

Course Booklet

Autumn Semester 2021

20 September – 24 December 2021



Faux New Yorker cover created by the artist Huahua Cui, in a class taught at the School of Visual Arts in New York by Thomer Hanuka. Image used with permission from the artist. See more at: https://twitter.com/tropical_toxic/status/1385698382589698048 (Accessed 15.05.2021)

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Welcome from the Head of Department

Dear students,

At the time of writing (mid-May 2021), it is raining. This may not seem noteworthy, nor in fact a promising beginning for a welcome address. However, meteorological gloom expresses quite well the mood many of us, students and academic staff alike, find themselves in at the end of the third semester of online teaching. Students who started to study in spring semester 2020 have barely seen the Unitobler building from the inside, and have completely missed out on the social life that forms such an important part of studying. Familiar as we have become with Zoom, Teams and other tools for online teaching, these are a poor replacement for actual encounters in actual rooms. We have all become hungry for social interaction – perhaps the reason why our colleagues in linguistics have chosen *Language and/as Interaction* as the topic of their focus module. As the vaccination programme makes progress and the restrictions of social life are gradually being lifted, we are all looking forward to returning to a kind of social interaction that is not restricted to verbal communication via a computer screen and a microphone, but encompasses the conversational partner's three-dimensional presence. It is my greatest wish for the students who had to go through this constricted mode of academic life, as well as for those who are beginning their studies in autumn 2021, that the pandemic soon will be well and truly over, and that seminars and lectures will again take place as shared, embodied events.

* Virginia Woolf, *A Room of One's Own*. 1929. In *A Room of One's Own and Three Guineas*. Ed. Michèle Barrett. London: Penguin, 1993, 2000, 3.

An intellectual life requires both: withdrawal and fellowship, silence and communication. As Virginia Woolf famously claimed, “a woman must have money and a room of her own if she is to write fiction”.^{*} Both money and a room of one's own stand for withdrawal: the money is needed to buy time and space, the room, with a desk of one's own and a door that can be closed, offers the undisturbed environment in which one can think and write. Not only to write fiction, but also seminar papers and bachelor and master theses, doctoral dissertations, journal articles and scholarly monographs. The pandemic highlighted that these simple requirements, time, space and silence, are unevenly distributed resources. A room of one's own, a desk and laptop of one's own, and protected time of one's own, depend on one's income and other social factors. Students who lost their jobs in the shutdown and had to move back in with their parents (and perhaps siblings), or otherwise lived in cramped circumstances, had a particularly hard time to complete the requirements for their studies. Women academics with children suddenly discovered that even if they lived in what they believed to be an egalitarian partnership, the greater share of childcare fell on their shoulders as home and office became one. When the schools closed, women found themselves writing articles at the kitchen table shared with their children (whereas men, as anecdotal evidence among my colleagues shows, seem to do better at claiming quiet rooms for their work). The (male) breadwinner vs. (female) homemaker model, which seemed so obsolete, still has us in its grip. As first studies show, academic journals “have seen a worrying drop in the proportion of female first authors of research papers. It seems that, while lockdown may have provided men with time and space to boost their academic output, school closures have hit many women with a disproportionate burden of childcare.”[†] In

[†] Fiona Godlee, “Covid-19: Why we still need more women in academia”.

other words, the chances of younger women academics to get tenured jobs are diminishing; the gender gap at universities is widening.

This process still can be reversed, but a turn-around towards more equality and diversity will require great care and commitment on the part of senior academics and university managers.

* * *

To turn to departmental news, great changes are ahead in autumn 2021 and spring 2022. At the end of July 2021, Dr Franz Andres Morrissey, Senior Lecturer in Linguistics, will retire, leaving the Department of English after more than 30 years of faithful service, unflagging commitment to teaching, and rigorous pursuit of joy, creativity, companionship or, in his own words, "peace, love and siblinghood". It is one of the most calamitous effects of the pandemic that we can't give Franz the send-off he deserves, but *aufgeschoben ist nicht aufgehoben*.

Looking a bit farther into the future, Dr Sue Fox, Senior Lecturer in Sociolinguistics, will retire by the end of 2021 (and I leave it to my successor as Head of Department, Professor Dave Britain, to sing her praises). The successors to the two linguistics *Dozenten* have already been appointed: Dr Kellie Gonçalves (currently lecturer at the University of Cologne) will follow Dr Fox, and Dr des. Hannah Hedegard (currently Early Postdoc at the University of Bern) Dr Andres Morrissey. Both will take up their new positions in spring 2022. Dr Gonçalves, however, will already join us on an interim basis this autumn. Welcome back, Kellie!

There are also some excellent news from doctoral and postdoctoral members of staff:

Sofie Behluli received her PhD from the University of Oxford and is now back at the department in Bern as a member of staff (in Professor Rippl's section). Marion Mathier has successfully defended her PhD thesis under Professor Thurlow's supervision, with Prof. Dr. Ana Deumert, University of Cape Town, as her external examiner. Hannah Piercy has joined Professor Kern-Stähler's section as an assistant, after successfully completing her PhD at the University of Durham. The medievalist section will be completed by William Brockbank, where he will join Professor Kern-Stähler's research project "Sensing Nature: The Role of the Senses in Literary Representations of the Non-Human World in Anglo-Saxon England". Dr Zoë Lehmann, currently at the University of Zurich and guest lecturer in Bern, will rejoin the section of Modern English Literature as my deputy. In October, Marion Troxler will take over from Fabienne Blaser as Directors' Assistant. Last but not least, Dr Irmtraud Huber, formerly assistant and until recently guest lecturer at our department, successfully completed her habilitation at the University of Munich. Congratulations to everyone!

The department has also again been successful in acquiring external funding. Prof. Dr. Gabriele Rippl has received funding for the Sinergia project "Mediating the Ecological Imperative: Formats and Modes of Engagement", together with art historians Peter Schneemann and Peter Krieger and social anthropologist Michaela Schäuble. Sara Lynch has been awarded an SNF post-doc mobility grant for her project "'No Aloha for Micronesians': Discourses of Marginalisation in Hawaii". Malaika Sutter successfully applied for a doc.ch stipend for her project "Crafting the Needle: Text/ile-Image Constellations in Contemporary North American Fiction and Art". Laura Bernardazzi received seed money to elaborate an SNF project proposal on "Sensing the Fight:

Senses of Combat and the Combative Body in Late Medieval Fight Books and Literature".

Academic exchange in the shape of guest lectures has been going on unabated, both incoming and outgoing. Interesting invited guest lectures at our department included, among others, "Blackness, Whiteness, Race Treason: Rethinking Race in Raoul Peck's *I Am Not Your Negro*" by Professor Mita Banerjee (University of Mainz), "The Water's Speech: Literature at the Coastal Edge" by Professor Nicholas Allen (University of Georgia), and "Walking Plutocratic London" by Professor Caroline Knowles (Goldsmiths, University of London). Outgoing, let me pick out only two invited keynote lectures among the many conference papers and guest lectures offered by our staff: Professor Britain's plenary lecture "Isomania and English: what can islands tell us about the past and the present of English dialects?", to be delivered at the 15th ESSE Conference in Lyon (but in fact online) in August, and Professor Thurlow's keynote "Rubbish? Envisioning a Sociolinguistics of Waste", at the 23rd Sociolinguistics Symposium in June.

Finally, members of our department also contribute services to the profession. Roman Bischof has been elected secretary of SANAS. On 1 August 2021 Gabriele Rippl will start as Dean of the Humanities, Virginia Richter as Vice Rector for Development. On the same date, Dave Britain will take over as Head of Department.

At the end of my term as Head of Department, I thank from the bottom of my heart those who gave me invaluable support during two unexpectedly demanding and turbulent years: our wonderful administrative staff, especially Monika Iseli, Sannie Germann and Bettina

Rhyn; Fabienne Blaser, who has been helpful beyond words as Directors' Assistant and who from October will fully concentrate on her doctoral studies; as well as our IT administrators Fayaz Ali Khan and Martin Ritzmann, and Sabrina Mutti at the library; our Senior Lecturers who, as stay abroad coordinator respectively study counsellors, perhaps bore the heaviest brunt of all during the pandemic: Nicole Nyffenegger, Sue Fox, Julia Straub, Viola Marchi and, in the last semester, Axel Stähler; my own team, the magnificent Ursula Kluwick, Marijke Denger, Olivia Biber, Zoë Lehmann, Marion Troxler, Michael Franz and my doctoral students; and everybody else who offered (digital) shoulders to lean on, words of support and (analogue) drinks in the darkest hours.

Bern, May 2021



Prof. Dr Virginia Richter, Head of Department

Key Dates & Deadlines

Course Registration & Deregistration

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

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

DEADLINES COURSE REGISTRATION

Autumn Semester	15 October
Spring Semester	15 March

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

Assessment Registration & Deregistration

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

DEADLINES COURSE ASSESSMENT

Autumn Semester	15 November
Spring Semester	15 April

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

assessment, you need to deregister by the deadline.

Exam Schedule for Lectures

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

Advanced Readings (examination)

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

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

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

Notes:

How to register and deregister in KSL: see

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

Advanced Readings: see

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

BA Thesis Registration

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

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

SUBMISSION IN AUTUMN 2021

Supervisor deadline	30 April 2021
Study counsellor and secretariat deadline	30 September 2021
Thesis submission deadline	24 December 2021

SUBMISSION IN SPRING 2022

Supervisor deadline	15 November 2021
Study counsellor and secretariat deadline	01 March 2022
Thesis submission deadline	03 June 2022

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

GRADUATION IN SPRING 2022

Department registration deadline	7 June 2021
Dean's Office registration deadline	7 June 2021
Thesis submission deadline	6 December 2021

GRADUATION IN AUTUMN 2022

Department registration deadline	2 December 2021
Dean's Office registration deadline	2 December 2021
Thesis submission deadline	7 June 2022

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

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

General Information

KSL Registration: General information

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

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

MA Requirements

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

Attendance

Attendance is mandatory. If you miss a class, you must write to your instructor to

apologise for your absence and explain why it was unavoidable. Students who miss more than 2 sessions of a lecture or seminar and more than 1 session of a colloquium will fail the course in question.

Communicating with the Secretariat and Study Counsellors

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

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

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

Conduct and Correspondence Guidelines

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

General conduct

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

standards cease to apply.

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

Absences

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

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

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

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

Written correspondence

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

Openings and closings

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

OPENING

On a separate first line:

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

Dear Alison,
Dear Timothy,

CLOSING

On a separate penultimate line:

Yours sincerely,
Sincerely,
Best wishes,
Kind regards,

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

Introducing yourself/stating the subject

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

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

Register and style

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

Tea corner

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

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

Who to Ask – Autumn Semester 2021

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

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

Dr. Kellie Gonçalves / D 205
kellie.goncalves@ens.unibe.ch

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

PD Dr. Axel Stähler / D 209
axel.staehler@ens.unibe.ch

International Coordinator (Stay Abroad Enquiries)

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

Admission Enquiries (MA)

PD Dr. Axel Stähler / D 209
axel.staehler@ens.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@ens.unibe.ch

KSL Enquiries

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

Marion Troxler
031 684 37 56 / D 202
marion.troxler@ens.unibe.ch

Enrolment for Theses and Exams

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

Library Enquiries

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

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

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

Advisory Services

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

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

Academic Staff (AS21)

Professors

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

Lecturers

Dr. Susan Fox*
Language and Linguistics
Dr. Beatriz Lorente*
Academic Writing
Dr. Nicole Nyffenegger*
Medieval and Early Modern Literature
and Culture
PD Dr. Axel Stähler*
Literatures in English / North American
Studies
Dr. Kellie Gonçalves*
Language and Communication

Visiting Lecturers

Dr. Zoë Lehmann Imfeld*
Modern English Literature
Dr. Christiania Whitehead*
Medieval English Studies
Mr. William Brockbank*
Medieval English Studies

SNF Eccellenza Professorship

Prof. Dr. Mary Flannery
Dr. Amy Brown

Postdoctoral Researchers/Senior Researchers

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

PhD Candidates/Assistants/Research Assistants

Dr. Sofie Behluli*
Literatures in English/North American
Studies
Dr. Matthias Berger
Medieval English Studies
Dr. Laura Bernadazzi
Medieval English Studies
Ms Olivia Biber, M.A.*
Modern English Literature
Mr Roman Bischof, M.A.*
Literatures in English/North American
Studies
Ms Fabienne Blaser, M.A.
Modern English Literature
Ms Olivia Droz-dit-Busset, M.A.*
Language and Communication
Mr Xi Cheng, M.A.
Language and Communication
Ms Kristen Curtis M.A.
Medieval English Studies
Ms Sarah Grossenbacher, M.A.
Modern English Linguistics
Ms Guðrun í Jákupsstovu
Modern English Literature
Dr. des. Marion Mathier, M.A.
Language and Communication
Ms Lara Portmann, M.A.
Language and Communication

Mr Jonathan Sarfin, M.A.
 Literatures in English/North American
 Studies
 Ms Malaika Sutter, M.A.*
 Literatures in English/North American
 Studies
 Ms Danielle Tod, M.A.*
 Modern English Linguistics
 Ms Sabine von Rütte, M.A.*
 Literatures in English/North American
 Studies

** Teaching this semester*

Administrative Staff (AS21)

Administrators

Monika Iseli-Felder

Sannie Germann

Student Office Hours

Wednesday 9-10

Thursday 9-10; 14-15:30

Please contact Sannie via email if you need to
 arrange a different time.

Drittmittel Administration

Bettina Rhyn-Holzer

By appointment

Directors' Assistant

Marion Troxler

By appointment

IT Coordinator & Web Administrator

Fayaz Ali Khan / Martin Ritzmann

By appointment

Librarian

Sabrina Mutti

Monday-Wednesday

Information is subject to change. Please consult the notice boards and the departmental website regularly.



The Students' Committee

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

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

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

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

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

Facebook



@StudentsCommitteeUniBe

(no Facebook account required)

Instagram



eng_sc_unibe

WhatsApp



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

(info group)

A week in the life of your instructor

by Professor Crispin Thurlow

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

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

Teaching/mentoring-related activities *

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

Admin-related activities

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

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

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

Research-related activities

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

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

Autumn Semester 2021

BA STUDIES

Language Module

Lecture: Modern English Grammar I

Instructor: Beatriz Lorente

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

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

Course Description: This 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.

Lecture: Writing Skills I

Instructor: Beatriz Lorente

Time: Tuesday 14-16, 16-18, Wednesday 12-14, 14-16, Thursday 12-14 and 14-16

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: Friday 12-14

Credit Points: 3 ECTS

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

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

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

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

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

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

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

Exam Date: 10 December 2021, 12-14

Resit Date: 17 December 2021, 12-14

Substitute Resit (e.g. for cases of illness): 24 Decmeber 2021, 12-14

Lecture: Introduction to Language and Linguistics

Instructors: Hannah Hedegard

Time: Thursday 16-18

Credit Points: 3 ECTS

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

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

Course Description: 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.

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

Exam Date: 9 December, 16-18

Resit Date: 16 December, 16-18

Substitute Resit Date (for case of illness): 23 December, 16-18

Lecture: Introduction to Literature

Instructors: Axel Stähler

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 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: All texts must be read before the relevant seminar session as indicated by the seminar schedule. Texts will be made available on ILIAS. Joseph Conrad's *Heart of Darkness* must be read before the first session; your knowledge of it may be subject to examination.

The recommended edition is the 5th Norton Critical edition (by Paul B. Armstrong, 2016, ISBN-13: 978-0393264869).

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

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

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

Exam Date: The final exam will take place on Monday, 6 December 10-12

Resit Date: The retake will take place on Monday, 13 December 10-12

Second Resit Exam: In cases of illness during a previous exam. This resit will take place on Monday, 20 December 10-12.

Focus Module Language and Linguistics: Language and/as Interaction

Lecture: The Microworlds of Social Interaction: Reading Goffman

Instructor: Crispin Thurlow

Time: Monday 10-12

Credit Points: 3 ECTS

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

Course Description: In 2022, academics around the world and across many disciplines will be marking the 100th anniversary of Erving Goffman's birth; as it happens, this will also be the 40th anniversary of his death. One of the most important sociologists of the C20th, Goffman developed a unique perspective on the nuances and orderly practices of face-to-face communication. His work has inevitably had an enormous impact on sociolinguistics and discourse studies, both fields which are centrally concerned with the everyday, small-scale, interactional uses of language.

The experience Goffman effects is that of colonizing a new social place into which the reader enters from which to exit never quite the same. To have once, even if only once, seen the social world from within such a place is never after to see it otherwise, ever after to read the world anew.

Lemert (1997) quoted in Scheff's (2006) *Goffman Unbound!*

In this reading-intensive lecture course we will review Goffman's major conceptual and empirical contributions; most notably, *interaction order*, *impression management*, *facework*, *frame analysis*, and *production format*. Alongside this, we will also look at examples of contemporary sociolinguistic/discourse-analytic research grounded in Goffman's work. This will be a chance also to consider some of Goffman's lesser known, but no less intriguing ideas such as *tie signs*, *response cries*, *civil inattention*, *collusion*, *status symbolism*, and *creature releases*. We will also have a chance to reflect on the continued relevance of Goffman's major ideas in the context of digital media and in the wake of COVID-19. All being well, there will be several invited speakers who will talk about the ways their own research has been inspired by Goffman.

Required Reading: This lecture will be structured primarily as a guided-reading course, hinging on a series of "framing" and "case-study" readings which students must complete beforehand each week starting in Week 1. The first type of reading entails selected extracts from Goffman's major works; the second type are recent sociolinguistic/discourse-analytic studies grounded in "Goffmanian" concepts. These readings will be posted as PDFs on ILIAS. Your success in the course depends heavily on your having completed these readings and having demonstrated a core understanding of them (see assessment below).

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

- will have a good foundational understand of some of Goffman's major concepts and approaches to the study of everyday social interaction;

- will have a strong appreciation for the impact of Goffman's work on sociocultural linguistics; and,
- will have a first-hand understand of the way sociolinguists and discourse analysts deploy Goffman's work for studying contemporary language use.

Assessment (pass/fail or graded): * In order to pass this lecture you must secure an average grade of 75% in each of the following three activities:

1. five pre-lecture surveys (credit/no credit) based on the framing readings;
2. five bi-weekly reading quizzes (graded) based on the case-study readings; and,
3. a short "key concepts" review test (graded) at the end of the course.

Students requiring a grade for the lecture will be assigned one based on the results of the three activities which are weighted as follows: 20%, 50% and 30%, respectively. Your grade will be converted to the UniBe's 6-point scale (see syllabus for details).

Exam date: Review test and coursework completed on/by 07 December.

Resit date: 14 December (for review test and any absented coursework)

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

Seminar: Language and Digital Interaction

Instructors: Olivia Droz-dit-Busset / Lara Portmann

Times: Wednesday 8-10

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: Social media and other digital platforms have given rise to a range of new or different ways for people to interact with one another. This has left sociolinguists and discourse analysts having to rethink some of their bread-and-butter ideas about language-in-use. In this seminar we will discuss a range of current topics and issues related to these developments in the field; this includes, multimodality, stancetaking, impression management, and audience design. As a core objective of digital discourse studies, we will also consider how micro-level linguistic practices connect with broader social processes such as commodification, work, and social inequality. Throughout, we will examine the way traditional boundaries such as social/commercial, amateur/professional, and public/private are blurred or complicated. As an introduction to digital discourse studies, students will be guided through readings about both key theoretical frameworks as well as cutting-edge case studies. Students will also be invited to advance their practical research skills by collecting and sharing their own digital/social media data and analyses; this work will serve as the basis for graded students (see below) to generate research designs for their seminar papers.

Required Reading: The course will rely on a series of articles and chapters which will be posted on ILIAS; students' grasp of these readings will be assessed in reading quizzes (to be completed before class and/or in class) and classroom discussion. Students will be expected to complete the following readings before the first day of class:

Herring, S. (2013). Discourse in Web 2.0: Familiar, reconfigured, and emergent. In D. Tannen and A. M. Trester (eds), *DISCOURSE 2.0: Language and New Media*. Washington, DC: Georgetown University Press.

Thurlow, C. (2018). Digital discourse: Locating language in new/social media. In J. Burgess and A. Marwick (eds), *The SAGE Handbook of Social Media*. London: SAGE Publications.

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

- know the traditions, principles and goals of digital discourse studies;
- have a foundational understanding of core theoretical frameworks and methodological approaches in digital discourse studies;
- be able to recognize and reflect critically on language and social interaction in the context of contemporary digital/social media practices;
- have developed more advanced research skills for collecting, analysing and presenting digital/social media data.

Coursework (pass/fail): In order to pass the course, students will need to (a) achieve an average of 75% in the weekly reading quizzes; (b) engage actively in class discussions and exercises; and (c) prepare/present a research proposition for the collection and analysis of some original digital discourse data.

Assessment (graded):* In addition to the regular coursework, students seeking a grade for this seminar will be required to undertake the research project proposed in class; this will entail collecting and analysing the data and then submitting a research report.

Deadline for Assessed Work: 10 January 2022

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

Seminar: Language and Workplace Interaction

Instructors: Kellie Gonçalves

Times: Thursday 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: Early studies of language and the workplace focused primarily on institutional discourse conducted in monolingual and white-collar workplaces. More recent investigations into language practices within workplace contexts have expanded to include multilingual worksites, but they too have tended to emphasize white-collar workplaces. In this course, students will be introduced to a wide-range of studies (both white-collar & blue-collar) that focus on language and workplace interaction in diverse contexts globally in order to understand how effective communication is achieved by different social actors such as employers and employees. Students will gain a historical overview of language and workplace studies from early work conducted in the 1970s and 80s that focused on language use only to more recent work that underscores the saliency of employing multilingual repertoires as well as other semiotic resources in order for 'successful' communication to be achieved. Language and workplace interaction contexts that will be explored include for example, courtrooms, multinational companies, the marketing industry as well as the service sector (tourism, gastronomy, domestic work, massage parlours) to name a few. An essential part of this course is to engage students in a small empirical hands-on project, part of which they will carry out during the course, which includes data collection, transcription, coding and analysis.

Required Reading: All texts will be made available on ILIAS.

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

- be able to engage critically with theoretical concepts within the field of language and workplace studies;
- become familiarized with different theoretical frameworks and methodological approaches;
- 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 oral presentations.

Coursework (pass/fail): Regular attendance, active participation in class discussions, data collection and analysis and an oral presentation.

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

Deadline for Assessed Work: Monday, 10 January 2022

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

Seminar: Variation in interaction
Instructors: Danielle Tod
Times: Tuesday 10-12
Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

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

Course Description: Speakers have more than one way of saying more or less the same thing. This course will examine the ways in which individual speakers vary their language according to the person he or she is speaking with, where they are speaking, what they are speaking about and according to the goals of the interaction. We will examine the choices that speakers make, ranging from subtle differences in the pronunciation of individual vowels to choices among whole languages by bilingual or multilingual speakers. We will also look at how individuals use language to construct social styles and identities and how speakers use language to align themselves with others or with certain stances or attitudes. Topics to be covered will include variation within the Labovian framework, Communication Accommodation Theory, Audience design, Politeness theory, Code-switching/Code-shifting and styling social identities.

Required Reading: Readings will be made available on ILIAS.

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

- have acquired a sound knowledge of the ways in which individuals vary their speech according to who is speaking, where the interaction takes place, the topic of conversation and the goals of the interaction;
- have acquired an understanding of current theories and methodologies used for analyzing individuals' speech choices,
- be able to appraise and respond to the views of others as found in published texts as well as in class.

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

Assessment (graded):* As above for pass/fail, plus a written assignment (3000-4000 words).

Deadline for Assessed Work: Friday 14 January 2022

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

Free-Standing Lectures and Seminars

Lecture: Saints and Sinners: Writing about women in classical antiquity and the English Middle Ages

Instructor: Annette Kern-Stähler / Gerlinde Huber-Rebenich

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

Course Description: In this lecture, which is aimed at students of English literature and students of classical philology, we will explore representations of women in classical, antique, and medieval literature – of saints like Mary and Mary Magdalene, of women from classical myths like Dido, Medea, Phaedra, and Philomela, and of women from historical accounts and poetry like Lucretia. During antiquity and the medieval period, writers frequently drew upon, and adapted, these representations to teach women how (not) to behave.

How, and to what effect, did writers take up and adapt the stories of these women? And why do these women continue to fascinate writers and readers alike? Studying the portrayal of saintly and sinful women in antiquity as well as their afterlives in the medieval period, we will pay special attention to the transformation, or medievalisation, of these figures and the stories around them.

Half of the lectures will be delivered in German, the other half in English. Texts will be available in the original (Latin or Middle English) as well as in German or modern English translation.

Required Reading: Please buy, or borrow, a copy of the *Riverside Chaucer* (available at the BUGENO).

Preliminary reading: Geoffrey Chaucer, *Legend of Good Women* (*Riverside Chaucer*): please read the Prologue (Text G) and the following legends: Dido, Medea, Lucrece, Philomela. Modern English translation: <http://ummutility.umm.maine.edu/necastro/chaucer/translation/lgw/lgw.html> (all on ILIAS)

Learning Outcomes: By the end of the course, students are expected to

- be familiar with a wide range of classical, antique, and medieval literature;
- be able to critically analyse classical, antique, and medieval textual representations of women and their function as *exempla*;
- have an enhanced understanding of the reception of classical antiquity in the medieval period;
- have explored a range of critical and theoretical perspectives on the representation of women.

Evaluation (pass/fail): Regular attendance, weekly preparation of primary texts, lecture quiz (for students of English)

Grade Requirement: as above

Resit date: TBA

Deadline for Submission of Assignment/Evaluation: TBA

Seminar: Language and Creativity

Instructors: Olivia Droz-dit-Busset / Lara Portmann

Times: Tuesday 8-10

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:

To say something is 'creative' is, above all, to make a value judgement, and the value we assign to something by calling it 'creative' is not just a judgement about its formal qualities or the relative skill it took to make it. It's a judgement about its social worth, about its place within a particular moral universe. (Jones, 2018, p. 82)

Linguistic creativity has been a longstanding topic of interest in sociolinguistics and discourse studies (aka sociocultural linguistics). More recently, the field has seen new and expanded conceptualizations of creativity. At the same time, creativity is also big business beyond academia, continuing to be an important issue in professional settings. But what does creativity mean? What makes language "creative" or not? As Jones (quoted above) reminds us, invoking creativity always means making a value judgement; in other words, when people claim to be creative, they are positioning themselves, their words, and their work in particular and often strategic ways. In this seminar, we will look at language and creativity from a variety of scholarly traditions and theoretical perspectives. Following the development from "linguistic creativity" to "discursive creativity", we will examine creativity in a range of public and commercial settings (e.g., fine art and advertising) as well as in the contexts of everyday social interaction. Throughout, our goal will be to consider how the social meanings of creativity are shaped in/by language. We will ask not only *What is "creative"?* but also *Who is allowed to be creative?* and *Who gets to make these judgements?* In addition to being introduced to different conceptual and analytical approaches to language and creativity, students will be asked to explore what creativity 'does' in their own small, data-driven projects.

Required Reading: The course will rely on a series of articles and chapters which will be posted on ILIAS; students' grasp of these readings will be assessed in reading quizzes (to be completed before class and/or in class) and classroom discussion. Students will be expected to complete the following readings before the first day of class:

Jones, R. (2016). Introduction to *The Routledge Handbook of Language and Creativity* (pp. 1–21). London and New York: Routledge.

Wilf, E. (2014). Semiotic dimensions of creativity. *The Annual Review of Anthropology*, 43, 397–412.

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

- recognize key theoretical principles related to the study of creativity in sociocultural linguistics;
- understand and be able to explain the discourse(s) of creativity and their history/origins;
- have a critical awareness of how creativity surfaces in a variety of professional and communicative settings;
- be familiar with a range of methodological approaches to the study of creativity in sociocultural linguistics;
- have gained some hands-on experience with collecting and analysing data related to linguistic/ discursive creativity.

Coursework (pass/fail): In order to pass the course, students will need to (a) achieve an average of 75% in the weekly reading quizzes; (b) engage actively in class discussions and exercises; and (c) prepare/present a research proposition for the collection and analysis of some original data.

Assessment (graded):* In addition to the regular coursework, students seeking a grade for this seminar will be required to undertake the research project proposed in class; this will entail collecting and analysing the data and then submitting a research report.

Deadline for Assessed Work: 10 January 2022

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

Seminar: The World(s) of Elizabeth Gaskell

Instructors: Olivia Biber

Times: Tuesday 16-18

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

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

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

Course Description: What can the “genteel ladies” of Cranford tell us about Victorian perceptions of gender? How do Gaskell’s industrial novels construct issues of class and elicit sympathy for the worker? And what can we learn about economics from an author who proclaimed to “know nothing of Political Economy”, but was an investor herself? We will explore these and related questions in our study of the seminal texts by Elizabeth Gaskell. This course will introduce you not only to the fictional worlds she created, but also to the world Gaskell herself lived in. Thus, we will work with key concepts in Victorian Studies: gender, class, economics, domesticity, and genre. This seminar especially addresses avid readers and students who enjoy exploring the Victorian period in all its facets and complexities. Please purchase and read the required texts before the beginning of term.

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

Gaskell, Elizabeth. *Mary Barton*. Ed. Thomas Recchio. New York: Norton, 2008.

Gaskell, Elizabeth. *North and South*. Oxford: Oxford UP, 2008. (Oxford World’s Classics series)

Gaskell, Elizabeth. *Cranford*. Oxford: Oxford UP, 2011. (Oxford World’s Classics series)

Shorter texts and secondary material will be uploaded to ILIAS.

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

- have familiarised themselves with a key author of an important period in British and literary history;
- are familiar with key concepts in Victorian studies;
- will have further developed their critical skills in literary analyses.

Coursework (pass/fail): Regular attendance and participation in the seminar and contribution to weekly tasks such as forum entries, good preparation of required reading

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

Deadline for Assessed Work: Friday, 21 January 2022

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

Seminar: The American Short Story in the Nineteenth Century

Instructor: Sofie Behluli

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: This seminar explores the multifaceted genre of the short story and its development in nineteenth century America. The short story's economy of language manages to condense a plethora of concerns ranging from personal identity formation to discourses on national identity within a tight poetic space. Its nature forces readers to pay attention to small details such as the use of voice, the occurrence of silences and intentional gaps, and the fictionalization and experiencing of time. By looking at short stories from Washington Irving, Harriet Beecher Stowe, Charles W. Chesnutt, Edgar Allan Poe, Charlotte Perkins Gilman and numerous other authors, this seminar offers a broad look and a deep engagement with key aspects of this central American genre. Each session is structured around one short story, which we will close read, focusing on its formal aspects (genre, brevity, style, rhetorical figures, etc.) and its entanglement within the socio-historical context of nineteenth-century America (magazine culture, Puritanism, westward expansion, new infrastructures and technologies, slavery, the American Civil War, etc.). This seminar introduces students to some of America's most canonical authors and shows how their short fiction has come to define the country as we know it today.

Required Reading: All short stories and secondary sources will be uploaded on Ilias, so there is no need to purchase books for this course. 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 developed a fundamental understanding of the 19th-century American short story, of its central themes and concepts and of its development throughout the century;
- understand the various contextual aspects that are relevant for the short stories under discussion;
- can apply relevant theoretical concepts and approaches to literary texts in speech and in writing;
- have improved their close reading, critical writing and presentation skills.

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

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

Deadline for Assessed Work: Monday, 31 January 2022

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

Seminar: Writing Nature, Writing Oneself: A Close Encounter with Henry David Thoreau's *Walden*

Instructors: Roman Bischof

Times: Monday, 12-14

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

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

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

Course Description: "I wish to meet the facts of life—the vital facts, which are the phenomena or actuality the gods meant to show us—face to face, and so I came down here. Life! who knows what it is, what it does?" These words from Henry David Thoreau's diary, written just a few days after he arrived at Walden Pond, give us an indication of the profound questions he had on his mind during the two years he spent in his small, secluded, self-built cabin in the woods. In *Walden; or, Life in the Woods*, Thoreau reflects on his time at Walden Pond and details his thoughts on solitude and self-reliance, culture and society, happiness and self-fulfilment, and more. In all of these reflections, nature is both a source of (self-)knowledge and a repertoire of metaphorical imagery which enables and supports Thoreau's philosophical and spiritual observations. In this course, we will take a close look at what makes Thoreau – in Lawrence Buell's words – "the first major interpreter of nature in American literary history, and the first American environmentalist saint". We will examine *Walden* and other writings by Thoreau in their cultural and historical context and use an ecocritical perspective to assess their significance for the concerns of the environmental humanities and cultural sustainability. In our close readings, our focus will be on the connections between literary form and nature and the way this relationship informs and underlines Thoreau's philosophical and political views. Thus, we will engage with one of the classics of American literature whilst examining its relevance for present-day environmental concerns.

Required Reading: The texts must be read before the first session; your knowledge of it may be subject to examination. Please purchase the following edition. The main text, *Walden*, must be read before the start of term. We will read and discuss other parts of the volume in the course of the semester.

Thoreau, Henry D. *Walden, Civil Disobedience, and Other Writings*. Edited by William Rossi. 3rd ed. New York: W. W. Norton, 2008. Norton Critical Editions.
ISBN: 978-0-393-93090-0
Further material will be uploaded to ILIAS.

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

- have become familiar with one of the classics of nineteenth century American literature, along with the cultural and historical context of its composition;
- have practiced ecocritical readings of literary texts and studied ways in which literature and nature interact;

- have sharpened their skills in analysing literary texts and gained experience in academic discussion;
- have gained insight into the goals of the environmental humanities and cultural sustainability.

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 (3000-4000 words)

Deadline for Assessed Work: 27 January 2022

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

Seminar: Introducing Postcolonial Studies: Key Texts and Contexts

Instructors: Marijke Denger

Times: Friday 14-16

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

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

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

Course Description: From the mid-seventeenth century until the mid-twentieth century, Britain ruled over an empire that, at its height, was the largest empire in history, encompassing a vast range of climates, landscapes, peoples, cultures and religions across the globe. While military and economic factors were crucial for the expansion of Britain's might, the dissemination of a certain way of seeing, understanding and representing oneself and others was just as important for the sustainment of an empire "on which the sun never set". In this course, we will explore how literature was involved in creating, but also complicating, the ideological underpinnings of British global hegemony. Drawing on concepts and methodologies developed in the field of postcolonial studies, we will analyse texts produced by British authors at the height of Empire as well as works by writers from (former) British colonies. Thus, we will also investigate how literature and literary analysis can function as tools for dismantling the uneven power structures that continue to shape the relations between different parts of the world today.

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

Nadeem Aslam, *The Wasted Vigil*; Maria Edgeworth, *The Absentee*; E.M. Forster, *A Passage to India*

These books will be ordered for purchasing at the Bugeno. *The Absentee* and *A Passage to India* are also available online on Project Gutenberg.

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

- have become familiar with some of the key concepts and concerns of postcolonial studies and learnt to apply these to their reading of (post)colonial texts;
- have developed an understanding of some of the cornerstones of British (imperial) history and their relation to Anglophone literary production;
- have engaged with the question of the continuing relevance of studying colonial modes of representation and domination today.

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

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

Deadline for Assessed Work: 24 January 2022

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

Seminar: Shakespeare's Middle Ages

Instructors: Nicole Nyffenegger

Times: Friday 10-12

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

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

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

Course Description: Scholars have claimed that Shakespeare's world was still largely medieval, in topography, language, and religious practices as much as in its literary and theatrical traditions (Cooper *Shakespeare and the Medieval World*, 2010). Conversely, when Shakespeare wrote about the time period we now call the Middle Ages, he did not write about a foreign world. His portrayals of medieval kings and courtiers are not rooted in a distant past but instead speak to the political and social issues of Renaissance England. In this course, we will read and analyse the plays of the so-called (second) *Henriad* (*Richard II*; *Henry IV, Part 1*; *Henry IV, Part 2*; and *Henry V*) against their historical sources (especially Holinshed's *Chronicles*). We will discuss both the fluid boundaries between the genres of historical writing and drama and the continuities that bridge, rather than divide, the Middle Ages and the Renaissance. Watching excerpts from recent productions of the plays, we will further think about our own conceptions of Shakespeare's Middle Ages.

Required Reading: Please read *Richard II* and *Henry IV, part 1* over the summer. I recommend buying all four plays in the latest Arden edition, but understand if you prefer reading online. In that case, please use the editions on <https://shakespeare.folger.edu/>.

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

- Will have read and analysed the four plays of Shakespeare's (second) *Henriad*;
- will have a good grasp of the interdependence of the genres of historical writing and drama;
- as well as of the many continuities across the medieval-early modern divide;
- will have critically reflected on our own concepts of past eras and their continued appeal in our own culture;
- will have further honed their skills at textual analysis and academic discussion.

Coursework (pass/fail): Thorough preparation of set texts, active participation, regular attendance. In addition, short presentations and writing assignments, depending on student numbers.

Assessment (graded):* All of the above. In addition, a paper of ca. 3000-4000 words (tbc).

Deadline for Assessed Work: 1 February 2022

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

Seminar: Convention and Subversion: Genre and Gender in Medieval Saints' Lives

Instructors: Hannah Piercy

Times: Thursday 14-16

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

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

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

Course Description: Medieval saints' lives (also known as hagiographies) were one of the most popular genres of literature in the medieval period. This seminar course will explore why these stories appealed to their medieval readers, examining how saints' lives experiment with genre and gender. While these narratives often seem highly conventional and formulaic, individual hagiographies sometimes innovate by incorporating elements of other medieval genres, such as heroic literature, comic texts, and romances. Representations of gender in medieval saints' lives are also very variable, exceeding gender binaries and highlighting the diverse and complex nature of gender identity and expression in the Middle Ages. Ranging from Old English texts (available in translation) to Middle English works, this course will focus on the lives of Saints Judith, Christopher, Euphrosyne, Mary of Egypt, Margaret, Katherine, Marin(a), and Eustace. The course will also introduce students to a variety of critical perspectives on medieval saints' lives, incorporating scholarship on monstrosity, disability, queer theory, violence, and spectacle.

Required Reading: You are required to read *Judith* and *Saint Christopher* before the first session (links or scans will be posted on ILIAS). Please make sure to bring print outs or a laptop to the seminars so that you can work with the primary texts. Please purchase a copy of Hugh Magennis, ed. *The Old English life of St Mary of Egypt: An edition of the Old English text with modern English parallel-text translation*. Exeter: University of Exeter Press, 2002. Copies will be available from Bugeno.

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

- will have read and engaged with a variety of saints' lives, covering both Old and Middle English (although Old English texts can be read in translation);
- will have gained experience reading and translating Middle English;
- will have practiced their skills of literary analysis and academic discussion, both orally and in writing;
- will understand the generic conventions of medieval hagiography;
- will have explored a range of critical and theoretical perspectives on medieval saints' lives.

Coursework (pass/fail): regular attendance, thorough preparation of set texts (including short translation exercises for Middle English texts), active participation in the seminars. Additional coursework in the form of writing assignments depending on student numbers

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

Deadline for Assessed Work: 27 January 2022

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

Seminar: The measure of our lives: Reading Toni Morrison

Instructors: Sabine von Rütte

Times: 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:

"Ms. Morrison animated [American] reality in prose that rings with the cadences of black oral tradition. Her plots are dreamlike and nonlinear, spooling backward and forward in time as though characters bring the entire weight of history to bear on their every act. Her narratives mingle the voices of men, women, children and even ghosts in layered polyphony. Myth, magic and superstition are inextricably intertwined with everyday verities (...)"

This quote from Toni Morrison's *New York Times* obituary perfectly describes what makes her writing so special. Her ability to bring to life the untold histories and unheard voices of Black Americans in her narrative fiction is unparalleled. Certainly, Morrison's *oeuvre* constitutes some of the most important explorations of Black identity in the USA and has earned its rightful place in the American literary canon. Still, throughout her career, Morrison's work has been both celebrated and maligned, with the Nobel Prize Academy awarding her the Nobel Prize for literature while some politicians even sought to ban books like *Beloved* from being taught in schools.

In this course, we will take a deep dive into Toni Morrison's rich body of work to explore her storytelling, her use of language and her treatment of American history and social issues such as race, gender, class, cultural memory and more. Students will be introduced to some of Morrison's key texts such as the novels *The Bluest Eye* (1970), *Sula* (1973), and *Beloved* (1987), among other examples of her fiction as well as her non-fiction writing. This course will give students the opportunity to engage deeply with a single writer and explore her work from a variety of aesthetic and socio-political perspectives.

Required Reading: Shorter texts will be made available on ILIAS as of early September. In preparation, students are expected to read the following novels by Toni Morrison:

Toni Morrison. *The Bluest Eye* (1970). London: Vintage (Imprint) / Random House, 1999. ISBN: 978-0-09-975991-1.

Toni Morrison. *Sula* (1973). London: Vintage (Imprint) / Random House, 1998. ISBN: 978-0-09-976001-6.

Toni Morrison. *Beloved* (1987). London: Vintage (Imprint) / Random House, 1997. ISBN: 978-0-09-976011-5.

Copies of the three novels are available at the Bugeno shop in the Hauptgebäude.

The order of our reading will be: *The Bluest Eye* – *Sula* – *Beloved*.

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

- have strengthened their close reading skills and are able to come up with an original interpretation of a novel based on their observations;
- can tease out important themes and motifs, stylistic elements and narrative devices of a literary text;
- can relate literary texts to larger historical and social issues and theoretical concepts,
- will have an overview of Toni Morrison's *oeuvre*; and
- will understand the importance of Toni Morrison's works within the American literary canon.

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

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

Deadline for Assessed Work: 31 January 2022

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

Optional Courses

Workshop: **Analysing a Sociolinguistic Variable**

Instructor: **Susan Fox**

Block Course: Friday 24 September 10-13 and 14-17, Friday 1 October 10-13 and 14-17, Friday 8 October 10-13 and 14-17, Friday 15 October 10-13 and 14-17

Credit Points: 3 ECTS

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

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

Course Description: In this hands-on workshop, you will have the chance to conduct a sociolinguistic study of language variation, from start to finish. The workshop will involve collecting data by conducting sociolinguistic interviews; transcription of the data using ELAN software; identifying linguistic variables in the data; coding the data according to linguistic and social factors that might constrain the use of different variants; and produce a quantitative analysis of the data. In the final session, you will produce your findings and attempt an explanation for the different patterns of use.

Required Reading: Relevant readings will be uploaded to ILIAS.

Relevant sources:

Kiesling, S. 2011. *Linguistic Variation and Change*. Edinburgh: Edinburgh University Press

Meyerhoff, M. 2015. *Doing Sociolinguistics*. New York: Routledge.

Schilling, N. 2013. *Sociolinguistic Fieldwork*. Cambridge: CUP.

Tagliamonte, S. 2006. *Analysing Sociolinguistic Variation*. Cambridge: CUP.

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

- should have gained an understanding of the important principles that inform the collection of sociolinguistic data;
- should understand how such data is handled and analysed;
- should have gained hands-on experience of using the transcription software ELAN;
- should be able to engage directly with work being carried out within quantitative or variationist sociolinguistics.

Coursework (pass/fail): Attendance at ALL sessions is required as well as active participation in all aspects of the data collection, transcription, coding, analysis and presentation of results.

Workshop: *Moby Dick – The White Whale in Different Media*

Instructor: Sofie Behluli

Time: Tuesday, 14-16

Credit Points: 3 ECTS

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

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

Course Description: This workshop explores Herman Melville's *Moby-Dick* (1851), a canonical text that is commonly viewed as one of the Great American Novels. Captain Ahab's obsession with the white whale has been interpreted in a plethora of ways – as a quest to find God, an attempt to defeat evil, and a symbol for American imperialism, to name a few examples – and it influences the contemporary imagination to this day. The answers to the question "What does this book *mean*?" are especially intriguing in the present moment, as the United States is going through renewed racial turbulence and struggling to redefine its national identity. The first two thirds of this workshop are dedicated to close reading the novel (15 chapters/week), whereas the final third examines the complex reception history of the infamous white whale; we will discuss two graphic novels, one radio adaptation and two film adaptations. Situating these texts and audio-visual products within their respective historical contexts, this workshop gives insight into three centuries of American culture. A close examination of one rich source text and its various medial adaptations gives us a fundamental understanding of one of the most important novels of the American literary tradition and sharpens our awareness of the relationship between form and content, the importance of medium, and the processes of mediation and canonization.

Required Reading: Please purchase the following books: Herman Melville's *Moby-Dick* (Penguin English Library, 2012), Christophe Chabouté's translated graphic novel *Moby Dick* (Dark Horse Books, 2017; [kindle version](#) because hard copies are out of print or too expensive!); and the graphic novel *Moby-Dick*, retold by Sophie Furse and Illustrated by Penko Gelev (Sterling Children's Books, New York, 2008). The radio, TV and film adaptations will be provided by the instructor. **You must read chapters 1-15 from Melville's novel for the first session!**

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

- have developed a fundamental understanding of Melville's *Moby-Dick* (1851);
- are familiar with *Moby-Dick* in various medial formats (novel, graphic novel, radio, film);
- understand the importance of medium, mediation and adaptation for the reception of *Moby Dick*;
- Have improved their close reading and presentation skills.

Coursework (pass/fail): Regular attendance, active participation in class, oral presentation or moderation of one session

Workshop: Reading the Romantics

Instructor: Zoë Lehmann Imfeld

Time: Thursday 12-14

Credit Points: 3 ECTS

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

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

Course Description: Would you rather spend a weekend in the Lake District with Wordsworth and Coleridge, or a weekend by Lake Geneva with Byron and Shelley? This course will help you decide, as we tackle works by the major British Romantic poets, as well as some under-appreciated poets (particularly female poets), such as Helen Leigh and Felicia Hemans. The course is not intended as a survey of Romanticism, but will focus specifically on close readings of representative poems, to tease out the myriad voices within the Romantic poetic tradition.

Required Reading:

Material will be made available on ILIAS.

Students should also read the discussion material posted by the other members of the class.

In the spirit of engaging fully with close readings of relevant poetry, the reading material is mostly primary literature (i.e. poems, prefaces etc.), with occasional introductory chapters to provide context.

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

- will have developed and practiced close-reading skills;
- will have developed a familiarity with the salient features and themes in the work of major Romantic poets;
- will be able to identify key themes and motifs in the Romantic movement.

Coursework (pass/fail): Attendance and full participation in seminar sessions, including activities in preparation for the sessions, such as forum entries, and occasional short written assignments.

Workshop: Reading the Bible

Instructor: Nicole Nyffenegger

Time: Wednesday 10-12

Credit Points: 3 ECTS

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

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

Course Description: This workshop is geared at introducing students to the Bible as a major work of literature and a key text of our culture. We will discuss central texts from both the Old Testament and the New Testament, such as *Genesis*, *Exodus*, *Job*, *Jonah*, *Song of Salomon*, the *Gospels*, *Letters of Paul*, and the *Revelation*. Starting from our careful reading of relevant passages, we will discuss the role of the Bible for literature and language from a historical perspective and reflect on its place in our own culture. Also, we will look into how you can use the Bible in your studies and we will cover practical matters such as which translations and editions to use, where to find commentaries, how to find relevant passages, how to quote them, etc.

Required Reading: Students are asked to buy the Oxford World's Classics edition of the Authorized King James version edited by Robert Carroll and Stephen Prickett (ISBN-13: 978-0199535941). It will be much easier if we all work with the same edition.

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

- Will have gained some knowledge of several key Biblical texts;
- have a good grasp of how they can use them in their academic engagement with literature and language;
- know how to use relevant (online) reference works;
- and know how to quote the Bible in their papers;
- and finally, students will have gained some insight into the goals of cultural sustainability.

Coursework (pass/fail): Regular attendance, thorough preparation of set texts, and active participation are expected. There will be a considerable amount of reading from one session to the next; short presentations, depending on student numbers.

Wahlbereich Lecture: Plastik – Magische Materie und globale Last

Instructors: Collegium generale

Time: Wednesday 18:30 – 20:00

Credit Points: 3 ECTS

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

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

Course Description: Plastik hat in den letzten Jahrzehnten die Welt erobert: hat sie erleichtert, beschleunigt und verschönert. Und verschmutzt: Plastik verseucht Meere und Böden. Es verblasst, aber verschwindet nicht, ist eben nicht nur Kunst-Stoff, sondern auch Kunststoff. Mit Plastik gehen Gegensätzlichkeiten einher und eine Vielzahl von Herausforderungen, denen sich die Menschheit und Staatengemeinschaft stellen müssen. Die Ringvorlesung des Collegium generale will den mannigfaltigen Facetten von Plastik interdisziplinär nachgehen und diesen schillernden Werkstoff u.a. aus dem Blickwinkel der Archäologie, der Geschichte, der Kunst, der Medizin, der Naturwissenschaften, der Ökonomie, des Rechts und der Technik betrachten.

Location: Hauptgebäude, Hochschulstrasse 4, Auditorium maximum

Programme:

- 22.09.2021 **Dr. Wolfgang Schepers, Direktor, Deutsches Kunststoffmuseum**
Kunst-Stoffe
Zur Geschichte einer synthetischen Moderne
- 29.09.2021 **Prof. Dr. Rolf Müllhaupt, Institut für Makromolekulare Chemie, Universität Freiburg**
Müssen wir Plastik neu erfinden?
- 06.10.2021 **Prof. Dr. Julien Bras, Laboratoire Génie des Procédés Papetiers, Grenoble INP**
Sustainable solutions in packaging
- 13.10.2021 **Dr. Andrea Westermann, Max-Planck-Institut für Wissenschaftsgeschichte, Berlin**
Plastik: ein genuin politischer Stoff
- 20.10.2021 **Prof. Dr. Jürgen Burger, sitem Zentrum für Translationale Medizin und Biomedizinisches Unternehmertum, Universität Bern**
Kunststoffe in der modernen Medizin: Problem oder Segen?

- 27.10.2021 **Silvio Ponti, Präsident, KUNSTSTOFF.swiss**
Kunststoff – nachhaltig und unverzichtbar
- 03.11.2021 **Dr. Charlotte Laufkötter, Oeschger Centre for Climate Change Research, Universität Bern**
Eine Bouillon aus Plastik. Plastikverschmutzung im Ozean
- 10.11.2021 **Prof. Dr. Dietmar Rübel, Lehrstuhl für Kunstgeschichte, Akademie der Bildenden Künste München**
Kunst-Stoff-Kunst: «... weniger Objekt als Spur einer Bewegung»
- 17.11.2021 **Dr. Eva Becker, Archäologin, Berlin**
Was bleibt? Leben wir in einem Plastikzeitalter?
- 24.11.2021 **Dr. Claudia Menzel, Psychologie, Universität Koblenz Landau**
Hassliebe Plastik? Umweltpsychologische Forschung zu Konsum und Verzicht
- 01.12.2021 **Dr. Moritz Bigalke, Geographisches Institut, Universität Bern**
Mikroplastik im Boden: Vorkommen, Verhalten und Auswirkungen
- 08.12.2021 **Prof. Dr. Hans-Georg Dederer, Staats- und Verwaltungsrecht, Völkerrecht, Europäisches und Internationales Wirtschaftsrecht, Universität Passau**
Die Geschichte vom hässlichen Entlein – neu erzählt.
Oder: Plastik in den Weltmeeren – eine umweltvölkerrechtliche Perspektive
- 15.12.2021 **Prof. Dr. Michael Braungart, Leuphana Universität Lüneburg; Zukunftsinstitut, Frankfurt**
Kunststoffe im Cradle to Cradle Kontext

Anmeldung und Informationen: www.collegiumgenerale.unibe.ch

Anrechenbarkeit für Studierende: KSL 470850-HS2021

Der Besuch der Vorlesungsreihe wird Studierenden, deren Studienplan dies zulässt, nach bestandenem Leistungsnachweis mit 3 Kreditpunkten als Wahlleistung angerechnet.

BMZ Lecture:	Hoffnung, Aufbruch, Utopie: Mediävistische Perspektiven
Instructors:	Annette Kern-Stähler, Beate Fricke, and other medievalists from the University of Bern and beyond
Times:	Thursday 17.15-18.45 First lecture 30 September Preliminary meeting 23 September 17.15-18 Three post lecture seminars with Profs. A. Kern-Stähler and M. Stolz, dates TBA, mandatory
Credit Points:	3 ECTS

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

Course Description: Veränderungen und gesellschaftlicher Wandel lassen als Folgen der aktuellen Pandemie Hoffnungen keimen, erstarrte Strukturen aufbrechen und Utopien entstehen; sie entfachen Diskussionen über die Zukunft. Der Blick zurück in die Vergangenheit hilft nicht nur bei der historischen Einordnung von Krise und radikalen Veränderungen, sondern eröffnet auch Perspektiven auf das utopische Potenzial von Krisenmomenten. Was wollte und will man ändern oder bewahren, mit welchen Traditionen und Konventionen will man brechen, was neu erfinden? An welchen Werten orientierten sich Aufbrüche, gesellschaftliche Veränderungen und utopische Entwürfe im Mittelalter, was sollten sie ändern und erreichen? Die Vorträge werfen den Blick zurück auf Momente der Hoffnung sowie auf utopische Konzepte einer inzwischen 'vergangenen Zukunft', dies am Beispiel von Literatur, Kunst, Musik, Geschichte, Philosophie und Theologie. Was lässt sich aus einer solchen Rückschau lernen? Diese Frage steht im Zentrum der interdisziplinären BMZ-Vorlesungsreihe des Herbstsemesters 2021.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden:

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- einen Gegenstand aus verschiedenen Disziplinen betrachten;
- wichtige Positionen nennen und erläutern;
- Argumentationszusammenhänge eigenständig beurteilen.

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

Submission date: 30 January 2022

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

Research Module

BA Colloquium: Language and Linguistics

Instructor: David Britain / Sue Fox / Crispin Thurlow

Times: Monday 14-16

Sessions: 20 September, 18 October, 01 & 08 November
+ one-day conference Friday 17 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 three foundation sessions: *General Introduction* (Week 1, 20 Sep), *Writing Skills* (Week 5, 18 Oct), and *Presentation Skills* (Week 8, 08 Nov).
- Students in their final semester must attend an *Analysis Workshop* (Week 7, 01 Nov), 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 13: Friday 17 December.

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 three foundation sessions. Students can be exempted from these foundation sessions if they furnish documented evidence that they have attended the sessions already 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.
- 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 foundation sessions (without a pre-approved exemption), 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 the end of semester week 14.

BA Colloquium:

North American Literature I

Instructors:

Claviez

Time:

Thursday 10-12

Sessions:

As the BA and MA Colloquia are alternating on Thursdays, 10-12, the specific dates for BA Colloquium will be announced at **the first session on 23 September.**

Credit Points:

2 ECTS

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:

North American Literature II

Instructor:

Sofie Behluli / Axel Stähler

Time:

Thursday 10-12

Sessions:

30 September, 21 October, 4 and 18 November,
16 December

Credit Points:

2 ECTS

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

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Virginia Richter

Time: Thursday (see times below)

Dates: 23 September 9-10, 28 October 9-13, 9 December 9-13

Credit Points: 2 ECTS

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

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

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

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

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature

Exam: Advanced Readings in Linguistics and Literature

Supervisor: Gwynne Mapes

Dates: Introductory Q&A session: 28 September, 16-17 (Zoom Meeting)
Exam Date: Tuesday 14 December, 09-10
Resit Date: Friday, 4 February, 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

Foundation Lecture: Language and Society

Instructor: David Britain

Times: Tuesday 10-12

Credit Points: 3 ECTS

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

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

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

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

Assessment (pass/fail or graded): a 90 minute exam for 4 ECTS (graded), a 90 minute exam (with fewer questions) for 3 ECTS (pass or fail). * The exam will be at 10.00 on Tuesday, 7 December 2020, the resit exam at 14.00 on Friday, 14 January 2021.

Exam Date: Tuesday, 7 December 2021 10-12

Resit Date: Friday, 14 January 2022 14-16

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

Lecture: The Microworlds of Social Interaction: Reading Goffman

Instructor: Crispin Thurlow

Time: Monday 10-12

Credit Points: 3 ECTS

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

Course Description: In 2022, academics around the world and across many disciplines will be marking the 100th anniversary of Erving Goffman's birth; as it happens, this will also be the 40th anniversary of his death. One of the most important sociologists of the C20th, Goffman developed a unique perspective on the nuances and orderly practices of face-to-face communication. His work has inevitably had an enormous impact on sociolinguistics and discourse studies, both fields which are centrally concerned with the everyday, small-scale, interactional uses of language.

The experience Goffman effects is that of colonizing a new social place into which the reader enters from which to exit never quite the same. To have once, even if only once, seen the social world from within such a place is never after to see it otherwise, ever after to read the world anew.

Lemert (1997) quoted in Scheff's (2006) *Goffman Unbound!*

In this reading-intensive lecture course we will review Goffman's major conceptual and empirical contributions; most notably, *interaction order*, *impression management*, *facework*, *frame analysis*, and *production format*. Alongside this, we will also look at examples of contemporary sociolinguistic/discourse-analytic research grounded in Goffman's work. This will be a chance also to consider some of Goffman's lesser known, but no less intriguing ideas such as *tie signs*, *response cries*, *civil inattention*, *collusion*, *status symbolism*, and *creature releases*. We will also have a chance to reflect on the continued relevance of Goffman's major ideas in the context of digital media and in the wake of COVID-19. All being well, there will be several invited speakers who will talk about the ways their own research has been inspired by Goffman.

Required Reading: This lecture will be structured primarily as a guided-reading course, hinging on a series of "framing" and "case-study" readings which students must complete beforehand each week starting in Week 1. The first type of reading entails selected extracts from Goffman's major works; the second type are recent sociolinguistic/discourse-analytic studies grounded in "Goffmanian" concepts. These readings will be posted as PDFs on ILIAS. Your success in the course depends heavily on your having completed these readings and having demonstrated a core understanding of them (see assessment below).

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

- will have a good foundational understand of some of Goffman's major concepts and approaches to the study of everyday social interaction;

- will have a strong appreciation for the impact of Goffman's work on sociocultural linguistics; and,
- will have a first-hand understand of the way sociolinguists and discourse analysts deploy Goffman's work for studying contemporary language use.

Assessment (pass/fail or graded): * In order to pass this lecture you must secure an average grade of 75% in each of the following three activities:

1. five pre-lecture surveys (credit/no credit) based on the framing readings;
2. five bi-weekly reading quizzes (graded) based on the case-study readings; and,
3. a short "key concepts" review test (graded) at the end of the course.

Students requiring a grade for the lecture will be assigned one based on the results of the three activities which are weighted as follows: 20%, 50% and 30%, respectively. Your grade will be converted to the UniBe's 6-point scale (see syllabus for details).

Exam date: Review test and coursework completed on/by 07 December.

Resit date: 14 December (for review test and any absented coursework)

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

Seminar (Excursion):	Language, Identity and Migration in London
Instructor:	Sue Fox
Time:	Friday 8-10
Sessions:	24 September; 8 October; 15 October; 19 November
Field trip:	1-5 November 2021
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Costs: Costs for this excursion seminar are estimated at CHF250-300 per person; this includes a 50% subsidy from the Dekanat. You should be prepared to arrive in London by 1pm on Monday 1 November and return late afternoon/evening on Friday 5 November.

Course Description: Migration is endemic to London. Since its establishment in around 47-50 AD by Roman migrants, London has continued to attract in-migration, notably the French Huguenots in the latter part of the 17th century, a large Irish community throughout the 18th century and first half of the 19th century, and a large Jewish community towards the end of the 19th century. In the post-war era, from the 1950s onwards, London attracted large inflows from former British colonies such as Jamaica, India and Pakistan (including Bangladesh), as well as double migration of South Asians fleeing East Africa. Since the 1990s there has been even greater diversity among migrants, arriving from places such as Nigeria, Somalia and Turkey as well as from the newer EU states, such as Poland. What has this meant in terms of language and identity for these migratory groups? We will investigate some of the sociolinguistic consequences of migration, including changes in a group's ethnolinguistic vitality; language and endangerment phenomena such as language shift and language maintenance; immigrants' acculturation orientations, as well as altered ethnolinguistic identities, focusing specifically on these phenomena as they relate to London. The trip will include a visit to the Museum of Migration and a guided walk around London's East End, among other organised activities.

Required Reading: Relevant readings will be uploaded to ILIAS.

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

- can demonstrate a systematic understanding of the key concepts and theories in the field of language, identity and migration;
- have acquired knowledge of the range of languages spoken and how migration and minority languages are accommodated and supported in London;
- have had hands-on practical experience of data collection.

Coursework (pass/fail): Attendance at **ALL** sessions and a class presentation on Friday 19 November 2021.

Assessment (graded):* If you are taking this seminar for 7 ECTS you will be required to reflect upon your experience of collecting data in London, drawing on what you have read and on your first-hand encounters, within the broad framework of Language Identity and Migration as it pertains to London.

Deadline for Assessed Work: Friday 24 December 2021

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

Seminar:	Multilingual Encounters in Global Contexts
Instructor:	Kellie Gonçalves
Time:	Thursday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This course offers a post-modern perspective of language(s) and multilingual practices within different socio-cultural and political contexts on a global level. This course will allow students to engage directly and critically with past and current debated theoretical frameworks and methodological trends in the field of multilingualism studies, with a focus on different contexts: a) multilingualism within families and family language policy (FLP), b) multilingual workplaces c) multilingualism, literacy, policy and education, d) multilingual scripts and orthography online and offline. An essential part of this course is to engage students in a small empirical hands-on project, part of which they will carry out during the course, which includes data collection, transcription, coding and analysis.

Required Reading: All texts will be made 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 multilingualism studies;
- become familiarized with different theoretical frameworks and methodological approaches within the field and be able to academically position themselves as both students and researchers in the field based on their own fieldwork and projects;
- 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 oral presentations.

Coursework (pass/fail): Regular attendance, active participation in class discussions, data collection, analysis and an oral presentation.

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

Deadline for Assessed Work: Monday, 10 January, 2022

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

Seminar:	Harvesting Language in the Field: Methodologies in Sociolinguistic Data Collection
Instructor:	Hannah Hedegard/ Gwynne Mapes
Time:	Wednesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Whilst publications in socio- and applied linguistic research commonly set out in detail the many possible approaches of data processing and interpretation, there is comparatively little discussion regarding the complex task that all linguistic researchers undertaking empirical studies must first navigate: data collection. Furthermore, technological advances in an increasingly connected world are opening up a host of data collection possibilities. This course is aimed specifically at providing students with the opportunity to both learn from up-to-date fieldwork techniques in Variationist Sociolinguistics and Discourse Studies, and undertake their own data collection projects.

The course will consist of weekly training in eight different methodological approaches to Sociolinguistic/Discourse fieldwork, including the traditional sociolinguistic interview, attitudinal surveys, discourse ethnography, and mediatized data collection (on Instagram, for example). Several weeks of the semester will be set aside for students' independent fieldwork. The course will culminate in a final workshop where students' data collection experiences will be presented and discussed.

Required Reading: A list of required reading will be uploaded to ILIAS at the beginning of the semester.

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

- understand the key theoretical principles of sociolinguistic methodologies;
- can successfully apply key methodological approaches in their own data collection;
- have familiarised themselves with the breadth and variety of data types in Sociolinguistics/Discourse Studies.

Coursework (pass/fail): Class attendance and participation, weekly reading exercises, workshop presentation.

Assessment (graded):* Class attendance and participation, weekly reading exercises, workshop presentation, final paper.

Deadline for Assessed Work: 28 January 2022

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

CSLS Courses

All courses offered by CSLS are open to English MA students.

CSLS COURSES

Lecture by Prof. Dr. Erez Levon: Approaching Language and Society: Sociolinguistic Theories

Seminar by Prof. Dr. Erez Levon: Qualitative Methods in Sociolinguistics

Seminar by Dr. Kellie Gonçalves: Language and Gentrification

Seminar by Dr. Matthew Hadodo: Language, Ethnicity and Race

**Lecture Series by various guest
lecturers: Language and Social Justice**

Please visit www.csls.unibe.ch for further course information.

Specialisation Literature

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

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

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

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

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

Exam Date: Wednesday, 15 December 2021 10-12

Resit Date: Wednesday, 12 January 2022 14-16

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

Lecture:	Saints and Sinners: Writing about women in classical antiquity and the English Middle Ages
Instructor:	Annette Kern-Stähler / Gerlinde Huber-Rebenich
Time:	Tuesday 10-12
Credit Points:	3 ECTS

Course Description: In this lecture, which is aimed at students of English literature and students of classical philology, we will explore representations of women in classical, antique, and medieval literature – of saints like Mary and Mary Magdalene, of women from classical myths like Dido, Medea, Phaedra, and Philomela, and of women from historical accounts and poetry like Lucretia. During antiquity and the medieval period, writers frequently drew upon, and adapted, these representations to teach women how (not) to behave.

How, and to what effect, did writers take up and adapt the stories of these women? And why do these women continue to fascinate writers and readers alike? Studying the portrayal of saintly and sinful women in antiquity as well as their afterlives in the medieval period, we will pay special attention to the transformation, or medievalisation, of these figures and the stories around them.

Half of the lectures will be delivered in German, the other half in English. Texts will be available in the original (Latin or Middle English) as well as in German or modern English translation.

Required Reading: Please buy, or borrow, a copy of the *Riverside Chaucer* (available at the BUGENO).

Rreliminary reading:

- Geoffrey Chaucer, *Legend of Good Women (Riverside Chaucer)*: please read the Prologue (Text G) and the following legends: Dido, Medea, Lucrece, Philomela. Modern English translation: <http://ummutility.umm.maine.edu/necastro/chaucer/translation/lgw/lgw.html> (all on ILIAS)

Learning Outcomes: By the end of the course, students are expected to

- be familiar with a wide range of classical, antique, and medieval literature;
- be able to critically analyse classical, antique, and medieval textual representations of women and their function as *exempla*;
- have an enhanced understanding of the reception of classical antiquity in the medieval period;
- have explored a range of critical and theoretical perspectives on the representation of women.

Evaluation (pass/fail): Regular attendance, weekly preparation of primary texts, lecture quiz (for students of English)

Grade Requirement: as above

Resit date: TBA

Deadline for Submission of Assignment/Evaluation: TBA

Seminar: Native American Literature, Culture, and Film

Instructors: Thomas Claviez

Times: Tuesday 10-12

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

Course Description: Hardly any minority culture on the North American continent has been subject to such a degree of stereotyping than that of Native American tribes. The seminar will cover both early depictions of Native Americans by Puritan settlers, some political and economic aspects, as well as different phases of literary and cultural self-assertion starting during the second half of the 20th century. As especially movies have played their part in perpetuating said stereotypes, we will also have a close look at some of the movies produced and played by Native Americans. A special emphasis will be on the mytho-poetic worldview of Native tribes, and its contrast to monotheistic and “Enlightened” Western religion and philosophy.

Required Reading: We will read four novels: N. Scott Momaday’s *The Way to Rainy Mountain*, Leslie Marmon Silko’s *Ceremony*, Sherman Alexie’s *Reservation Blues*, and Linda Hogan’s *Power*. Please start to read them in time. The movies will be uploaded on a platform to ensure access. All other primary and secondary sources will be uploaded to ILIAS.

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

- understand the specific characteristics of Native American worldview, myths and the role of oral culture and storytelling;
- are able to analyse and revise some of the stereotypes about Native Americans;
- have familiarized themselves with some of the most important literary and filmic works by and about Native Americans.

Coursework (pass/fail): One presentation in the seminar; regular attendance

Assessment (graded):* One presentation in the seminar; regular attendance; seminar paper

Deadline for Assessed Work: 15 February 2022

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

Seminar:	Political Modernism: Literature of the 1930s
Instructors:	Virginia Richter
Times:	Wednesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Discussions of modernism often focus on the 'golden' or 'roaring' twenties with their avant-garde literary works, such as Joyce's *Ulysses*, Woolf's *Mrs Dalloway* or Eliot's *The Waste Land*. In this seminar, we will look by contrast at British literature in the 1930s. Sandwiched between the financial crash of 1929 and the beginning of the Second World War in 1939, literary productions in this decade appear, at first glance, formally less experimental, aesthetic concerns receding to the background in the face of growing political discord. In the conflicts between liberal democracies, communism and fascism, writers and intellectuals were forced to take sides. We will discuss the whole range of these responses, from Ezra Pound's embracing of Italian fascism to the engagement of George Orwell, W.H. Auden, Stephen Spender and others for the Republican cause in the Spanish Civil War. Our readings will also include voices about pacifism and the looming threat of a new world war, as well as women's position in politics, as expressed in Virginia Woolf's late writings. The aim of this seminar is to discover the great diversity of this decade regarding aesthetic forms, genres and intellectual positions, and to show that it is no less interesting than the preceding one.

Required Reading: As this seminar aims at a broad overview of 1930s literature, we will discuss an extensive selection of fiction, memoirs, poems and essays. Shorter texts and excerpts will be provided on ILIAS by 15 August. Please purchase the following books as hard copy (no ebooks!), using the recommended editions: Virginia Woolf, *The Waves*. 1931. Penguin Modern Classics, 2020; George Orwell, *Homage to Catalonia*. 1938. Penguin Modern Classics, 2003. **The texts must be read before the first session; your knowledge of it may be subject to examination.**

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

- will have familiarised themselves with an important period in literary history;
- will have familiarised themselves with the study of mode and genre;
- will have acquired analytical skills in literary and cultural studies.

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

Assessment (graded):* Written seminar paper

Deadline for Assessed Work: 31 January 2022

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

Seminar:	American Crime Fiction
Instructors:	Axel Stähler
Times:	Mondays 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Arguably one of the most popular literary genres world-wide, crime fiction is no longer considered merely the somewhat disreputable vehicle for the largely escapist evocation of a faint cold fear thrilling through its readers' veins. It is now frequently recognized to be oscillating between the reinstatement of the status quo and its subversion. The different sub-genres of crime fiction not only have numerous power relationships for their subject matter but are themselves both the products and the articulations of shifting power relationships. Given the subversive potential crime fiction is supposed to have, targeting a broad readership and generally addressing questions of human behavior, societal norms, tensions, and 'aberrations,' it has become an experimental arena, not only for its practitioners and its arguably less sophisticated readers but also for scholars.

Ranging from the hard-boiled detective story to the police procedural and to historical crime fiction, and including also a particular focus on the ethnic detective and the changes this concept has undergone, the texts to be discussed in this seminar chart significant lines of development in American crime fiction. In addition to the original book or serial versions, film adaptations will also be considered in some instances.

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

Earl Derr Biggers, *The House without a Key* (1925)
 Rudolph Fisher, *The Conjure-Man Dies* (1932)
 Raymond Chandler, *Farewell My Lovely* (1940; and film versions)
 Ross MacDonald, *The Ivory Grin* (1952)
 Harry Kemelman, *Friday the Rabbi Slept Late* (1964; and film)
 Chester Himes, *Cotton Comes to Harlem* (1965; and film)
 Tony Hillerman, *The Ghost Way* (1984)
 Eleanor Taylor Bland, *Dead Time* (1992)
 Walter Mosley, *Devil in a Blue Dress* (1995; and film)
 Dale Furutani, *Death in Little Tokyo* (1996)

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

- will have developed critically informed knowledge of American crime fiction and its sub-genres;
- are able to acknowledge and appreciate different stages in the development of crime fiction as a genre;
- demonstrate knowledge and critical understanding of the cinematic adaptation of literary texts;

- are able to interrogate critically the historical, social, and political contexts of crime fiction;
- understand theoretical conceptions of text, paratext, and intertextuality/intermediality;
- appreciate the function of different forms of publication (evolution of mass media, serialization, etc.) in relation to crime fiction and its social function;
- are able to evaluate critically notions of 'popular fiction' and markers of literary success.

Coursework (pass/fail): Active seminar participation

Assessment (graded):* Mini-Project (40%; 1,500 words): design of a cover and blurb for a crime novel in addition to a rationale and critical reflection
 Essay (60%; 2,500 words): critical essay on at least two texts with reference to relevant secondary literature

Deadline for Assessed Work: Mini-Project: 12 November 2021; Essay: 31 January 2022

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

Seminar: For Better or Worse: Utopias, Dystopias, and Alternate Histories

Instructors: Axel Stähler

Times: Tuesdays 14-16

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

Course Description: Fiction is a crucial corollary of our compulsion to make sense of who we are and of the world we live in. It helps us to negotiate our place in this world. Sometimes this may take the shape of imagining other worlds: the better to understand our own, to offer a model to be emulated, or to project the 'writing on the wall' in an attempt to caution us and to bring us to our senses. These imaginings may be displaced in space or in time, or both; but they refract the tortuous, and frequently torturous, experience of the present in relation to historical and imagined 'realities.' Utopias and dystopias, no less than alternative (or alternate) histories, engage with the question of "what if?" which has frequently exercised the human mind, be it in a speculative, escapist, or ideological sense.

In this seminar, we will look at American examples of such literary heterotopias, beginning with the first alternative history in American literature by Nathaniel Hawthorne, then proceeding to Edward Bellamy's classic retrospective on the present of the late nineteenth century from an imaginary future world; Philip K. Dick and Philip Roth's alternative imaginings of American history are chilling reminders of how easily things may go wrong; Ursula LeGuin's speculative novel projects a feminist utopia into the future; Michael Chabon and Simone Zelitch iconoclastically re-imagine the historical occurrence of the Holocaust and its aftermath.

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

- Nathaniel Hawthorne, "P.'s Correspondence" (1845)
- Edward Bellamy, *Looking Backward* (1888)
- Philip K. Dick, *The Man in the High Castle* (1962)
- Ursula LeGuin, *The Dispossessed* (1974)
- Philip Roth, *The Plot against America* (2004)
- Michael Chabon, *The Yiddish Policemen's Union* (2007)
- Simone Zelitch, *Judenstaat* (2016)

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

- will have developed a critically informed knowledge of American utopias, dystopias, and alternative histories;
- be able to interrogate critically the historical, social, and political contexts of American utopias, dystopias, and alternative histories;
- will exhibit a critical understanding of the ways in which creative literature can convey ideological, moral, and ethical purpose;

- will demonstrate critical awareness of the interplay between ideology and the imagination, politics, and literature;
- will demonstrate an informed appreciation of the interrelation of fact and fiction;
- will demonstrate a critical awareness of literature in its function as a vehicle of cultural self-reflection.

Coursework (pass/fail): Active seminar participation

Assessment (graded):* Essay 1 (40%; 1500 words): catalogue or dictionary entry on one of the texts on the reading list; Essay 2 (60%; 2500 words): critical essay on at least two texts with reference to relevant secondary literature

Deadline for Assessed Work: Essay 1: 12 November 2021; Essay 2: 31 January 2022

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

Seminar:	So Long and Thanks for all the Fish: Language as Literary Theme
Instructors:	Dr Zoë Lehmann Imfeld
Times:	Tuesdays 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Literary scholarship is all about noticing the relationships between form and content in texts, but in this course we will turn our attention to narrative fiction that treats language and language structures as its theme. These are texts that consider the function of language in terms of power, society, thought, and even the shaping of reality itself. We will investigate how the structures and forms of the texts themselves interact with the themes developing within their pages, and how far the reading of each text reflects the way language is experienced by the characters within it. In doing so, we will familiarise ourselves with some of the critical approaches to thinking about language function in literature, such as literary semiotics, and the role of exegesis and hermeneutics in literary criticism. (Not Sapir-Whorf. You can do Sapir-Whorf in your own time.) We'll also look at some examples of texts that self-consciously play with language-structure and meaning, for instance those in the oulipo tradition.

Required Reading: Please purchase your own copy of the following novels. It is strongly recommended that you begin reading them *before* the course begins.

Umberto Eco, *The Name of the Rose*, Vintage Classics, ISBN 978-0099466031
 China Miéville, *Embassytown*, Pan, ISBN 978-0330533072
 Karin Tidbeck, *Amatka*, Vintage, ISBN 978-1101973950

Further material will be made available on ILIAS. Possible appearances by Borges, Calvino, Ted Chang, and maybe a splash of Wittgenstein, amongst others.

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

- will have an understanding of the potential relationships between text and content;
- will have a familiarity with semiotics as a method of literary criticism;
- will have insight into the ways in which recent literary fiction has explored the functions and potential functions of language.

Coursework (pass/fail): Attendance and full participation in seminar sessions, including activities in preparation for the sessions, such as forum entries.

Assessment (graded):* 5000 - 6000 word essay

Deadline for Assessed Work: Monday, 7 February 2022

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

Seminar:	The Plague and the World it Made
Instructors:	Nicole Nyffenegger
Times:	Thursday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Perhaps this autumn term, we will already be able to “look back” at this past year’s health crisis and reflect on how it has changed us. In this course, we will do this through our engagement with moments in European and English history when another viral disease had a deep impact on societies and their cultural products. From the first medieval outbreak of the “Black Death” in 1347 to recurring outbreaks from the fifteenth to the seventeenth century, the plague changed the world of those it affected. And it found its way into literature and art, from Boccaccio’s *Decamerone*, to Chaucer’s *Canterbury Tales* and *Book of the Duchess*, to Langland’s *Piers Plowman*, to, later, Daniel Defoe’s *Journal of the Plague Year*. We will analyse (parts of) these and other works against contemporary historical writings and works of art, and think about the manifold ways in which history and literature connect to form our understanding of these health crises of the past.

Required Reading: Primary and secondary texts will be uploaded on Ilias. Please read and prepare the texts in the folder “preparation for the first session” before our first meeting.

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

- read and analysed a variety of medieval and early modern texts;
- discussed the diverse ways in which the plague made it into literature;
- thought about the interconnectedness of history and literature;
- further honed their skills of academic engagement with primary texts, both in discussions and in writing.

Coursework (pass/fail): Active participation, thorough preparation, and regular presence are expected. Short writing assignments and presentations throughout term, depending on student numbers.

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

Deadline for Assessed Work: 1 February 2022

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

Other Courses

Workshop: Reading the Bible

Instructor: Nicole Nyffenegger

Time: Wednesday 10-12

Credit Points: 3 ECTS

Course Description: This workshop is geared at introducing students to the Bible as a major work of literature and a key text of our culture. We will discuss central texts from both the Old Testament and the New Testament, such as *Genesis*, *Exodus*, *Job*, *Jonah*, *Song of Solomon*, the *Gospels*, *Letters of Paul*, and the *Revelation*. Starting from our careful reading of relevant passages, we will discuss the role of the Bible for literature and language from a historical perspective and reflect on its place in our own culture. Also, we will look into how you can use the Bible in your studies and we will cover practical matters such as which translations and editions to use, where to find commentaries, how to find relevant passages, how to quote them, etc.

Required Reading: Students are asked to buy the Oxford World's Classics edition of the Authorized King James version edited by Robert Carroll and Stephen Prickett (ISBN-13: 978-0199535941). It will be much easier if we all work with the same edition.

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

- Will have gained some knowledge of several key Biblical texts;
- have a good grasp of how they can use them in their academic engagement with literature and language;
- know how to use relevant (online) reference works;
- know how to quote the Bible in their papers;
- and finally, students will have gained some insight into the goals of cultural sustainability.

Coursework (pass/fail): Regular attendance, thorough preparation of set texts, and active participation are expected. There will be a considerable amount of reading from one session to the next; short presentations, depending on student numbers.

BMZ Lecture: **Hoffnung, Aufbruch, Utopie: Mediävistische Perspektiven**

Instructors: **Annette Kern-Stähler, Beate Fricke, and other medievalists from the University of Bern and beyond**

Times: Thursday 17.15-18.45
First lecture 30 September
Preliminary meeting 23 September 17.15-18
Three post lecture seminars with Profs. A. Kern-Stähler and M. Stolz, dates TBA, mandatory

Credit Points: 3 ECTS

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

Course Description: Veränderungen und gesellschaftlicher Wandel lassen als Folgen der aktuellen Pandemie Hoffnungen keimen, erstarrte Strukturen aufbrechen und Utopien entstehen; sie entfachen Diskussionen über die Zukunft. Der Blick zurück in die Vergangenheit hilft nicht nur bei der historischen Einordnung von Krise und radikalen Veränderungen, sondern eröffnet auch Perspektiven auf das utopische Potenzial von Krisenmomenten. Was wollte und will man ändern oder bewahren, mit welchen Traditionen und Konventionen will man brechen, was neu erfinden? An welchen Werten orientierten sich Aufbrüche, gesellschaftliche Veränderungen und utopische Entwürfe im Mittelalter, was sollten sie ändern und erreichen? Die Vorträge werfen den Blick zurück auf Momente der Hoffnung sowie auf utopische Konzepte einer inzwischen 'vergangenen Zukunft', dies am Beispiel von Literatur, Kunst, Musik, Geschichte, Philosophie und Theologie. Was lässt sich aus einer solchen Rückschau lernen? Diese Frage steht im Zentrum der interdisziplinären BMZ-Vorlesungsreihe des Herbstsemesters 2021.

Place: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden:

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- einen Gegenstand aus verschiedenen Disziplinen betrachten;
- wichtige Positionen nennen und erläutern;
- Argumentationszusammenhänge eigenständig beurteilen.

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

Submission date: 30 January 2022

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

Digital Humanities Courses

All courses offered by Digital Humanities are open to English MA students.

DIGITAL HUMANITIES

Ringvorlesung organised by

Prof. Dr. Tobias Mathias Hodel: Einblicke in die Digital Humanities

Seminar by

**Prof. Dr. Tobias Mathias Hodel,
Christa Schneider, Ursula Loosli,
Gero Schreier,
Dr. Dominique Beatrice Hess,
Anna Magdalena Linder:**

**Wo bleiben meine Daten? Vom nachhaltigen Umgang
mit digitalen Daten am Beispiel des Jugendsprache-
Bern-Korpus**

**Seminar by Christa Schneider,
Prof. Dr. Tobias Mathias Hodel
und Anna Katherina Janka:**

Hexen und Diebe: Devianz in der Frühen Neuzeit

Please visit www.csls.unibe.ch for further course information.

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Sue Fox / Erez Levon / Crispin Thurlow
Time:	Monday 14-16
Sessions:	20 September, 18 & 25 October, 08 & 15 November + one-day conference Friday, 03 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. 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 three foundation sessions: *General Introduction* (Week 1, 20 Sep), *Writing Skills* (Week 5, 18 Oct), and *Presentation Skills* (Week 8, 08 Nov).
- Students in their penultimate colloquium semester are required to attend an additional *Poster Design* session (Week 9, 15 Nov).
- Students in their final semester must attend an *Analysis Workshop* (Week 6, 25 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 03 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.
- 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 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

Instructors: Thomas Claviez

Time: Thursday 10-12

Sessions: As the BA and MA Colloquiua are alternating on Thursdays, 10-12, the specific dates for the MA Colloquium will be announced at **the first session on 30 September.**

Credit Points: 2 ECTS

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:	North American Literature II
Instructor:	Axel Stähler / Sofie Behluli
Time:	Thursday 10-12
Sessions:	23 September, 14 and 28 October, 11 and 25 November, 9 December
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Virginia Richter
Time:	Thursday (see times below)
Dates:	23 September 10-11, 14 October 9-12, 2 December 9-13
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 16-18

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

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

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

Instructor: **Crispin Thurlow**

Time: **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 14-16

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

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

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

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

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

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

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

Instructor: **Gabriele Rippl**

Time: Thursday 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

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

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

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

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

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

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

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

Kellie Gonçalves: Her primary research interests are at the interdisciplinary interface between sociolinguistics, applied linguistics, human geography and mobility studies, specifically within the fields of discourse, globalization, migration, multilingualism, education and tourism studies.

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

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

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

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

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

Zoë Lehmann: 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; and 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.

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

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

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, and medievalism in the modern world.

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.

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

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

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

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

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Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral

students

⑮ denotes classes with pre-1800 content

Language Module:

Writing Skills I

Grammar I

Focus Module:

Contact: Globalizing Language

Literature and Nature

Core Curriculum:

Introduction to Language and Linguistics (Lecture)

Introduction to Literature (Lecture)

Earlier Englishes (Lecture)

Block Workshops, Seminars, Study Trips and other irregular courses (see Course Booklet for more information):**^[1] Britain/Thurlow/Fox: BA and MA Colloquium Language and Linguistics**

BA and MA Colloquium: 20 September, 18 October, 08 November; BA only on 01 November; BA conference on Friday 17 December

MA only on 15 November; MA conference on Friday, 03 December

^[2] Kern-Stähler/Richter: BA and MA Colloquium Medieval and Modern English Literature

BA Colloquium: 23 September 9-10, 28 October 9-13, 9 December 9-13

MA Colloquium: 23 September 10-11, 14 October 9-12, 2 December 9-13

^[3] Claviez: BA and MA Colloquium North American Literature I

Dates to be announced

^[4] Stähler/Behluli: BA and MA Colloquium North American Literature II

BA Colloquium: 30 September, 21 October, 4 and 18 November, 16 December

MA Colloquium: 23 September, 14 and 28 October, 11 and 25 November, 9 December

^[5] Fox: Language, Identity and Migration in London (MA Seminar with Excursion)

24 September, 8 and 15 October, 19 November. Excursion 1 – 5 November

^[6] Fox: Analysing a Sociolinguistic Variable (BA Workshop)

24 September 10-13, 14-17; 1, 8 and 15 October 10-13, 14-17