively engaged in producing new knowledge for the field. In particular, the seminar will orient concretely to an SNSF-funded project *Articulating Rubbish: A Sociolinguistic Approach to the "Crisis of Waste"*.

Required Reading: The following short articles must be read before the first session; your knowledge of both will be assessed:

> Cavanaugh, Jillian R. (2022). Trash talk: Language as waste practice. *Journal of Sociolinguistics*, 26(3), 404-410.
> Reno, Joshua. (2022). Does waste make language? *Journal of Sociolinguistics*, 26(3), 418-425.

These articles will be posted on ILIAS together with all other required reading. Mostly, this material will take the form of articles or chapters from a range of different disciplinary perspectives; this is how you will begin to appreciate the inherently interdisciplinary nature of discard studies and better understand the contribution sociocultural linguists can make.

Workload: This seminar potentially earns students 4 ECTS. The UniBe's official expectation is that this will entail a total of between 100 and 120 hours which makes for a weekly workload of between 7 to 8.5 hours, including the 90-minute sessions themselves. If students opt to take the 3-ECTS graded assessment (see below), they should expect to put in an additional 75 to 90 hours of work – about 1.5 to 2 weeks.

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

- have a foundational understanding of the links to be made between sociocultural linguistics and discard studies;
- have an appreciation for the way waste is approached in fields such as history, cultural studies, geography, fine arts, anthropology, sociology, and economics.
- understand how the "sociolinguistics of waste" may be conceptually organized and motivated;
- have a more specialist knowledge about the way waste is discursively framed and produced in a number of social domains and sociolinguistic contexts; and,
- have more advanced primary and secondary research skills, as well as presentation and academic writing skills.

Coursework (pass/fail): Depending on the size of the class, students will likely be organized into pairs or groups of three, each charged with doing primary and secondary research. Orienting to the SNSF-funded project *Articulating Rubbish: A Sociolinguistic Approach to the "Crisis of Waste"*, this work will focus on the mediatization of waste. The initial outcomes of this work will be presented to the rest of the class in the form of a "data demo". In order to pass the seminar and earn the 4 ECTS, students must satisfactorily undertake the following coursework:

- engaging fully with all in-class discussions and completing (with a 75% average) graded quizzes based on the required readings.

- In pairs or clusters, present to other students a summary of two or three additional academic research papers organized around the demonstration of some indicative empirical evidence (hence "data demos"). This work will be assessed as credit/no credit.

Assessment (graded):[*] If you are seeking a grade for the seminar, you will, in addition to the basic coursework above, be expected to implement and write up the research project presented during the semester (i.e., data demos). This will take the form of a 3,000- to 4,000-word research paper, following the *Journal of Sociolinguistics* format and style guidelines.

Deadline for Assessed Work: 17:00 on Monday, 08 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	**Language and Domestic Work**
Instructor:	**Kellie Gonçalves**
Time:	Mondays 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Studies on care work and domestic labor have often been theorized from a feminist perspective by analyzing the intersection of gender, race, ethnicity, class, sexuality, and citizenship. Such studies find women's subordination to be a by-product of both capitalist and patriarchic structures, which, within a global economy, act to reinforce asymmetrical relations in often exploitive ways (Rollins, 1985; Hochschild, 2000; Parreñas Salazar, 2008; Yeates, 2009; Lutz, 2011; Romero et al., 2014). Domestic work, due to its highly feminine-gendered nature, plays *the* defining role in global, ethnic, and gendered hierarchies (Lutz 2011). To date the transfer of female labor within the so-called *global care chain* (Hochschild 2000) has grown to comprise "the largest labor market worldwide" (Lutz, 2011: 15). Pre-pandemic, women constituted approximately half of the world's migrant population; moreover, migrant women involved in the global care chain account for the single largest female occupational group migrating globally (ILO 2013, 2017; Romero et al., 2014; Lorente, 2017; Gonçalves and Schluter, 2020, 2023; Kaiper-Marquez and Makoni, 2022).

Domestic work is considered one of the oldest occupations to date despite predictions of its demise due to industrialization and other modernization processes. Depicted as *precarious*, *underpaid*, *dirty, solitary,* and *hidden*, domestic work is situated within the informal economy because of it being set primarily in private homes outside the purview of state regulation. Sociolinguistic studies addressing language learning, communicative practices, and the commodification of language within domestic and care work contexts are in their relative infancy given the methodological challenges facing researchers in accessing both employers and employees (i.e cleaning ladies, nannies). In this course, we will be exploring a number of studies globally that address language, domestic and care work in various contexts (USA, Hong Kong, UK, Sweden to name a few). Students will be introduced to different theoretical frameworks and methodological approaches used to explore language and other communicative practices within different workplace settings of domestic and care work.

Required Reading: All texts will be available on ILIAS

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

- engage critically with theoretical concepts on language and domestic work;
- become familiarized with different theoretical frameworks and methodological approaches and be able to academically position themselves as both students and researchers based on their own fieldwork;
- carry out a small empirical study on their own and present their findings to the class;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and poster sessions.

Coursework (pass/fail): Regular attendance, active participation in class discussions, fieldwork, poster presentation

Assessment (graded):[*] Regular attendance, active participation in class discussions, fieldwork, poster presentation and a written seminar paper of approximately 4 000 words.

Deadline for Assessed Work: 12 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	**English on the Isle of Skye: A Data Collection Excursion**
Instructors:	**Hannah Hedegard / Danielle Tod**
Times:	Tuesday 16-18, on 19 September, 3 and 17 October and 28 November. Excursion 23 – 27 October
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The aim of this seminar is to give BA and MA students hands-on sociolinguistic fieldwork experience in an Anglophone speech community. A picturesque English and Gaelic-speaking island in the Scottish Inner Hebrides, the Isle of Skye is home to around 13,000 people. The sociolinguistic effects of its geo-cultural isolation and bilingual status make it a valuable site for *language variation and change* scholarship. Despite this, the English spoken on *An t-Eilean Sgitheanach* (the island's Gaelic name) remains a relatively under-researched variety. Speech data collected in this course, and analysis of it undertaken in an optional connected seminar in FS24, will work towards filling this research gap.

The course will begin with three preparation classes that will introduce the island's history, demography and language ecology, as well as provide practical information for the trip. We will then arrive in Portree (the island's capital) on Sunday 22nd October for a 9am start the following day. We will hear from several local scholars on Gaelic language and customs during the 5-day excursion and participate in a tour of the island's historical and cultural hotspots. The main activity, however, will be the data collection: students will work individually or in pairs, carrying out "Sociolinguistic Interviews" with local speakers of Skye English. Reflections on fieldwork experiences will be presented in a final conference session back in Bern on November 28th.

For logistical reasons, this course is limited to 20 students. Anyone interested should email Dr Hedegard to be put on the waitlist. The Phil.-hist. Dekanat provides funds to support students' participation in the excursion: a 50% subsidy of all travel expenses.

Required Reading: Obligatory texts will be uploaded to ILIAS in PDF form shortly before the course start.

Learning Outcomes: By the end of this course, it is expected that students:
- Will have recorded several speakers of an under-researched variety of (British) English;
- Will have competently demonstrated knowledge and application of variationist data collection techniques;
- Will have explored the linguistic consequences of peripherality and language contact, through empirical research in a relevant setting.

Coursework (pass/fail): Submission of collected speech data, short reflection presentation

Assessment (graded):[*] Submission of collected speech data, reflection presentation, 3000-word report

Deadline for Assessed Work: 20 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	Linguistics in the High School
Instructors:	**Hannah Hedegard/Adrian Leemann/Silvia Natale**
Time:	Thursday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Language is the most powerful instrument of communicative action. Despite this, the use of language is given relatively little attention in secondary schools: the focus is on language competence in the sense of linguistic accuracy, literary competence or - in the case of foreign languages - intercultural competence.

This is exactly where this teaching project comes in: in a joint course (German Studies, Italian Studies, English Studies), students will together create a pedagogy and learning platform containing materials for various teaching units with a linguistic focus for secondary schools. Topics to be covered include first language acquisition, language and identity, youth language, etc. These teaching materials will then be made available to teachers, both to stimulate linguistic reflection and to present linguistic research findings and their applicability. Towards the end of the course, the teaching project will be showcased and critically reflected upon in an exchange with local high schools. Since three institutes are collaborating, the composition of the students will determine the lingua franca of the course. However, it is not assumed that students are proficient in all three languages.

Required Reading: Obligatory texts will be uploaded to ILIAS in PDF form shortly before the course start.

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

- linguistic science competence via the preparation of theoretical focus topics in research;
- pedagogical competence: creating access to linguistic reflections for a lay audience, meaningful preparation of the topics via the development of exercises, self-tests etc., and analysis of didactic processes e.g., flipped classrooms;
- digital competence: Digital preparation of the material (web design).

Coursework (pass/fail): Generation of linguistics teaching materials in small groups, final presentation, and Q+A on the materials

Assessment (graded):[*] Report on teaching material creation

Deadline for Assessed Work: 31 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	Linguistic Anthropology
Instructor:	Gwynne Mapes
Time:	Tuesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description:

> *All words have the 'taste' of a profession, a genre, a tendency, a party, a particular work, a particular person, a generation, an age group, the day and hour. Each word tastes of the context and contexts in which it has lived its socially charged life…*
> *Bakhtin (1981: 293)*

This methods-oriented seminar offers students a general introduction to the use of language in real-life social contexts: in other words, to the core theoretical and methodological principles of linguistic anthropology, an interdisciplinary field with a rich intellectual heritage. In the first half of the course students will be introduced to foundational areas such as theories of culture; linguistic diversity and speech community; participation structure and frameworks; indexicality and performance; as well as pressing, contemporary issues related to language, power, and political economy. Alongside these theoretical debates students will receive hands-on training in *ethnography*, the defining method in linguistic anthropology. In this regard, the second half of the course will be devoted to independent research projects – students will be assigned a research site *(TBD)* which they will be responsible for ethnographically documenting during the remainder of the semester. The course will culminate in a final workshop where students' data collection experiences/findings will be presented and discussed.

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:

- have a broad grasp of the field of linguistic anthropology and its relation to discourse studies more generally;
- understand the importance of ethnography as a methodological approach to studying language in different contexts;
- are able to apply ethnography in their own investigations of language and communication;
- have a good critical awareness of the role language plays in the ongoing organization and maintenance of sociocultural practices and hierarchies.

Coursework (pass/fail): Reading quizzes (20%) and Project Presentation (40%)

Assessment (graded):[*] Final paper (40%)

Deadline for Assessed Work: Friday, 19 January 2024

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[*] 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 at *Key Dates & Deadlines.*

Specialisation Literature

MA Foundation Lecture:	**After the Linguistic Turn: Literary Theory in the 20th Century**
Instructor:	**Viola Marchi**
Time:	Wednesday 10-12
Credit Points:	4 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, 13 December 2023

Resit Date: Wednesday, 10 January 2024

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[*] 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 at *Key Dates & Deadlines*.

MA Lecture:	**The American Century**
Instructor:	**Thomas Claviez**
Time:	Tuesday 12-14
Credit Points:	3 ECTS

Course Description: This lecture – held in an American Studies style – will lead the students through the 20th century, combining literary texts with the background (historical, political, economic) that they grew out of. We will deal with Realism, Modernism, Confessionalism, Beat Poetry, Ethnic Literature and Postmodernism in a way that reconnects these eras with the context they have evolved out of. We will thus deepen some of the insights gained through the Literary History lecture.

Required Reading: All required reading will be uploaded on ILIAS. An additional tutorial will be offered to accompany the lectures. Needless to say, the lecture will only make sense if you have read the texts, which will be deepened in the tutorial. **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:

- Be able to connect the texts to the context that they reacted to and commented upon;
- Have acquired knowledge about the long 20th century that cemented American predominance, and the literary eras that accompanied it.

Assessment (pass/fail or graded): [*] 60 % required to secure a 4

Exam date: 12 December 2023

Resit date: 19 December 2023

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[*] Lectures are usually assessed as pass/fail but may also be awarded a grade if required; be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines*

MA Seminar: **Books into Films: American Cinematic Adaptations of Literary Texts**

Instructor: **Axel Stähler**

Time: Monday 14-16

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

Course Description: The Brazilian author Paulo Coelho maintained that "the book is a film that takes place in the mind of the reader. That's why we go to movies and say, 'Oh, the book is better.'" But then, as the popular writer Stephen King observed, "books and movies are like apples and oranges. They both are fruit, but taste completely different." In this seminar, we will taste of both fruits: looking at different genres – ranging from mystery, adventure, psychological drama, and horror to the (neo-)Western – and considering the period from the 1940s to the first decade of the twenty-first century, we will analyse and compare a choice of American literary texts and their cinematic adaptations. We will enquire why and how these 'apples' and 'oranges' taste differently, what their effect is on our aesthetic taste buds, and in how far their respective taste is not only unique and unmistakable but also acquired and culturally mediated.

Required Reading: Texts must be read in preparation of respective seminar sessions.
- Raymond Chandler, *Farewell, My Lovely* (1940).
  - [Film adaptation entitled *Murder, My Sweet* directed by Edward Dmytryk (1944) and eponymous film adaptation directed by Dick Richards (1975).]
- Ernest Hemingway, *The Old Man and the Sea* (1952).
  - [Eponymous film adaptation directed by John Sturges (1958).]
- Ken Kesey, *One Flew Over the Cuckoo's Nest* (1962)
  - [Eponymous film adaptation directed by Miloš Forman (1975).]
- Stephen King, *The Shining* (1977).
  - [Eponymous film adaptation directed by Stanley Kubrick (1980).]
- Cormac McCarthy, *No Country for Old Men* (2005).
  - [Eponymous film adaptation directed by Joel and Ethan Coen (2007).]

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

- have acquired a critical understanding of intermediality and the intricacies of cinematic adaptations of literary texts;
- have attained a judicious understanding of, and confident ability of applying, the terminology of film analysis;
- demonstrate a critical awareness of the function of literature and film as vehicles of cultural self-reflection;
- have honed their analytical and interpretive skills;
- have improved their writing and presentation skills.

Coursework (pass/fail): Regular attendance, weekly reading, and active seminar participation; presentation and individual research assignments.

Assessment (graded):[*] Essay (4000 words)

Deadline for Assessed Work: 05 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	**Ekphrasis: Painting with Words**
Instructor:	**Sofie Behluli**
Time:	Wednesday, 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This seminar attends to the creative uses of ekphrasis in poetry, short stories, novels, essays and memoirs. Poetically speaking, ekphrasis is "word-painting" (Murray Krieger 1992) or a "flirtation" between the arts (Virginia Woolf 1952), as it marks a medial and imaginative encounter between two different artforms, for example literature and painting. In a more theoretical sense, ekphrasis is an intermedial phenomenon (Werner Wolf 2005; Irina O. Rajewsky 2005 and 2010) that is most commonly understood as "*the verbal representation of visual representation*" (James A. W. Heffernan 1993). Going back to Homer's evocation of Achilles' shield in the *Iliad*, ekphrasis can look back on a nearly 3'000-year-long tradition. What is more, even the invention of the Internet and digital media has not made ekphrasis obsolete and it can be found everywhere in contemporary (fictional and nonfictional) texts. If it is so easy to look up images on Google or to generate new ones with AI technologies, then why are authors still so keen to describe paintings, photographs, films, maps and other visual artifacts with words? This seminar wants to tease out a variety of responses to this simple question – "Why ekphrasis?" – by critically engaging with a range of literary texts. Our corpus is mostly comprised of texts written by English and American authors, but it also features one example by Korean author Han Kang. We will read evocative poems by John Keats, John Ashbery and Carol Ann Duffy; memorable short stories by Edgar Allan Poe, H. P. Lovecraft, and A. S. Byatt; experimental novels by Don DeLillo, Max Porter and Han Kang; and non-fictional essays and memoir-excerpts by Siri Hustvedt and Olivia Laing. In our discussion of ekphrastic evocations in literary texts, we will not only discuss visual, medial and aesthetic concerns, but also touch on categories of experiences relating to gender, class, race, and more. Ultimately, this seminar also serves to complicate a simplistic view of (ekphrastic) 'description' by showing how much narrative it actually generates, how much cultural work it performs, and how much playfulness, creativity and wonder it weaves into a text.

Required Reading: Please note that the reading load for this class is heavy, so students should reserve enough time during the semester to complete all the readings. Many primary and secondary sources will be provided as scans on Ilias, but you must purchase the following works yourself:
- A. S. Byatt's *The Matisse Stories* (1993)
- Han Kang's *The Vegetarian* (2007; transl. 2015)
- Don DeLillo's *Point Omega* (2010)

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

- familiarize themselves with the main concepts, theories and critical approaches to ekphrasis (primarily derived from intermediality studies);
- engage with prominent ekphrastic texts from various genres (poems, short stories, novels, essays, memoirs) and cultures (American, British, Korean);

- develop a sensibility for spotting and interpreting ekphrastic passages in fictional and non-fictional texts; and
- revise a simplistic understanding of the binary opposition "narrative vs. description", which can later be applied to other, non-ekphrastic passages and texts.

Coursework (pass/fail): Regular attendance, completion of all primary and secondary readings, active participation in class, moderation of one session.

Assessment (graded): Regular attendance, completion of all primary and secondary readings, active participation in class, moderation of one session, written paper of 4000 - 5000 words, attendance of at least 2 tutorials on academic writing.

Deadline for Assessed Work: 18h00 on Monday, 15 January 2024

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* 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 at *Key Dates & Deadlines.*

MA Seminar: **North American Modernisms**

Instructor: **Roman Bischof-Vegh**

Time: Thursday 16-18

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

Course Description: Modernism is often discussed as an international phenomenon – the distillation of the experience of modernity into new forms of expression in Western literature and art in the first few decades of the twentieth century. Yet, as with its nineteenth-century predecessors, romanticism and realism, modernism manifested itself in particular ways on the North American continent. In this course, we will trace the peculiarities of North American modernisms (the plural indicating that decisive distinctions can be made even within this narrower frame) without losing sight of its international relations. While focussing chiefly on literature, we will also find time to consider other forms of artistic expression, such as visual art, performance, and architecture. Due to its wide-reaching and highly varied expression in North American culture, focussing on modernism invites us to read a variety of textual forms (poems, plays, novels, short stories) originating from various cultural centres and movements. We will therefore be able to discuss works by Langston Hughes, Susan Glaspell, Marianne Moore, T. S. Eliot, Ernest Hemingway, Zora Neale Hurston, and more. We will use our observations taken from these texts along with readings of recent critical and theoretical contributions to the study of modernism to broaden our understanding of the various artistic impulses and innovations associated with the movement and consider its effects on contemporary literature and art. This will also enable us to reflect critically on terms such as 'postmodernism' and 'post-postmodernism', which are often used to simultaneously refer to a breaking with and an expansion of modernist tendencies.

Required Reading: Please purchase the following editions and read them before the beginning of term:

- Hemingway, Ernest. *The Sun Also Rises*, Vintage Classics, 2022.
  ISBN: 978-0-593-46634-6
- Hurston, Zora Neale. *Their Eyes Were Watching God*, Virago, 2018.
  ISBN: 978-0-349-01033-5
- O'Neill, Eugene. *The Iceman Cometh*, Yale UP, 2006.
  ISBN: 978-0-300-11743-1

The texts must be read before the first session; your knowledge of them may be subject to examination. Further material will be made available on the presence shelf and through ILIAS. **There will be mandatory reading for each session, including the first one, so please check the ILIAS platform well in advance!**

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

- have gained insights into the multifaceted characteristics of North American modernist literature, along with other artforms;

- have developed an understanding of the contextual and conceptual complexity surrounding the term 'modernism';
- have engaged closely with current critical and theoretical discourses surrounding modernism in a North American context;
- have further developed their analytical and discursive skills within the field of literary studies.

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

Assessment (graded):* Same as ungraded, plus a seminar paper (5000–6000 words)

Deadline for Assessed Work: 25 January 2024

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* 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 at *Key Dates & Deadlines.*

MA Seminar:	**Why Literature? Aims and Uses of Literature and Literary Studies**
Instructor:	**Ursula Kluwick**
Times:	Monday 16-18
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Why are we drawn to literary texts? What are the aims of literature, and to which uses has it been put? Is 'use' determined along poetic or political lines? As students of literature, you are required to do a lot of reading, and in many contexts, literature carries high cultural prestige, but how are literary texts and how is literary reading different from other texts and cultural practices? What is the 'use' of literary studies? These are some of the questions were are going to explore with the help of a wide range of rather different texts: an early modern play about royal succession and toxic ambition, a Victorian female Bildungsroman, a collection of poetry about, mainly, love and nature, and a contemporary novel about illegal migration. Drawing on these texts together with theoretical work from the fields of literary sociology, reader response and reception theory, as well as other theoretical interventions, we are going to consider the role of literature and what Edward Said calls its worldliness, by exploring aesthetic, rhetorical, structural, and socio-political dimensions of literary texts and literary reading.

Required Reading: This is a reading-intensive course. Please bear in mind that we might not progress chronologically and read the following texts over the summer.
Omar El Akkad, *What Strange Paradise*. London: Picador, 2021; George Eliot, *The Mill on the Floss*. 1860. London: Penguin, 2003; William Shakespeare, *Macbeth*. c. 1606 (please get the latest Arden or Cambridge edition); a collection of sonnets will be available on ILIAS at the beginning of term.

Learning Outcomes: By the end of this course, it is expected that students:
- have gained insight into a range of 'uses' of literature and are aware of historical shifts in the function of literature, different literary forms, and literary analysis;
- have learned to reflect on their own reading practices as well as the assumptions and expectations underlying different literary theories;
- and are able to connect uses of literature and literary studies to cultural sustainability.

Coursework (pass/fail): regular attendance, weekly reading, contribution to discussions, one short mid-term essay (1500 words).

Assessment (graded):[*] The same as for pass/fail, plus a longer seminar paper (4000 words).

Deadline for Assessed Work: 14 January 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	**Fashion in Fiction: Reading Dress from the 19th Century to Today**
Instructor:	**Zoë Lehmann Imfeld**
Time:	**Thursday 14-16**
Credit Points:	**4 ECTS (+ 3 ECTS for graded assessment)**

Course Description: Roland Barthes proposed that 'real' fashion is less a representative of the significance of clothing than is 'written' or 'described' fashion. Fashion, ultimately, is a language, with a structure agreed upon by those who wear and speak about it. This course will explore how this language of fashion functions in literature, reading the ways in which depictions of fashion contribute to narratives of self and society. We will also chart the changing role of fashion in contributing to notions of class, gender, national identity and sexuality from the late nineteenth century until now. We will get a sense of what it means to think about fashion theory, drawing on works by Barthes and Walter Benjamin amongst others, and use this to read such fictional texts as those listed below. We'll also see how we can use our skills as literary scholars to 'read' fashion, turning our attention to, for instance, fashion photography and fashion editorials.

Required Reading:

Truman Capote, *Breakfast at Tiffany's* (London: Penguin, 2000), ISBN 978-0-14-118279-7 **OR** *A Capote Reader* (London: Penguin, 2002), ISBN 978-0141185309
Junichiro Tanizaki, *Naomi* (London: Vintage, 2000), ISBN 978-0-375-72474-9
Roland Barthes, *The Language of Fashion* (London: Bloomsbury, 2013), ISBN 978-1472505422
Further texts will be made available on ILIAS.

Please acquire and start reading these texts as soon as possible before the start of the course. There is a considerable amount of weekly reading for this course in addition to the texts listed above.

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

- Will be familiar with the field of fashion theory, and its potential usefulness to literary scholarship;
- Will be able to identify the role played by clothing in the construction of literary characters;
- Will have an understanding of the function of clothing and fashion in defining and signalling social and cultural structures.

Coursework (pass/fail): Full participation in the seminar, and completion of small written tasks during the course, such as forum entries; Essay proposal (for graded students in preparation for assessed essay, for ungraded students for a hypothetical essay. Deadline for both Monday 8th January 2024.)

Assessment (graded):[*] 5000 - 6000 word essay

Deadline for Assessed Work: Friday 02 February 2024

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[*] 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 at *Key Dates & Deadlines.*

MA Seminar:	**Marlowe's Plays, Marlowe's World**
Instructor:	**Nicole Nyffenegger**
Time:	Friday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The London theatre scene of the 1580ies had a star: Christopher 'Kit' Marlowe. Born in the same year as Shakespeare but famous earlier, he was the playwright for Shakespeare to live up to when he arrived in London. And although the two consequently wrote plays that mirror each other, Marlowe's heroes deserve attention in their own right: the warlord Tamburlaine, the university doctor Faustus, the revengeful Jew Barabas, and King Edward II who was famously killed in a homophobic hate crime. In their lust for power, they become schemers, killers, megalomaniacs, and they do not shy away from a pact with the devil. But Marlowe's life and the theories surrounding his early death, at just 29 years in a pub-fight (was he a spy, a heretic, a magician, a victim of homophobia himself?) make the playwright just as interesting as his heroes. In this historically oriented course, we will read and discuss Marlowe's plays against secondary literature concerned with Elizabethan culture, religion, gender roles and stereotypes, and Marlowe's biography.

Required Reading: Please buy the Oxford World's Classic *Doctor Faustus and Other Plays* (this includes the *Jew of Malta*, *Tamburlaine,* and *Edward II*) and start reading. We will tackle *Doctor Faustus* and *Edward II* first.

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

- an in-depth knowledge of three to four of Marlowe's plays;
- analysed and discussed these plays against the historical, cultural, and religious backdrop of Elizabethan England and Marlowe's biography;
- further honed their skills at literary analysis;
- academic discussion and writing;
- a broader understanding of early modern drama.

Coursework (pass/fail): Thorough preparation of set texts, active participation, regular attendance, a presentation and writing exercises, depending on student numbers.

Assessment (graded):[*] All of the above plus a paper of 4000-5000 words (tbc).

Deadline for Assessed Work: 15 January 2024

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[*] 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 at *Key Dates & Deadlines.*

Other Courses

MA Workshop: **Researching Communities of Practice**

Instructor: **Kellie Gonçalves**

Time: Thursdays 10-12

Credit Points: 3 ECTS

Course Description: According to Wenger (1998) "Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor". This could be anything from a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope (ibid.). As such, communities of practice (CoP) are groups of people or members of a group that interact regularly and share concerns or similar passions. Originally devised as a theory of learning within an educational context, the approach has been applied to a number of diverse fields and domains, one of which is sociolinguistics. Much like social network theory, sociolinguists have drawn on the CoP approach in order to understand how certain socio-cultural and socio-linguistic phenomena work in tandem and are understood, learned, transmitted and practiced among different groups of people and what factors contribute to such learning. In this workshop, we will explore how scholars of language have used the CoP approach in their own research and what advantages and challenges this type of approach has when conducting empirical work. Over the course of the workshop, students will carry out a small pilot project of their choice using a CoP approach. This will give students the opportunity to practically implement, test, and refine their methods and approach as discussed in the workshop with regards to data collection, fieldwork, and specific sociolinguistic phenomena.

Required Reading: All texts will be available on ILIAS.

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

- identify the theoretical and methodological challenges in employing a CoP approach as well as identifying the societal relevance of it;
- be able to critically engage with diverse studies drawing on a CoP approach;
- engage directly with a CoP approach and research design;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and oral presentations

Coursework (pass/fail): Students are expected to read all relevant texts, participate in class discussions as well as participate in research design and engage in fieldwork using a CoP approach for at least 1 month. Students will present their fieldwork to the class in the form of an oral presentation.

Deadline for Assessed Work: 07 December 2023

MA Workshop:	**"Bede at St Gallen: An Introduction to Manuscripts"** - Block course with a one-day study trip to the *Stiftsbibliothek St. Gallen*
Instructor:	Annette Kern-Stähler
Time:	Two preparatory sessions in Bern: 18 September 8-10 and 16 October 8-10; Study trip to St Gallen on 23 October (all day),
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 offers a first introduction to early medieval manuscripts. Covering each stage of the book production process, we will explore how writing surfaces were prepared, how texts were copied, how decoration was planned and executed, and how books were bound. We will also consider the role of these early books in the Christianisation of Europe. How did these books and the ideas they contain travel? How did Bede and Alcuin end up at the Abbey Library of St Gallen? Why does this library have the largest collection of early Irish manuscripts?

After two preparatory sessions in Bern, we will spend a day at the *Stiftsbibliothek St. Gallen*, one of the world's oldest and most complete monastic libraries. You will be able to get up close to and explore some of the library's manuscripts in the manuscript reading room, among them: Cod Sang. 247, a copy of Bede's *Historia Ecclesiastica Gentis Anglorum* (Ecclesiastical History of the English People), produced around 860 and still in its original Carolingian binding; Cod. Sang. 254, containing the oldest surviving copy of the letter of Cuthbert to his friend Cuthwin, relating the story of the death of Bede in 735, an account that incorporates the Old English *Death Song* by Bede in its oldest known version in Bede's own Northumbrian dialect; and Cod. Sang. 268, a ninth-century copy of Alcuin's grammar textbook *De grammatica*. We will also study the famous Plan of St Gall, the earliest preserved visualization of a building complex produced in the Middle Ages, and visit the library's special exhibition 'Sterne - Das Firmament in St. Galler Handschriften.'

Please note: Places are restricted; please send an email to Melina Hauri (melina.hauri@unibe.ch) to secure a place.

Required Reading: To be discussed in the first session.

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

- one of the world's major collections of medieval manuscripts;
- the different stages involved in the production of early books;
- the terminology to describe medieval manuscripts;
- the role of the production and circulation of books in the Christianisation of Europe;
- the layout of early medieval monasteries.

Coursework (pass/fail): Presence in all sessions and on the study trip, preparation of set texts, and a short presentation on site.

Deadline for Submission of Assignment/Evaluation: presentation on 23 October

MA Workshop: **Stargazing in Medieval English Literature**

Instructor: **Nicole Nyffenegger**

Time: Thursdays 12-14 (see below)
             Monday, 16 October 08-10
             Monday, 23 October full day excursion

Credit Points: 3 ECTS

Course Description: In this workshop, we will explore medieval English texts concerned with heavenly bodies, among them some of Chaucer's lesser known works *Treatise of the Astrolabe*, *The Complaint of Mars, The Complaint of Venus,* and *The Franklin's Tale.* We will also study extracts from *Mandeville's Travels*, which includes calculations of the circumference of the earth. Among other aspects, we will think about how the intellectual exploration of the firmament connected to medieval religion.
We will bring Chaucer's and Mandeville's writings into conversation with the rich catalogue of the summer exhibition at the Stiftsbibliothek St Gallen (https://www.stiftsbezirk.ch/de/aktuelle-ausstellungen/stiftsbibliothek) and will visit the exhibition during a one-day excursion to St Gallen on Monday, 23 October (all day). We will meet weekly on Thursday 12-14 up to that date, and join the BA workshop on manuscripts on Monday, 16 October 8-10 to present our findings.

Texts: Chaucer's texts are all in the Riverside Chaucer, of which most of you have copies. Links and pdf uploads will be available on Ilias as an altenative for those who don't.

Learning Outcomes:

By the end of the course, it is expected that students will:
- have discussed some of Chaucer's lesser known works;
- have gained an understanding of medieval astronomy and astrology and the way these connected to religion;
- have studied medieval English texts within their European context;
- encountered medieval manuscripts in the world-famous St Gallen collection.

Coursework (pass/fail): Presence in all sessions and on the study trip, preparation of set texts, and a short presentation

BMZ Lecture and Seminar: «Im Schweisse deines Angesichts»: Arbeit im Mittelalter

Instructors: Annette Kern-Stähler and other Medievalists of the University of Bern and Guest Speakers

Time: Thursday 17-19
Preliminary meeting 21 September 16:15
Three debriefing sessions

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: Nach dem Spiel kommt die Arbeit. Denn eines steht fest, für die Lebenserhaltung muss etwas getan werden. Selbst im Schlaraffenland muss der Mund geöffnet werden, um die gebratenen Rebhühner, die duftend herumfliegen, hineinzulassen, kauen muss man diese selber. Die verschiedenen Tätigkeiten, die für das Überleben nötig sind, werden aber je nach Epoche, Ort und Kontext unterschiedlich gewertet. Ist in der Bibel die Arbeit eine von Gott auferlegte Strafe, um ein Tabubruch zu ahnden, so erwartet man von arbeitslosen Personen heutzutage, sich um jegliche Art von Arbeit zu reissen. Ziert sich die Person, wird sie gesellschaftlich geächtet.

Kehren wir aber zum Mittelalter zurück. Die Vorlesungsreihe dieses Semesters [HS 2023] fragt danach, wie Arbeit im Mittelalter verstanden, bewertet, entlohnt, organisiert und getätigt wurde. Dass landwirtschaftliche Tätigkeit als Arbeit galt, liegt nahe, waren aber der Kriegsdienst eines Ritters, die Erfüllung der Pflicht nach Nachwuchsproduktion einer adligen Dame, die Verantwortung für Regierung durch den Herrscher, die Produktion von Kirchenschmuck, der Gesang in der Kirche, das Verfassen von Gedichten auch Arbeit? Diese und ähnliche Fragen wollen wir uns stellen, FachvertreterInnen verschiedenster Disziplinen werden sich aus unterschiedlichen Perspektiven damit beschäftigen. Damit unsere Vortragenden dies tun können, war aber auch Arbeit nötig, nämlich Forschungsarbeit, die durch MediävistInnen geleistet wird. Was sind die Berufsfelder, die unsere KollegInnen erfüllen? Was hat sie motiviert, sich der Erforschung des Mittelalters zu widmen? Welche Karrierewege stehen dem akademischen Nachwuchs offen, der sich für das Mittelalter interessiert?

Vorbesprechung: Am Donnerstag, 21. September 2023, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning outcomes: Nach Besuch der Vorlesung können die Studierenden
- mediävistische Ansätze zur Arbeit erklären;
- einen Forschungsgegenstand aus unterschiedlichen Fachperspektiven betrachten

- Zusammenhänge eigenständig beurteilen.

Assessment (pass/fail): Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 25 Januar 2024.

Research Module

MA Colloquium: **Language and Linguistics**

Instructors: **David Britain / Kellie Gonçalves / Erez Levon /**
                               Crispin Thurlow

Time: Monday 14-16 (and 16-18 on 25th September)

Sessions: 18 & 25 September, 16 and 23 October, 06 and 13
November+ one-day conference Friday 01 December

Credit Points: 2 ECTS

Course Description: The colloquium is for students who are either planning to write or are already in the process of writing their MA theses. The colloquium is also taught in collaboration with the Center for the Study of Language & Society (CSLS), with students from the MA Sociolinguistics programme also participating. Students are expected to be working on projects in the broadly defined fields of sociolinguistics and discourse studies. The colloquium offers students 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 from established researchers and peers.

- All students MUST attend the Introduction Session (week 1, 19 September)
- All students are expected to attend three foundation sessions: *General Introduction* (Week 2, 26 Sep), *Writing Skills* (Week 5, 17 Oct), and *Presentation Skills* (Week 8, 07 Nov).
- Students in their penultimate colloquium semester are required to attend a *Poster Design* session (Week 9, 14 Nov).
- Students in their final semester must attend an *Analysis Workshop* (Week 7, 31 Oct), bringing a polished research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 11: Friday 02 December.

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

- know the general expectations for MA theses in sociocultural 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 methodologies, research designs and analytic procedures in sociocultural linguistics.

Coursework (pass/fail): To pass, all colloquium students must be present for the whole conference whether or not they are presenting their work. All students must also attend the three foundation sessions. Students can be exempted from these foundation sessions if they furnish documented evidence that they have attended each of the sessions twice before (e.g., once during their BA and once during their MA).

- Students presenting their theses at the conference (i.e., presentation or poster) will be expected to prepare – and submit by fixed deadlines – an abstract and then a copy of their slideshow or poster. Poster students must attend the Poster Design session; presenting students must attend the Analysis Workshop.

- Students not presenting (i.e., in their first semester of the colloquium) are required to undertake a supplementary research exercise to warrant the 2 ECTS earned. Details are posted on the colloquium's ILIAS site.

Failure to attend the introduction, the foundation sessions (without a pre-approved exemption for ENS students), the poster design session (if relevant), the analysis workshop (if relevant), or any part of the one-day 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 17:00 on the Friday of semester week 14.

MA Colloquium:	**North American Literature I**
Instructor:	**Sofie Behluli**
Time:	Thursday 10-12
Sessions:	28 September, 12 October, 02, 16 and 30 November, 14 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**
Instructors:	**Thomas Claviez / Axel Stähler**
Time:	Thursday 10-12
Sessions:	28 September, 12 October, 02, 16 and 30 November, 14 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 / Zoë Lehmann**
Time:	Thursday (see times below)
Dates:	21 September 10-12, 09 November 09-14
Credit Points:	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 14-16

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

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

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

Instructor: **Crispin Thurlow**

Time: **Monday 14-16**

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

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

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

PhD and Research Colloquium: **Literary Theory**

Instructor: **Thomas Claviez**

Time: Monday 13-16

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

PhD and Research Colloquium: **Medieval Studies**

Instructor: **Annette Kern-Stähler**

Time: Wednesday 18-20

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

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

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

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

Instructor: **Virginia Richter**

Time: Block seminar

Sessions: By appointment

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

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

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

Instructor: **Gabriele Rippl**

Time: Thursday 16-18

Course Description: This colloquium is for PhD students, post-doc researchers and other advanced students and researchers who are working on a paper, a 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 and postdocs 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

Sofie Behluli: Anglophone literature from 1900 to the present, the contemporary North American novel, postmodernism and post-postmodernism, intermediality, materiality, aura.

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

Roman Bischof-Vegh: 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.

William Brockbank: Old English; Old Norse; Anglo-Latin; Germanic philology; textual criticism; manuscript studies; space and place studies; environmental humanities; history of science.

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.

Kristen Curtis: Chaucer, adaptation as process and product, obscenity, gender.

Marijke Denger: Anglophone and Dutch colonial literatures, contemporary postcolonial literatures, comparative imperialisms, postcolonial theory, concepts of identity and community.

Mary Flannery: intersections between literature, reputation, and emotion in later medieval England (roughly 1350-1550); postmedieval reception of medieval literature.

Kellie Gonçalves: interface between sociolinguistics, applied linguistics, human geography and mobility studies, specifically within the fields of discourse, globalization, migration, multilingualism, education and tourism studies.

Hannah Hedegard: Sociophonetics; Forensic Phonetics; World Englishes; Language in the Asylum process.

Guðrun í Jákupsstovu: contemporary literature, ecocriticism, environmental humanities, affect studies, gender studies, queer theory, spatial studies, posthuman studies, blue humanities.

Annette Kern-Stähler: Medieval English literature and culture, more specifically concepts of space, medieval authorship, text and image, the five senses, medieval disability studies, gender studies; science and literature; interrelations between bioethics and literature; British writers and the Second World War; 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).

Charmaine Kong: sociocultural linguistics; language and materiality; the political economy of language; sociolinguistics of globalisation; linguistic ethnography; semiotic landscapes; discourses of invisibility; discard studies.

Zoë Lehmann Imfeld: Literature and theology, literature and philosophy, literature and science, science fiction, fictionality, the long 19th-century.

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

Nicole Nyffenegger: Human skin in literature, discourses of the human body, representation of pain in literature and on stage, constructions and performativity of gender and identity, animals in literature, concepts of authorship. Gender studies, human-animal studies, cultural studies, materiality studies, new materialisms.

Alessandro Pellanda: Social Semiotics, (Multimodal) Critical Discourse Analysis, Environmental Discourse Analysis (Waste, Recycling, Climate change), Semiotic Landscapes, Discourse Ethnography and Qualitative-Ethnography, Cultural Sociology, Critical Theory

Hannah Piercy: Medieval English literature and culture, especially medieval romance, gender studies (including masculinity), medieval sexualities, embodiment, the history of emotions, medieval readers, textual transmission, the medical humanities, race and the global Middle Ages, material culture, nature and the environment, medievalism in the modern world**.**

Lara Portmann: language work/ers; critical sociolinguistics; language/semiotic ideologies; digital discourse studies; interface texts; cultural politics of technology; discourse ethnography.

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.

Jonathan Sarfin: Aesthetics, description in 20th and 21st century North American fiction, intermediality and ekphrasis, landscape art, and ecological narrative.

Axel Stähler: Representations of the Holocaust in American literature and culture, Modern Jewish literature in North America, the Anglophone world, Israel, and Germany, Zionism and literature, Constructions of the American West, Fundamentalism and American literature, American crime fiction, American graphic novels, Colonialism and postcolonial literature, Intermediality.

Malaika Sutter: Contemporary North American literature, Anglophone literature (especially 20th and 21st centuries), needlework arts and textiles, quilt studies, intermediality, intertextuality, materiality, subjectivity, visual arts, feminist theory, queer theory, critical theory, postcolonial literatures and postcolonial theory, storytelling and historiography.

Crispin Thurlow: Critical discourse studies; critical intercultural studies; sociolinguistics; linguistic anthropology; meta-language; language ideology; multimodality (e.g. visuality; 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.

Alberto Tondello: Literary modernism, 20th century literature, environmental humanities, literary theory.

Marion Troxler: Critical body studies, gender studies, feminist theory, hybrid bodies, blue humanities.

Sabine von Rütte: Anglophone literature of the 20th and 21th 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.

Christiania Whitehead: Middle English religious literature, allegory, hagiography, lyric, devotional writing, mysticism.

Laura Wohlgemuth: Sociocultural linguistics, critical sociolinguistics, discard studies, language materiality, studies of value, waste and domestic life. Preferred method: (multimodal) critical discourse analysis

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