

# Course Booklet

Spring Semester 2022

21 February – 03 June 2022



In celebration of waterfronts, from Belau National Museum, Koror,  
Republic of Palau.

Department of English  
University of Bern  
Länggassstrasse  
3012 Bern

031 684 82 45 [www.ens.unibe.ch](http://www.ens.unibe.ch)



## Table of Contents

Welcome from the Head of Department	4
Key Dates & Deadlines	6
General Information	8
Diversity, Academic Freedom, and Content Warnings	10
Conduct and Correspondence Guidelines	11
Written correspondence	12
Tea corner	13
Who to Ask – Spring Semester 2022	14
Academic Staff (SS22)	15
Administrative Staff (SS22)	16
The Students' Committee	17
A week in the life of your instructor	18
<b>BA STUDIES</b>	<b>21</b>
<b>Language Module</b>	<b>21</b>
Course: Modern English Grammar II	21
Course: Writing Skills II	22
<b>Core Curriculum</b>	<b>23</b>
Lecture: Literary History	23
Seminar: Analysing Language	24
Seminar: Analysing Literature	26
<b>Focus Module Language &amp; Linguistics and Literature: On the Waterfront</b>	<b>27</b>
Lecture: On the Waterfront: Literary and Linguistic Perspectives	27
Seminar Linguistics: Tourism discourse	28
Seminar Linguistics: The Sociolinguistics of Islands	30
Seminar Literature: Mississippi Tales: American Literature on and around the Great River	31
Seminar Literature: Seascapes and Sea-crossings in Old and Middle English Literature	33
<b>Free-Standing Lectures and Seminars</b>	<b>35</b>
Lecture Linguistics: Antipodean Englishes	35
Lecture Literature: What is Victorian about the Victorian Gothic?	36
Seminar Linguistics: English in a multilingual world	37
Seminar Linguistics: Grammatical variation in English	38
Seminar Literature: "Go and Catch a Falling Star": The Poetry of John Donne	39
Seminar Literature: American Literature and Fundamentalism	40
<b>Optional Courses</b>	<b>42</b>
Workshop: Ear Training	42
Workshop with Excursion: The <i>Canterbury Tales</i> in Context	43
Workshop: Reading American Drama: Text, Performance, Reception	44
Workshop: The Open Door: Manifestations of the Supernatural in the British Ghost Story	45
Wahlbereich Lecture: Das Ende denken	46
BMZ Lecture: Das Berner Münster im Kontext	47
<b>Research Module</b>	<b>49</b>
BA Colloquium: Language and Linguistics	49
BA Colloquium: North American Literature I	51

BA Colloquium: North American Literature II	52
BA Colloquium: Medieval and Modern English Literature	53
<b>Advanced Readings Examinations in Language and Linguistics and Literature</b>	<b>54</b>
Exam: Advanced Readings in Linguistics and Literature	54
<b>MA STUDIES</b>	<b>55</b>
<b>Inter-sectional Lecture</b>	<b>55</b>
Lecture: On the Waterfront: Literary and Linguistic Perspectives	55
<b>Specialisation Language and Linguistics</b>	<b>56</b>
Lecture: Antipodean Englishes	56
Seminar: Professional Discourse: Language at Work	59
Seminar: Forensic Phonetics	61
<b>Specialisation Literature</b>	<b>62</b>
Lecture: Conceptualizing Cosmopolitanism and World Literature	62
Lecture: What is Victorian about the Victorian Gothic?	63
Seminar: US Modernism as a Cultural Paradigm	64
Seminar: Cormac McCarthy – The ‘Great’ American Novelist?	65
Seminar: Research Methodologies for Literary Studies	67
Seminar: Medieval Robin Hood: Tales, Ballads, and Plays	68
<b>Other Courses</b>	<b>69</b>
Workshop with excursion: The Canterbury Tales in Context	69
Workshop: Beyond Salt Water: Ice, Humidity, and Human Bodies of Water	70
BMZ Lecture: Das Berner Münster im Kontext	71
<b>Research Module</b>	<b>73</b>
MA Colloquium: Language and Linguistics	73
MA Colloquium: North American Literature I	75
MA Colloquium: North American Literature II	76
MA Colloquium: Medieval and Modern English Literature	77
<b>DOCTORAL STUDIES</b>	<b>78</b>
PhD and Research Colloquium: Literary Theory	80
PhD and Research Colloquium: Medieval Studies	81
PhD and Research Colloquium: Literature	82
PhD and Research Colloquium: Key Issues in American Studies	83
<b>Staff Research Interests and Professional Activities</b>	<b>84</b>
<b>Staff Address List Spring Semester 2022</b>	<b>87</b>

## Welcome from the Head of Department

Dear students, dear colleagues,

Let me begin by wishing you all a peaceful, stimulating and contented 2022.

We enter yet another semester under the shadow of Covid-19, and, at the time of writing (early January 2022), it is not clear whether the Spring teaching semester will be in presence, online, or some mixture of the two. We will do our best as a Department to ensure that the semester ahead runs as smoothly as possible, whatever the situation throws at us. The past two years have been difficult for us all, and during the Autumn semester of 2021, my first as Head of Department, I became even more acutely aware than before of the impact that the restrictions imposed upon us have affected our, and especially our students', welfare and mental health. We will, in order to enable students to access information on the support services available within the university as easily as possible, add information about these central services to our home page shortly.

One impact of the pandemic has been the limitations it has imposed on travel, on our ability to see friends and family, on our ability to voyage to learn, to explore, to adventure. This semester we can offer you some vicarious voyaging in our Focus Module *Language and Literature on the Waterfront*, which combines a collaborative lecture *On the Waterfront: Literary and Linguistic perspectives*, and a range of both literary and linguistic satellite seminars. The lecture will take you to riverbanks, beaches, dockyards, bogs, fountains, islands, drains and swimming pools to examine, linguistically as well as literarily, the spaces where water meets land. Across both time and space, the

lecture series, to which many staff from the Department will contribute, will explore waterfronts as spaces both of conflict, colonialism, danger, disease, horror and isolation on the one hand, and of desire, liberation, sensuality, luxury and eroticism, on the other. Satellite seminars include Dr Kellie Goncalves's on *Tourism Discourse*, Dr William Brockbank and Dr Hannah Piercy's on *Seascapes and Sea-crossings in Old and Middle English Literature*, Dr Sofie Behluli's *Mississippi Tales: American Literature on and around the Great River*, Olivia Biber's on *Liquid Archives*, and Dr Hannah Hedegard and Danielle Tod's on the *Sociolinguistics of Islands*.

I am also very happy to be able to welcome a number of new staff – some new in that they have not worked for us before, others because they are in new roles. In February 2022, Dr Kellie Goncalves begins a new position as Dozentin for Sociolinguistics and Discourse Studies and Dr Hannah Hedegard begins a new role as Dozentin for English Language and Linguistics. Dr Axel Stähler, who replaced Prof Julia Straub as Dozent for North American Studies and Literary Theory at the beginning of 2021, has been awarded the title of Assozierter Professor. Dr Will Brockbank begins a new position as a postdoctoral researcher. Marion Troxler began her role as joint Directors' Assistant early last semester, and has now been doing this task alone for a few months. A warm hello also to new student assistants Marco Bracher and Kevin Lopez (both working with me) and Melina Hauri (working with Prof Annette Kern-Stähler), and new tutor Max Kunz. It is particularly pleasing to be able to welcome a few guest Professors from outside of the University

of Bern who will be teaching for us this semester. Dr Laura Rupp from Vrije Universiteit Amsterdam will be an SNSF-sponsored International Exchange Researcher in the Department of English for the whole of the Spring Semester, and will be teaching a BA Seminar on *Grammatical variability in English*. Prof Steve Mentz of St Johns University in New York will co-teach with Professor Virginia Richter and PD Dr Ursula Kluwick an MA Workshop entitled *Beyond Salt Water: Ice, Humidity, and Human Bodies of Water*. And Lucy Fleming from New College, Oxford, will be co-teaching with Dr Amy Brown a two-day online workshop entitled *Adapting Violence in/from Classic Texts*.

A number of staff took their leave of the Department at the end of the Autumn Semester. Most notably, Dr Sue Fox retired after several years as Dozentin for Sociolinguistics and Discourse Studies – we thank you most sincerely, Sue, for your dedication and commitment to the Department. We are very sad to see you go, and wish you a long and happy retirement. We also say goodbye and a big thank-you to Fabienne Blaser who was

Directors' Assistant until the middle of the Autumn Semester of last year. Also taking their leave are student assistants Sara Estalote Quindos, Leonie Hug, Mayra Macpherson, Nicolas Röthlisberger and Lauro Krummenacher.

The Department was extremely proud to receive the news in November that one of our MA students, Eva-Maria Dütsch, won this year's *open mike – Wettbewerb für junge Literatur* in the prose category for her text entitled *Urin und Blütenhonig*. Congratulations, Eva-Maria!

On that happier note, I wish you all a safe and healthy semester, and look forward to calmer waters ahead.

Bern, January 2022



Prof Dr David Britain,  
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), 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).

### 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](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](https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html)

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.

## BA Thesis Registration

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

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

### SUBMISSION IN SPRING 2022

Supervisor deadline	15 November 2021
Study counsellor and secretariat deadline	1 March 2022
Thesis submission deadline	03 June 2022

### SUBMISSION IN AUTUMN 2022

Supervisor deadline	30 April 2022
Study counsellor and secretariat deadline	30 September 2022
Thesis submission deadline	23 December 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 AUTUMN 2022

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

### GRADUATION IN SPRING 2023

Department registration deadline	13 June 2022
Dean's Office registration deadline	13 June 2022
Thesis submission deadline	05 December 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. 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:

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

should sign up for the graded version on KSL.

#### BA COLLOQUIA:

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

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.

**MA COLLOQUIA:**

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

**MA Requirements**

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

**Attendance**

Attendance is mandatory. If you miss a class, you must write to your instructor to apologise for your absence and explain why it was unavoidable. Students who miss more than 2 sessions of a 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.*

## Diversity, Academic Freedom, and Content Warnings

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

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

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

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

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

---

\* See the UL's equality statement:

[https://www.unibe.ch/university/portrait/self\\_image/equality/index\\_eng.html](https://www.unibe.ch/university/portrait/self_image/equality/index_eng.html)

† See the Faculty of Humanities equal opportunities page:

[https://www.philhist.unibe.ch/about\\_us/equal\\_opportunities/index\\_eng.html](https://www.philhist.unibe.ch/about_us/equal_opportunities/index_eng.html)

## Conduct and Correspondence Guidelines

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

### General conduct

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

standards cease to apply.

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

### Absences

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

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

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

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

### **Written correspondence**

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

#### ***Openings and closings***

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

#### **OPENING**

*On a separate first line:*

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

Dear Alison,  
Dear Timothy,

#### **CLOSING**

*On a separate penultimate line:*

Yours sincerely,  
Sincerely,

Best wishes,  
Kind regards,

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

### ***Introducing yourself/stating the subject***

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

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

### ***Register and style***

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

**Tea corner**

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

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

## Who to Ask – Spring Semester 2022

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

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

#### **A-L**

Dr. Hannah Hedegard / B 266  
hannah.hedegard@ens.unibe.ch

#### **M-Z**

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 (BA, MA, PhD)**

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

### **Library Enquiries**

Sabrina Mutti  
031 631 83 72 / B 271  
sabrina.mutti@unibe.ch

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

### **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 (SS22)

### Professors

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

### Lecturers

- 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

- Prof. Dr. Laura Rupp\*  
Modern English Linguistics

### SNF Eccellenza Professorship

- Prof. Dr. Mary Flannery  
Medieval English Studies
- Dr. Amy Brown\*  
Medieval English Studies

### Postdoctoral Researchers/Senior Researchers

- Dr. Sofie Behluli\*  
Literatures in English/North American  
Studies
- Dr. Marijke Denger\*  
Modern English Literature
- Dr. des Hannah Hedegard\*  
Modern English Linguistics
- PD Dr. Ursula Kluwick\*  
Modern English Literature
- Dr. Zoë Lehmann Imfeld\*  
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. Matthias Berger  
Medieval English Studies
- Ms Laura Bernardazzi  
Medieval English Studies
- Ms Olivia Biber, M.A.\*  
Modern English Literature
- Dr. des Roman Bischof-Vegh  
Literatures in English/North American  
Studies
- Mr. William Brockbank\*  
Medieval English Studies
- Ms Olivia Droz-dit-Busset, 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, M.A.  
Modern English Literature
- 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 Marion Troxler, M.A.  
Modern English Literature

Ms Sabine von Rütte, M.A.\*  
Literatures in English/North American  
Studies

*\* Teaching this semester*

### **Administrative Staff (SS22)**

#### **Administrators**

Monika Iseli-Felder  
Sannie Germann

Please see the website for office hours

#### **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](mailto: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)
- monitoring and replying to email correspondence (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.

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

### **Research-related activities**

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

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

**Spring Semester 2022**

## BA STUDIES

### Language Module

**Course:** Modern English Grammar II

**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 second 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 course will use the script developed for this lecture by Dr. Franz Andres Morrissey. The relevant pages for practice and home study will be announced at the end of each lecture. Additional material may also be assigned. The script, lecture slides and additional materials are available on the course's ILIAS site.

**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 quizzes.

**Assessment (graded):** Four quizzes, two in the first semester and another two in the second semester. To pass Modern English Grammar, students must get an overall average of 60%.

**Exam date:** NA

**Resit date:** 31 May 2022

**Course:** Writing Skills II  
**Instructor:** Beatriz Lorente  
**Time:** Tuesday 12-14, 16-18, Wednesday 10-12, 12-14,  
Thursday 12-14 and 14-16  
**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

**Course Description:** This is the second of a two-part intensive content-based academic writing course which is obligatory for all first-year students. The two-semester programme consists of weekly workshops in which we discuss and, above all, practise the skills required to write academic papers in English. In the second semester, students will plan, research and write a short 1500-word research paper in linguistics.

**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 assessment in order to gain the credits.

**Deadline for Assessed Work:** Throughout semester

## Core Curriculum

**Lecture:** Literary History

**Instructors:** Thomas Claviez / Annette Kern-Stähler /  
Sofie Behluli / Zoë Lehmann

**Time:** Wednesday 14-16

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

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

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

**Exam date:** Wednesday, 18 May 2022

**Resit date:** Wednesday, 25 May 2022

**Substitute resit date (for valid medical or other official reason):** Wednesday, 1 June 2022



**Seminar:** **Analysing Language**

**Instructors:** **David Britain / Kellie Gonçalves / Hannah Hedegard / Gwynne Mapes / Crispin Thurlow**

**Time:** Tuesday 14-16

**Credit Points:** 4 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

**Course Description:** This Core Curriculum course is run as a series of hands-on lecture sessions taught by a range of researchers in the department. The goal is to introduce you to some of the key analytic concepts and procedures for researching language within sociolinguistics and discourse studies. The course comprises five modules, each focusing on a different set of practices and approaches: fieldwork, spoken language, written language, phonetic analysis, and “big data”. After an initial introduction in the first week, we start with a module on fieldwork including ethnography and interviewing; this module also serves as a general grounding for the rest of the course. We then cover two modules addressing approaches to spoken language such as discourse analysis, interactional sociolinguistics, and variation studies. Here, we will also cover transcription techniques. We also consider the study of written language, including, for example, an introduction to critical discourse studies and multimodal discourse analysis. Over two weeks we examine the key principles and practices of phonetic analysis. Finally, two weeks are spent on two relatively quantitative approaches to language: content analysis and corpus analysis.

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

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

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

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

- The weekly assignments count 50% of your overall grade (or 5% each) and are assessed as credit/no-credit (half credit for half-baked work); they comprise two parts: a homework assignment and an in-class assignment.
- The final exam will be in Week 12 of the teaching term on Tuesday 17 May; it will count 50% of your overall grade and will be a multiple choice format.

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

**Exam date:** Tuesday, 17 May 2022

**Resit date:** Tuesday, 24 May 2022

**Seminar:** **Analysing Literature**

**Instructors:** **Amy Brown / Marijke Denger / Nicole Nyffenegger / Sabine von Rütte**

**Times:** Monday 12-14, Wednesday 10-12, Thursday 10-12, Friday 14-16 (students choose *one* out of the four possible slots)

**Credit Points:** 4 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

**Required Reading:** Please read Henry James’ *The Turn of the Screw* before the first session; your knowledge of it may be subject to examination. Please purchase

- James, Henry. *The Turn of the Screw*. Ed. Jonathan Warren. Third Norton Critical Edition. New York: W.W. Norton, 2021. ISBN: 978-0-393-54007-9.
- Shakespeare, William. *A Midsummer Night’s Dream*. Ed. Sukanta Chaudhuri. The Arden Shakespeare. Third Series. London: Bloomsbury, 2017. ISBN: 978-1-4081-3349-1.

Copies of these titles can be purchased from the Bugeno book shop in the main building of the University.

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

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

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

**Assessment (graded):** Written exam on Friday, 20 May 2022, 14-16

**Resit Date:** Written exam on Friday, 03 June 2022, 14-16

## Focus Module Language & Linguistics and Literature: On the Waterfront

**Lecture:** On the Waterfront: Literary and Linguistic Perspectives

**Instructors:** David Britain / Thomas Claviez / Annette Kern-Stähler /  
Ursula Kluwick / Virginia Richter / Gabriele Rippl /  
Crispin Thurlow / Hannah Hedegard

**Time:** Wednesday 10-12

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture series introduces a range of themes within language, linguistics, literary and cultural studies which are informed by an examination of the spaces where water meets land – beaches, islands, ports, riverbanks, dockyards, pools, fountains, bogs, drains, and so on. From the medieval period to the present day, these liminal spaces have been used, transformed and evaluated and have served a variety of artistic, bureaucratic and social functions. We examine waterfronts as, for example, spaces/places of contact, conflict, discovery, crusade and colonialism, on the one hand, and desire, eroticism, luxury and relationship, on the other. We will discover how drunken beachbums and mutineers diffused not only syphilis but also new languages across the Pacific as well as how studies of remote, barely inhabited islands have contributed to our understanding of language change. We will look at the littoral as an aesthetically productive topography that spans the extremes from horror, mortal danger and isolation, for instance in literary descriptions of shipwrecks, to sensual enjoyment and liberation in contemporary leisure culture. We will consider how waterfronts are spaces of communication as well as resources for communicating; specifically, we will examine how “infinity pools” function as a marker of elite status.

**Required Reading:** For each session, set texts will be uploaded on ILIAS.

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

- the students gain insight into the goals of the environmental humanities and cultural sustainability;
- the students gain insight in the waterfront in its many manifestations as a salient site for literary and linguistic enquiry;
- the students are familiar with linguistic and literary concepts that relate to blue humanities research.

**Assessment (pass/fail or graded):\*** Exam on 18 May 2022

**Exam date:** 18 May 2022

**Resit date:** 25 May 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 at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

**Seminar Linguistics:** Tourism discourse  
**Instructor:** Kellie Gonçalves  
**Time:** Monday 12-14  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

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

**Course description:** Tourism, as a major form of (elite) global mobility (Thurlow and Jaworski 2010; Gonçalves 2020), is recognized as the world's largest service industry (Adey, 2010), which, until the COVID-19 pandemic, employed around 240 million people annually (World Travel and Tourism Council; Adey, *ibid.*) This course will give students an overview of current research done within the field of 'the sociolinguistics of tourism' in order to analyse and understand the role of language within a wide-range of tourism contexts globally. In this course, we will explore the interconnections of language, globalization, mobility, the political economy, and more precisely, how language in tourism has been investigated "as an important window into contemporary forms of economic, political, and social change" (Heller et al. 2014: 425). Topics covered in the course will range from ephemeral encounters between hosts and guests, tensions of commodification and authenticity, performances of self and other as well as the symbolic and meta symbolic uses of language within both offline and online settings, such as social interactions at bungee jumping sites to the circulation of selfies on Instagram. We will explore various uses and functions of language and discourse within textual representations and mediatization of places and individuals including 'locals', 'tourists', and 'travellers'. As such, students will gain a better understanding of how language and discourse are used to get things done in different segments of the global tourism industry among diverse social actors including both 'frontstage' performers (travel guides, booking agents, and international guests) and 'backstage' performers (cleaning staff, marketing executives, travel guidebook writers). Students interested in taking this course will participate in a 2-day excursion to Interlaken, considered to be *the* adventure tourism capital of Europe, and a place, which caters to budget backpackers as well as 5-star travellers alike. 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 excursion to Interlaken and includes fieldwork, data collection and analysis.

**Required reading:** All texts will be made available on ILIAS

**Learning outcomes:** It is expected that students:

- are able to engage critically with theoretical concepts within the field of 'the sociolinguistics of tourism';
- become familiarized with different theoretical frameworks and methodological approaches within discourse and tourism studies;
- carry out a small empirical study on their own and present their findings to the class via a poster presentation;
- gain research competencies through conducting empirical work;

- practice discursive competencies during class discussions, group work, and poster presentations.

**Coursework (pass/fail):** Regular attendance including the excursion to Interlaken, active participation in class discussions, fieldwork, data collection and a poster presentation.

**Assessment (graded):** \*Regular attendance including the excursion to Interlaken, active participation in class discussions, fieldwork, data collection, a poster presentation and a written seminar paper of approximately 4000 words.

---

\* Seminars comprise two parts: the seminar itself (worth 4 ECTS, pass/fail) and an assessment (worth 3 ECTS, graded); be sure to register for both parts if you are seeking a grade. The grade will be applied to all 7 ECTS. Please note the registration deadlines at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

**Seminar Linguistics:** The Sociolinguistics of Islands  
**Instructors:** Hannah Hedegard / Danielle Tod  
**Time:** Tuesday 10-12  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Open to students from other departments as Wahlbereich?**  Yes  No

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

**Course Description:** Researchers of language change within the sociolinguistic tradition have long been interested in what studies of islands can tell us. Sociolinguistic dialectology indeed began with Labov's investigation of Martha's Vineyard in the US, a study that embraced themes of contact, belonging, lifestyle and 'invasion' from the mainland in understanding the progression of phonological change there. Islands have provided the sites for a range of these and other themes in sociolinguistic research on change more generally. Some islands are relatively isolated, and have developed highly distinctive dialects as a result (and some appear to be isolated but are, for socio-historical reasons, not). Others are emerging from isolation and their dialects now show signs of influence from mainstream linguistic norms. Some islands' varieties are the result of colonial incursions and tell us about how new dialects are formed, sometimes but not always in contact with other languages. In this course we explore what we can learn from island dialects in two ways: firstly, we hear about a range of different islands and the sociolinguistic lessons they bring, for example, Jamaica, Tristan da Cunha, and the Falkland Islands in the Atlantic Ocean, Mersea and the Scilly Isles off the coast of the UK, Smith Island and Ocracoke off the US east coast, Palmerston, Pitcairn and Sapuahfik and the many islands of Micronesia in the Pacific. Secondly, we will conduct some empirical analysis of the English dialect spoken in the Kingdom of Tonga, in the South Pacific.

**Required Reading:** Weekly reading will be provided on ILIAS

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

- understand the range of socio-historical factors influencing linguistic change through an investigation of *islands* as especially informative sites;
- were able to independently analyse a little-explored variety of English using sociolinguistic principles and methods.

**Coursework (pass/fail):** Consistent class attendance, active participation, oral presentation

**Assessment (graded):\*** Consistent class attendance, active participation, oral presentation and written report of 2000 words based on your presentation

**Deadline for Assessed Work:** 28 June 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 at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

**Seminar Literature:** Mississippi Tales: American Literature on and around the Great River

**Instructor:** Sofie Behluli

**Time:** Wednesday 12-14

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

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

**Course Description:** With an impressive length of 3,770km the Mississippi is the second-longest river on the North American continent. It flows through or touches on ten US-American states and the massive river basin drains over 40% of the nation's waters. Indeed, the river's centrality for the ecosystem, commercial trade and cultural production of the United States cannot be overemphasized. This seminar explores how the Great River influenced the cultural imagination of nineteenth century American authors by looking at four canonical examples: Harriet Beecher Stowe's anti-slavery novel, *Uncle Tom's Cabin* (1852); Herman Melville's social satire, *The Confidence-Man* (1857); Mark Twain's picaresque novel, *The Adventures of Huckleberry Finn* (1884); and Kate Chopin's feminist masterpiece, *The Awakening* (1899).

Content Warning: racism, sexism, sexual violence, other forms of violence, suicide.

**Required Reading:** Please purchase the novels in the following editions (unless you already own other copies): Harriet Beecher Stowe's *Uncle Tom's Cabin* (Oxford World's Classics, 2008); Herman Melville's *The Confidence-Man* (Penguin Classics, 1990); Mark Twain's *The Adventures of Huckleberry Finn* (Penguin Classics, 2003), and Kate Chopin's *The Awakening* (Oxford World's Classics, 2008). Poems, short stories and other materials will be available on Ilias. We will read the novels in chronological order and – because most of them are rather long – I strongly recommend you read *Uncle Tom's Cabin* over the holiday before the beginning of the semester!

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

- are closely familiar with four canonical US-American novels;
- understand the formal and thematic importance of the Mississippi River in 19<sup>th</sup> Century American Literature;
- gain insight into the goals of the environmental humanities and cultural sustainability;
- 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, moderation of one session



**Assessment (graded):\*** Regular attendance, active participation in class, moderation of one session, written paper of 3000-4000 words

**Deadline for Assessed Work:** Monday, 04 July 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 at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

**Seminar Literature:** Seascapes and Sea-crossings in Old and Middle English Literature

**Instructors:** Will Brockbank and Hannah Piercy

**Time:** Tuesday 14-16

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

**Open to students from other departments as Wahlbereich?**  Yes  No

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

**Course Description:** From the opening words of Bede's *Ecclesiastical History* in 731—*Brittania oceani insula*, 'Britain, an island of the ocean'—to the derisive epithet 'Plague Island' nearly thirteen centuries later, the image of Britain as an island enclosed by the sea has long captured the imaginations of people writing about it. In this course, students will encounter the sea through the literature of medieval England, exploring how medieval English people understood the sea and their relationship with it. As a place of both peril and possibility, connection and separation, the sea was conceived of in heterogeneous and often contradictory terms. Introducing students to medieval texts from a range of different genres and modes of writing, including heroic, elegiac and Biblical literature, saints' lives, romance, travel writing and drama, this course will enable searching discussion of the wide variety of medieval understandings and representations of the sea. The texts to be read in this course include extracts from *Beowulf*, *The Seafarer*, *Exodus* and *Andreas* in Old English, and *Floris and Blancheflour*, *The Book of John Mandeville*, *The Book of Margery Kempe* and the York Corpus Christi *Flood* play in Middle English.

**Required Reading:** Before the first seminar, please read the introductions to two books on water and the sea in medieval England:

1. Carolyn Twomey and Daniel Anlezark, "Introduction: Worlds of Water," in *Meanings of Water in Early Medieval England* (2021).
2. Sebastian Sobceki, "Introduction," in *The Sea and Medieval English Literature* (2007).

Both texts will be available on ILIAS. There will also be a couple of short extracts from primary texts available on ILIAS, to be read for the first seminar. Your knowledge may be subject to examination.

In addition, students are expected to get hold of their own copies of the following books:

Liuzza, R.M. ed. and trans. *Beowulf: Facing Page Translation*. 2nd ed., Broadview, 2012. ISBN 9781554811137. [Note that there is a very similar book, containing the same translation but omitting the Old English text—do not purchase this other copy by mistake!]

Liuzza, R.M. trans. *Old English Poetry: An Anthology*. Broadview, 2014. ISBN 9781554811571.

These titles can be obtained from most major online books retailers, and copies will be available from Bugeno at the Hauptgebäude.

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

- will have read and engaged with medieval texts from a variety of different genres;
- will have gained experience reading and translating Old and Middle English;
- will have practiced their skills of literary analysis and critical thinking, both orally and in writing;

- will have explored a range of critical and theoretical perspectives on the sea in medieval literature;
- will have gained insights into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** regular attendance, thorough preparation of set texts (including short translation exercises), 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:** 01 July 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 at *Key Dates & Deadlines* and find information about *Focus Module* under *General Information*.

## Free-Standing Lectures and Seminars

**Lecture Linguistics:** Antipodean Englishes

**Instructor:** Hannah Hedegard

**Time:** Tuesday 12-14

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture explores the English varieties of Australia and New Zealand from a variationist sociolinguistic perspective. The socio-cultural histories of the two countries are somewhat defined by their physical, and latterly political, separation from the United Kingdom, as well as by the colonial oppression and integration of the local indigenous population. On the other hand, the modern-day demographics of Australia and New Zealand both also involve complex multicultural realities due to high levels of immigration. As a result, the English dialects spoken at the *antipodes* (*i.e. opposite region of the earth, in this case from the UK*) present a rich site for sociolinguistic insight. In this course, we will first trace the emergence of the New Zealand and Australian English varieties back to their roots in the English of the British Isles and Ireland, reconstructing the evolution of their linguistic inventories. We will then explore how they vary along lines relating to social, regional and ethnic groups, comparing and contrasting the two in the process. Through guest lectures from scholars working in the field, we'll come to understand how unique research in the antipodean region has pushed the boundaries of *language variation and change* scholarship.

**Required Reading:** Weekly readings will be uploaded to ILIAS before the course starts.

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

- understand the development process of the two Antipodean Englishes;
- are familiar with how sociocultural factors in both countries influence their varieties in similar and different ways;
- understand the role of AusE and NZE in variationist research;
- gain insight into the goals of the environmental humanities and cultural sustainability.

**Assessment (pass/fail or graded):\*** pass/fail

**Exam date:** 24 May 2022

**Resit date:** 31 May 2022

---

\* Lectures are usually assessed as pass/fail but may also be awarded a grade (maybe add: "if required", since we have discussed this confusion recently); be sure to register accordingly on KSL, selecting either "ungraded" or "graded". Please note the registration deadlines at *Key Dates & Deadlines*.

**Lecture Literature:** **What is Victorian about the Victorian Gothic?**

**Instructor:** **Dr Zoë Lehmann Imfeld**

**Time:** Thursday 12-14

**Credit Points:** 3 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** This lecture will follow the nineteenth-century transition of the Gothic from a genre to a mode. We will see the established tropes of the eighteenth-century Gothic become subverted and reimagined in response to the social and cultural preoccupations of the Victorian period. We will also plot the relocation of the Victorian Gothic to the domestic, the urban, and the internal self, in order to trace the legacy of gothic themes that persist today.

We will read a variety of Victorian Gothic and supernatural texts in the context of nineteenth-century discourses about religion, imperialism, sexual transgression, gender roles, disease, madness, the experience of modernity and the problem of the body.

**Required Reading:** Preparatory reading will be made available on ILIAS. The course will assume familiarity with the plot and key characters of major texts (*Frankenstein*, *Wuthering Heights*, *The Strange Case of Dr Jekyll and Mr Hyde*, etc.).

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

- can position Victorian Gothic literature in relation to a range of contexts including Victorian cultural preoccupations;
- understand the development of the Gothic mode through the nineteenth century;
- Are familiar with a variety of theoretical approaches towards reading the Victorian Gothic.

**Assessment (pass/fail or graded):\*** pass/fail

**Exam date:** TBA

**Resit date:** TBA

---

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

**Seminar Linguistics:** English in a multilingual world  
**Instructor:** Danielle Tod  
**Time:** Monday 10-12  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Open to students from other departments as Wahlbereich?**  Yes  No

**Course Description:** Once restricted to a relatively small group of mother-tongue speakers in England, the global spread of English has resulted in its use in diverse contexts by many different people. Today, English is spoken by an increasing number of individuals in multilingual contexts as a first, second or foreign language. In this seminar, we will examine several social, political, linguistic and practical issues surrounding use of English in multilingual settings. The course will begin with a historical overview of the spread of English beyond the British Isles, including key models for theorising the spread of English. We will then discuss issues concerning English use in multilingual contexts on a societal level, including language policy and planning, language vitality, endangerment, shift and revitalisation and visibility of language/s in the linguistic landscape. Following this, we will discuss issues concerning the individual in multilingual settings, including definitions of bilingualism and multilingualism, language attitudes, code-switching, problems concerning norm orientation and 'glocalisation'.

**Required Reading:** Weekly required readings will be made available on ILIAS.

**Learning Outcomes:** By the end of the course, students:

- have acquired a sound knowledge of many of the social, political, linguistic and practical issues surrounding the use of English in multilingual contexts;
- have acquired an understanding of current theoretical and methodological perspectives on these issues;
- are able to reflect critically on the historical, social and educational implications of a global spread of English;
- are able to appraise and respond to the views of others as found in published texts as well as in class, applying a critical perspective.

**Coursework (pass/fail):** Weekly independent reading, short bi-weekly group presentations.

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

**Deadline for Assessed Work:** Friday, 24 June 2022, 17.00

---

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

**Seminar Linguistics:** Grammatical variation in English

**Instructor:** Laura Rupp

**Times:** Block course on Tuesdays and Thursdays, 8 – 10 during the first 7 semester weeks; 22 February - 7 April

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

**Open to students from other departments as Wahlbereich?**  Yes  No

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

**Course Description:** This course examines grammatical variation in English, focusing on a number of key areas. These include: subject-verb agreement, the determination of noun phrases, tense and aspect, and infinitival constructions. Taking English grammar as an object of inquiry, we will probe the source and development of grammatical features in English varieties. In our analysis, we will use various analytical frameworks; for example: historical linguistics, language variation and change, discourse-pragmatics and formal syntax. During the seven course weeks, students will identify research topics in grammatical variation in course work, report on them in a presentation, and write an essay at the end of the course.

**Required Reading:** The required reading will be announced / made available in Ilias.

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

- will have obtained a sound analytical knowledge of key areas of grammatical variation in English;
- will be able to understand some of the research literature in this field;
- will have developed skills for the analysis of grammatical data of and learnt how to critically evaluate syntactic argumentation;
- will be able to present a well-informed view of the nature of grammatical variation.

**Coursework (pass/fail):** regular attendance and participation, weekly reading and course work, presentation.

**Assessment (graded):** \* an essay of 3000 words

**Deadline for Assessed Work:** 09 May 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 at *Key Dates & Deadlines*.

**Seminar Literature:** "Go and Catch a Falling Star": The Poetry of John Donne

**Instructor:** Nicole Nyffenegger

**Time:** 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:** New shores were being explored and new stars were seen for the first time through Galileo Galilei's telescope when John Donne wrote his poetry. At the same time, catholics were persecuted and writing about religion was a risk. A world, in other words, that was expanding rapidly and in fascinating ways, but that was also constricting for intellectuals. John Donne was born into a recusant catholic family and later converted, became dean of St Paul's and one of the most important Anglican clerics of London. In his religious poetry, he carefully navigated matters of faith, often resorting to a language one would expect from love poetry. In his love poetry, on the other hand, he often referenced the geographical discoveries of his time, for example when praising the body of a lover with the words "O my America! my new-found-land." A contemporary of Shakespeare, his works allow another perspective on Elizabethan and Jacobean England.

In this seminar, we will read John Donne's secular and religious poetry against his personal life and career as well as against social, political, and religious issues of his time. We will hone our skills at reading, describing, and interpreting poetry. We will practice our use of the relevant terminology, and in doing so discover and enjoy the beauty of poetry in general and of the early modern poetic language in particular.

**Required Reading:** Please buy Dickson, Donald R., ed. *John Donne's Poetry*. Norton Critical edition. Norton, 2006. ISBN 978-0-393-92648-4. If you prefer not to buy your own copy, you can make copies from the copy on the presence shelf. Before the first session, please read 10 poems of your choice.

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

- gained an overview of the poetic works of John Donne;
- discussed social, political, religious issues as well as the poet's biography as they are reflected in his poems;
- practiced the relevant terminology to describe and discuss poetry;
- further honed their skills at academic discussion and writing.

**Coursework (pass/fail):** Active participation, regular presence, thorough preparation of class materials, short presentations and writing tasks depending on student numbers.

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

**Deadline for Assessed Work:** 01 July 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 at *Key Dates & Deadlines*.



**Seminar Literature:** American Literature and Fundamentalism  
**Instructor:** Axel Stähler  
**Time:** Monday 14-16  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

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

**Course Description:** Contesting Samuel P. Huntington's notorious claim that our days are determined by the "clash of civilizations" (1996), Tariq Ali more recently suggested that instead we may be living in a time of the "clash of fundamentalisms" (2002). Indeed, fundamentalism has emerged as one of the most pressing concerns of our time. This is attested to not only by "hard facts" (terrorism, "War on Terror," etc.) but also by the ubiquity of the term in all walks of life. Yet in spite, or maybe even because, of its ubiquity, discourse on this variegated phenomenon is fraught with misconceptions and generalizations which generate fear and intolerance and which tend to deepen the rift not only between those considered to be fundamentalists and those who are not but continues to polarize other groups which are 'tainted' by association. Not surprisingly therefore, fundamentalism has become the focus of much scholarly attention. Yet, although a phenomenon commonly recognized to be centered on texts, the multi-faceted and at times paradoxical relationship of fundamentalism with literature remains as yet largely unexplored.

Against the background of the all-pervading topicality of fundamentalism, brutally insisted on, inter alia, by the havoc wrought by the destruction of the World Trade Center (2001) and other terrorist attacks, but also less dramatically, for instance, by the opening of the Creation Museum in Kentucky (2007), this course aims to further our understanding of a highly present but ill-defined phenomenon by identifying and analyzing some of the recurrent mechanisms which determine the interrelation of fundamentalism and literature. Content warning: Some of the texts on the reading list may offend religious sensibilities.

**Required Reading: The seminar is organized in thematic blocks; all texts within a thematic block must be prepared in advance of the first session of the respective block.**

Joseph Birkbeck Burroughs, *Titan, Son of Saturn* (1906; a PDF scan will be made available)

Flannery O'Connor, *The Violent Bear it Away* (1960)

Tim LaHaye and Jerry B. Jenkins, *Left Behind* (1995)

Tova Reich, *The Jewish War* (1995)

Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

Pearl Abraham, *American Taliban* (2010)

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

- demonstrate critical awareness of the cultural and historical contexts which inform the interrelation of fundamentalism and literature since the beginning of the twentieth century;
- understand concepts of modernity, anti-modernism, and identity;
- show critical awareness of the function of literature as a form of resistance;
- confidently identify and analyze constructions of the 'other' in literature;
- enquire critically into literary representations of diverse fundamentalisms;

- demonstrate critical understanding of the use of specifically literary strategies in fundamentalist literature and in literary representations of fundamentalisms;
- appreciate the similarities and affinities as well as the generic differences and incompatibilities of fundamentalism and literature;
- confidently identify and analyze recurrent mechanisms which determine the interrelation of fundamentalism and literature;
- and gain insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):**

Regular attendance and active seminar participation; no presentation is required

**Assessment (graded):\***

One essay (100%; 4000 words): Students will devise a topic of their own choice (in consultation with the course convenor) and will discuss at least one primary text with reference to relevant secondary literature

**Deadline for Assessed Work:** 01 July 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 at *Key Dates & Deadlines*.

## Optional Courses

<b>Workshop:</b>	<b>Ear Training</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Time:</b>	Monday 16.00-18.30
<b>Dates:</b>	28 February, 14 and 28 March, 4 and 25 April, 9, 16 and 23 May
<b>Credit Points:</b>	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:** *Ear-training (n.) A technique used in phonetics whereby aspiring practitioners of the subject are trained to discriminate and identify the whole range of human speech sounds.*

Back in 1932, the father of phonetics, Daniel Jones, said “no one can hope to be a successful linguist unless he has a good ear”. Almost a century has since passed, and the field of linguistics focussed on the study of speech sounds has evolved and expanded immensely with the advent of technology. The scholar’s heightened perceptual sensitivity to acoustic differences remains the cornerstone of phonetic research, however, as ultimately digital tools cannot wholly compensate for human intuition.

In this hands-on workshop we will explore speech sounds from around the world - with a spotlight on those found in varieties of English – aiming to hone students’ auditory discrimination and transcription techniques. Using the International Phonetic Alphabet as a key resource and guide, and touching upon acoustic and articulatory phonetics where appropriate, the workshop will cover the full range of segmental and suprasegmental features. These include vocalic and consonantal quality and duration, pitch and intonation, voice quality (e.g., vocal fry) and clicks (e.g., in the Zulu language, and as a paralinguistic tool in many English dialects).

**Required Reading:** This course is largely practical, but a few core texts will be uploaded to ILIAS for reference before the course starts.

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

- are able to identify and differentiate between speech sounds;
- can quickly, accurately and comprehensively transcribe utterances using the IPA;
- have deepened their understanding of auditory phonetic theory through application.

**Coursework (pass/fail):** Consistent attendance, active class participation, and a minimum of 75% in two (mid and end of semester) short practical exams.

**Workshop with Excursion:**                    **The *Canterbury Tales* in Context**  
**Instructors:**                                    **Annette Kern-Stähler / Nicole Nyffenegger**  
**Time:**    Wednesday 10-12, and excursion to Canterbury and London, during FS 2022, date tbc  
**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:** Literature is neither created nor consumed in a void, but in specific places and at specific points in time. In this workshop, we aim to bring present-day readers to the places imagined in Geoffrey Chaucer’s fourteenth-century storytelling collection *The Canterbury Tales* and to introduce them to some of the objects that play a role in these stories. We will first visit the Museum of London and the Medieval and Renaissance Wing of the Victoria & Albert Museum. From there, we will make our way to Canterbury (by train and on foot), reading and discussing some of the tales on our journey. In Canterbury, we will embed the fictional pilgrimage in the historical context of this important medieval pilgrimage site and explore chapels, hostels, and of course the cathedral.

Please note that we will only travel to the UK should covid numbers allow. Alternatively, we will switch to a “Reading the *Canterbury Tales*” workshop at home.

**Required Reading:** Please make sure you have a good grasp of the parts of the section of the *Canterbury Tales* that are on the departmental reading list before our first session.

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

- explored Chaucer’s *Canterbury Tales* in its spatial and historical context;
- explored the remainders of medieval London and Canterbury;
- practiced reading texts in Middle English;
- honed their skills of textual analysis and
- improved their presentation skills.

**Coursework (pass/fail):** Active and regular participation in preparatory meetings, thorough preparation of set texts and presentations, participation in study trip.

**Workshop:** Reading American Drama: Text, Performance, Reception  
**Instructor:** 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:** What is so specific about dramatic texts? Can we read them just like a novel or does the dramatic aspect demand some further attention for a better understanding of the text? In this course, we will approach three very different American plays of the second half of the twentieth century, focusing on the detailed analysis and interpretation of each text as well as its reception history. In the latter half of the semester, students will choose one of the three plays for a 'performative' approach: We will conceptualize a stage production and – if you are up for it!? – will realize our conceptualization in a scenic reading, a radio play, or even a stage performance.

**Required Reading: The workshop is organized in thematic blocks; texts must be prepared in advance of the first session of the respective block.**

Amiri Baraka (LeRoi Jones), *The Slave* (1964)

Sam Shepard, *Buried Child* (1979)

Wendy Wasserstein, *The Heidi Chronicles* (1988)

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

- understand the generic specificities of dramatic texts;
- have practiced and enhanced close reading skills;
- demonstrate the ability to extrapolate from reviews an imaginary of a historical theatrical performance;
- have developed a critical awareness of the non-verbal elements of drama and are able to decode the respective indicators in stage directions and dialogue;
- have studied and are able to apply performance-related techniques
- and gain insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** Regular attendance and active participation in all aspects of the workshop

**Workshop:** **The Open Door: Manifestations of the Supernatural in the British Ghost Story**

**Instructor:** **Dr Zoë Lehmann Imfeld**

**Time:** Monday, 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:** Ghosts have been with us in literature since the Middle Ages, when saints were said to have appeared to comfort their flock. Since then, the way in which literary ghosts have manifested themselves has changed with the social, philosophical and religious preoccupations of the period. After a brief background history, this seminar will focus primarily on the modern short ghost story, from the nineteenth century onwards, when Victorian ghost stories challenged and focused the empirical spirit of the age. Others revealed the fractures beginning to show in social hierarchy, as ghosts reclaimed property and unravelled family histories. The seminar will follow ghosts into the twentieth century, when ghosts seemed to have relocated from gothic mansions to the recesses of the mind, and will ask which spaces literary ghosts inhabit today.

**Required Reading:**

Please purchase your own copies of the following texts:

*The Penguin Book of Ghost Stories: From Elizabeth Gaskell to Ambrose Bierce*, ed. Michael Newton, ISBN 978-0141442365

James, Henry, *The Turn of the Screw*, Norton Critical Editions, 3<sup>rd</sup> ed. ISBN 978-0393420371

Please make sure to get the edition listed here. Further reading will be made available on ILIAS.

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

- will have an understanding of the significance and identity of the short-story form in the Victorian Period;
- will be familiar with the major social and culture preoccupations reflected in Victorian supernatural fiction;
- will have an opportunity to practice and develop close-reading skills.

**Coursework (pass/fail):** Seminar attendance and active participation, including short written assignments during the semester

**Wahlbereich Lecture:**

**Das Ende denken**

**Instructors:**

**Prof. Dr. Dr. Claus Beisbart, Institut für Philosophie**  
**Prof. Dr. Silvia Berger Ziauddin, Historisches Institut**  
**Prof. Dr. Beda Hofmann, Institut für Geologie/NMBE**  
**Prof. Dr. Susanne Wampfler, Center for Space and**  
**Habitability**  
**Prof. Dr. Matthias Wirth, Institut für Systematische**  
**Theologie**  
**Sara Bloch, Collegium generale**

**Time:**

Wednesday 18:45-19:45

**Credit Points:**

3 ECTS

**Open to students from other departments as Wahlbereich?**

Yes

No

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

**Course Description:** Der Mensch ist das Wesen, das ans Ende denken kann – an das Ende einer Beziehung, an das Ende des eigenen Lebens, der Menschheit, der Welt. Manchmal wird das Ende herbeigesehnt, etwa wenn es um eine Pandemie geht. Oft ist die Vorstellung des Endes aber auch mit negativen Gefühlen wie Trauer verbunden. Doch in jedem Fall erlaubt uns das gedankliche Vorwegnehmen des Endes, die Zeit bis dahin zu nutzen, das Ende zu gestalten, vielleicht sogar zu einem Neuanfang umzudeuten.

Die Ringvorlesung des Collegium generale stellt die Frage, wie wir heute in unterschiedlichen Bereichen das Ende denken. Dabei geht es vor allem um das Ende von Dingen oder Zeitabschnitten, die uns wichtig sind. Wie wird heute etwa das Lebensende gestaltet? Wie endet eine geschichtliche Epoche oder eine biologische Art? Welche Vorstellungen über das Ende der menschlichen Zivilisation finden wir in der Literatur? Und was sagen schliesslich unsere Vorstellungen über die kleinen und grossen Enden über uns selbst und unsere Zeit?

**Location:** Hauptgebäude, Hochschulstrasse 4, Auditorium maximum

**KSL Root Number: 475605-FS2022-0**

**BMZ Lecture:** **Das Berner Münster im Kontext**

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

**Times:** Thursday 17:15-19  
Preliminary meeting 24 February 16.15  
Three debriefing sessions

**Credit Points:** 3 ECTS

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

**Course Description:** Im Jahr 2021 wurde das Jubiläum der 600jährigen Grundsteinlegung des Berner Münsters begangen. An der pandemiebedingten Verschiebung der Feierlichkeiten auf 2022 beteiligt sich das Berner Mittelalterzentrum mit einer Vortragsreihe, die Anlass zu Diskussionen und anregendem Gedankenaustausch geben soll.

Das als Pfarr- und Stiftskirche erbaute Münster dominiert noch heute die Berner Altstadt. Zur Zeit seiner Planung und Errichtung bildete es zweifellos ein Stadtgespräch ersten Ranges, wie dies generell bei den urbanen ‚Hauptkirchen‘ des europäischen Mittelalters und der frühen Neuzeit der Fall war. Vergleichbar dem Guggenheim-Museum in Bilbao, der Elbphilharmonie in Hamburg oder dem neuen Flughafen in Berlin, stellten sie wesentliche städtische Infrastrukturen dar, die auf vielfältige Weise in das religiöse, politische, künstlerische und wirtschaftliche Leben ihrer Zeit eingebunden waren. Die Vortragsreihe verfolgt das Ziel, die Bedeutung des vormodernen Münsterbaus in synchroner und diachroner Perspektive zu ergründen. Dazu bedarf es einer multiperspektivischen Herangehensweise, die zeitgenössische Zusammenhänge im Umfeld Berns ebenso berücksichtigt wie symbolische, literarische und über das Mittelalter hinauswirkende Aspekte. Diese unterschiedlichen Sichtweisen werden über Vorträge aus verschiedenen Disziplinen erschlossen.

Vorbesprechung: Am Donnerstag, 24. Februar 2022, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

**Ort:** Hauptgebäude, Hochschulstrasse 4, Raum 220

**Learning outcomes:** Nach Besuch der Vorlesung haben die Studierenden einen Einblick in das Berner Münster im Kontext erhalten und können

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- einen Gegenstand aus verschiedenen fachlichen Perspektiven betrachten;
- wichtige Positionen nennen und erläutern;



- Argumentationszusammenhänge eigenständig beurteilen.

**Assessment (pass/fail or graded):** Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz bzw. seiner Vertretung); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 01. Juli 2022

## Research Module

<b>BA Colloquium:</b>	<b>Language and Linguistics</b>
<b>Instructors:</b>	<b>David Britain / Kellie Gonçalves / Crispin Thurlow</b>
<b>Time:</b>	Monday 14-16
<b>Dates:</b>	21 February, 21 March, 04 & 11 April + one-day conference <u>Friday</u> 06 May
<b>Credit Points:</b>	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, 21 Feb), *Writing Skills* (Week 5, 21 Mar), and *Presentation Skills* (Week 8, 11 Apr).
- Students in their final semester must attend an *Analysis Workshop* (Week 7, 04 Apr), 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 10: Friday 06 May.

**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 four foundation sessions. Students can be exempted from these 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 (this includes any first-semester research exercises).

**BA Colloquium:** North American Literature I  
**Instructors:** Gabriele Rippl / Sofie Behluli  
**Time:** Thursday 10-12  
**Dates:** 24 February, 10 and 24 March, 07 and 28 April, 12 May  
**Credit Points:** 2 ECTS

**Open to students from other departments as Wahlbereich?**  Yes  No

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

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

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

**Coursework (pass/fail):** Cumulative course work

**Deadline for Assessed Work:** Throughout semester

**BA Colloquium:** North American Literature II  
**Instructors:** Thomas Claviez / Axel Stähler  
**Time:** Thursday 10-12  
**Dates:** TBA  
**Credit Points:** 2 ECTS

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

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

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

**Coursework (pass/fail):** Cumulative course work

**Deadline for Assessed Work:** Throughout semester

**BA Colloquium:** Medieval and Modern English Literature  
**Instructors:** Annette Kern-Stähler / Virginia Richter  
**Time:** Thursday (see times below)  
**Dates:** 24 February 10-11, 24 March 9-13, 12 May 9-12  
**Credit Points:** 2 ECTS

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

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

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

**Coursework: (pass/fail):** Cumulative course work

**Deadline for Assessed Work:** Throughout semester

## Advanced Readings Examinations in Language and Linguistics and Literature

**Exam:** Advanced Readings in Linguistics and Literature

**Supervisor:** Danielle Tod

**Dates:** Introductory Q&A session: 01 March 16-17  
Exam Date: 24 May 16-17  
Resit Date: 09 September 16-17

**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.

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

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

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

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

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

## MA STUDIES

### Inter-sectional Lecture

**Lecture:** On the Waterfront: Literary and Linguistic Perspectives

**Instructors:** David Britain / Thomas Claviez / Annette Kern-Stähler / Ursula Kluwick / Virginia Richter / Gabriele Rippl / Crispin Thurlow / Hannah Hedegard

**Time:** Wednesday 10-12

**Credit Points:** 3 ECTS

**Course Description:** This lecture series introduces a range of themes within language, linguistics, literary and cultural studies which are informed by an examination of the spaces where water meets land – beaches, islands, ports, riverbanks, dockyards, pools, fountains, bogs, drains, and so on. From the medieval period to the present day, these liminal spaces have been used, transformed and evaluated and have served a variety of artistic, bureaucratic and social functions. We examine waterfronts as, for example, spaces/places of contact, conflict, discovery, crusade and colonialism, on the one hand, and desire, eroticism, luxury and relationship, on the other. We will discover how drunken beachbums and mutineers diffused not only syphilis but also new languages across the Pacific as well as how studies of remote, barely inhabited islands have contributed to our understanding of language change. We will look at the littoral as an aesthetically productive topography that spans the extremes from horror, mortal danger and isolation, for instance in literary descriptions of shipwrecks, to sensual enjoyment and liberation in contemporary leisure culture. We will consider how waterfronts are spaces of communication as well as resources for communicating; specifically, we will examine how “infinity pools” function as a marker of elite status.

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

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

- the students gain insight into the goals of the environmental humanities and cultural sustainability;
- the students gain insight in the waterfront in its many manifestations as a salient site for literary and linguistic enquiry;
- the students are familiar with linguistic and literary concepts that relate to blue humanities research.

**Assessment (pass/fail or graded):\*** Exam on 18 May 2022

**Exam date:** 18 May 2022

**Resit date:** 25 May 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 at *Key Dates & Deadlines*.



## Specialisation Language and Linguistics

<b>Lecture:</b>	<b>Antipodean Englishes</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Time:</b>	Tuesday 12-14
<b>Credit Points:</b>	3 ECTS

**Course Description:** This lecture explores the English varieties of Australia and New Zealand from a variationist sociolinguistic perspective. The socio-cultural histories of the two countries are somewhat defined by their physical, and latterly political, separation from the United Kingdom, as well as by the colonial oppression and integration of the local indigenous population. On the other hand, the modern-day demographics of Australia and New Zealand both also involve complex multicultural realities due to high levels of immigration. As a result, the English dialects spoken at the *antipodes* (*i.e. opposite region of the earth, in this case from the UK*) present a rich site for sociolinguistic insight. In this course, we will first trace the emergence of the New Zealand and Australian English varieties back to their roots in the English of the British Isles and Ireland, reconstructing the evolution of their linguistic inventories. We will then explore how they vary along lines relating to social, regional and ethnic groups, comparing and contrasting the two in the process. Through guest lectures from scholars working in the field, we'll come to understand how unique research in the antipodean region has pushed the boundaries of *language variation and change* scholarship.

**Required Reading:** Weekly readings will be uploaded to ILIAS before the course starts.

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

- understand the development process of the two Antipodean Englishes;
- are familiar with how sociocultural factors in both countries influence their varieties in similar and different ways;
- understand the role of AusE and NZE in variationist research;
- gain insight into the goals of the environmental humanities and cultural sustainability.

**Assessment (pass/fail or graded):**\* pass/fail

**Exam date:** 24 May 2022

**Resit date:** 31 May 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 at *Key Dates & Deadlines*.

<b>Seminar:</b>	<b>Multilingual Writing</b>
<b>Instructor:</b>	<b>Kellie Gonçalves</b>
<b>Time:</b>	Thursdays 12-14
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course description:** Multilingual writing isn't just about writing, but entails thinking about cross-cutting themes associated with it, which include visuality, materiality and creativity. Over the course of time, we have witnessed and experienced first-hand how multilingual (literacy) practices have shifted in the twenty-first century. Indeed, technological developments have altered the ways in which we express our ideas, thoughts, emotions, concerns and index socio-cultural identities across different scales and at particular moments in time. Much of what we do today with regards to multilingual writing is so mundane, we may not stop to think about it as part and parcel of our daily, digital, visual, creative, semiotic, and also, collaborative and fluid social practices. This course will allow students to engage directly with current theoretical and methodological trends in the sub-field of multilingual writing, where prominence is placed on the visual aspects of writing with regards to analyses in examining the social meanings of spelling, and how script choices relate to specific social aspects including religion, identity, and geographical belonging (Sebba 2007). In this course, we will cover a range of domains where multilingual writing emerges, including a) digitally mediated communication, b) linguistic/semiotic landscapes, c) multilingual art, d) scripts and orthography. The course will draw on examples from various areas across the world to illustrate the diversity of contexts where multilingual writing appears. We will employ different analytical approaches to diverse data sets of multilingual writing throughout the course. One aim of this course is to connect the different perspectives in order to find some common ground concerning the study of multilingual writing, its various forms and functions.

**Required reading:** All texts will be made available on ILIAS

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

- identify the theoretical and methodological challenges in studying multilingual writing as well as the societal relevance of it;
- be able to critically engage with theoretical concepts and current debates about multilingual writing;
- describe and discuss different types of multilingual writing in diverse international contexts;
- engage with multilingual writing and digraphia/biscriptality in digital communication; art, media, public signs;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and poster presentations.

**Coursework (pass/fail):** regular attendance, active participation in class discussions, data collection, data analysis, article discussion and notes, and a poster presentation

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

---

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

**Seminar:** Professional Discourse: Language at Work  
**Instructors:** Crispin Thurlow / Gwynne Mapes  
**Time:** Tuesday 10-12  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** As many of our societies turn increasingly from being rooted in manufacture-based economies to those relying more heavily on service-based economies, language (and languages) sits powerfully at the heart of people’s livelihoods. We find more and more people doing work – and being trained for work – where language is not only an essential skill for securing work but is also the very product of this work. This is language which is to be bought and sold, something to be controlled and crafted. Alongside the wider field of workplace discourse studies, therefore, sociolinguists and discourse analysts have been paying close attention to key domains of language work. But there are whole domains of otherwise explicit language work that remain largely unexamined; this includes relatively high-end “professional” domains like speechwriting, copywriting, UX-writing, and dialect coaching. These are, in fact, the specific domains being investigated within the framework of a current SNF-funded project, [Elite Creativities: Engaging the Language Work of Professional Wordsmiths](#).

This MA seminar is designed as a “laboratory course” where students will work alongside Professor Thurlow and Dr Mapes to investigate the professional practices of certain contemporary language workers. Following four weeks of general theoretical introduction, therefore, you will be expected to conduct some hands-on research related to the *Elite Creativities* project. One collective focus will most likely be on the kind of behind-the-scenes language work which happens in the movies (e.g., subtitling, closed-captioning, and audio description). During the seminar there will be several guest presentations by project team members and other scholars studying high-end language workers. Much of our time will, however, be spent on preparing, conducting, and presenting your own research (see below).

**Required reading:** A series of articles and chapters (posted on ILIAS) will comprise foundational theory material, case study readings, and then any material recommended by invited speakers. The following three texts must be read before the first session when your knowledge of them will be tested:

Bourdieu, Pierre. ([1991]). Language and symbolic power. In A. Jaworski & N. Coupland (eds), *The Discourse Reader* (pp. xx-xx). London: Routledge.

Cameron, Deborah. (2012). The commodification of language: English as a global commodity. In T. Nevalainen & E.C. Traugott (eds), *The Oxford Handbook of the History of English* (pp. 352–361). Oxford: Oxford University Press.

Heller, Monica. (2010). The commodification of language. *Annual Review of Anthropology*, 39, 101–14.

**Learning Outcomes:** This course seeks to educate students by:

- raising awareness about contemporary domains of language work;
- exploring key approaches to the study of workplace discourse;

- introducing foundational social theory on language commodification;
- applying theoretical/analytical frameworks to first-hand discourse data;
- investigating the linguistic/semiotic ideologies of cinematic language work.

**Coursework (pass/fail):** In order to pass this course (and earn 4 ECTS) you must fulfil the following coursework requirements:

- Pass (min. 75% average) the four foundational theory reading quizzes.
- Prepare and deliver a data-driven group presentation (slideshow + handout) about a particular domain of language work.
- Participate actively in all guest presentations and student presentations.

**Assessment (graded):\*** If you are seeking a grade for the seminar, you will need to complete and write up a data-driven project. This graded work is worth 3 ECTS which, according to the UniBe system, equates to between 75 to 90 hours of additional work (nine to ten working days). In Week 14, you will be expected to present a preliminary analysis constituting 40% of your final grade for the project. For the remaining 60%, you will then complete your analysis and write-up a theoretically and conceptually grounded report.

**Deadline for Assessed Work:** Friday, 17 June 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 at *Key Dates & Deadlines*.

<b>Seminar:</b>	<b>Forensic Phonetics</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Time:</b>	Monday 10-12
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** The way we speak has been used as evidence in official judiciary and immigration decisions since biblical times, when the Gileadites famously asked arrivals to their city to pronounce the word “Shibboleth”; those that said [s] rather than [sh] were captured, assumed to be secret Ephraimites. These days, police, intelligence and security bureaus in governments around the globe regularly employ linguists in their investigations, and speech analysis can be central to criminal cases. These forensic phoneticians provide linguistic expertise in a variety of processes such as *speaker comparison* (analysing the likelihood that a suspect’s voice is that in a criminal recording) and *earwitness line-ups* (ensuring witnesses’ selection of the voice they heard during a crime from a roster of similar voices is fair and valid).

In this seminar, we explore Forensic Phonetics’ most prevalent topics week-by-week in-depth, reviewing existing research in the field, as well as the practice’s wider legal and socio-political context. We will hear talks from leading practising forensic phoneticians regarding their experience with criminal casework involving speech analysis, and students will independently research a key area of the field, collecting their own data where possible.

**Required Reading:** Weekly texts will be uploaded to ILIAS before the course starts

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

- understand the key themes in current *Forensic Phonetics* research;
- are familiar with up-to-date theoretical frameworks and methodologies employed by forensic phoneticians
- have independently investigated one such theme, ideally via the collection of their own relevant data

**Coursework (pass/fail):** consistent class attendance, active participation, submission of weekly reading questions, final presentation

**Assessment (graded):\*** all the above + a 4000-5000-word paper based on your presentation

**Deadline for Assessed Work:** 14 July 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 at *Key Dates & Deadlines*.

## Specialisation Literature

**Lecture:** Conceptualizing Cosmopolitanism and World Literature

**Instructor:** Thomas Claviez

**Time:** Wednesday 16-18

**Credit Points:** 3 ECTS / 4 ECTS for WL students

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

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

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

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

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

**Exam Date:** Last week of the semester

<b>Lecture:</b>	<b>What is Victorian about the Victorian Gothic?</b>
<b>Instructor:</b>	<b>Zoë Lehmann Imfeld</b>
<b>Time:</b>	Thursday 12-14
<b>Credit Points:</b>	3 ECTS

**Course Description:** This lecture will follow the nineteenth-century transition of the Gothic from a genre to a mode. We will see the established tropes of the eighteenth-century Gothic become subverted and reimagined in response to the social and cultural preoccupations of the Victorian period. We will also plot the relocation of the Victorian Gothic to the domestic, the urban, and the internal self, in order to trace the legacy of gothic themes that persist today.

We will read a variety of Victorian Gothic and supernatural texts in the context of nineteenth-century discourses about religion, imperialism, sexual transgression, gender roles, disease, madness, the experience of modernity and the problem of the body.

**Required Reading:** Preparatory reading will be made available on ILIAS. The course will assume familiarity with the plot and key characters of major texts (*Frankenstein*, *Wuthering Heights*, *The Strange Case of Dr Jekyll and Mr Hyde*, etc.).

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

- can position Victorian Gothic literature in relation to a range of contexts including Victorian cultural preoccupations;
- understand the development of the Gothic mode through the nineteenth century;
- Are familiar with a variety of theoretical approaches towards reading the Victorian Gothic.

**Assessment (pass/fail or graded):\*** pass/fail

**Exam date:** TBA

**Resit date:** TBA

---

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



**Seminar:** US Modernism as a Cultural Paradigm  
**Instructor:** Thomas Claviez  
**Time:** Tuesday 16 -18  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** The course will address phenomena of Modernism in a variety of disciplines, such as literature, architecture, and music, among others. It will analyse the differences, as well as the parallels, between them, as well as their relationship to postmodernism.

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

- identify some of the central characteristics of US-American Modernism;
- be able to draw connections between the manifestations of Modernism in the respective fields;
- know something about the “agenda” of Modernism and the according strategies to express it;
- know what connects Modernism to its successor, Postmodernism and
- gain insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** presentation in the seminar; oral participation

**Assessment (graded):\*** presentation (1/3), oral participation + term paper (2/3; 6500 words+)

**Deadline for Assessed Work:** 30 July 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 at *Key Dates & Deadlines*.

**Seminar:** Cormac McCarthy – The ‘Great’ American Novelist?  
**Instructor:** Axel Stähler  
**Time:** Tuesday 14 -16  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** In 1868, John William De Forest articulated his idea of the Great American Novel. He envisioned a novel originating in America that would embody the very essence of the country. Ever since, the search for the Great American Novel has been on, though Frank Norris later quibbled that the thing to be looked for was neither the Great American Novel, nor the Great American Novelist, but “the Great Novelist who shall also be an American.” Cormac McCarthy is American; and beginning with his first novel, *The Orchard Keeper* (1965), to his apocalyptic vision in *The Road* (2006), his novels delve deep into what may arguably be described as the ‘essence’ of America. McCarthy’s style has (paradoxically) been described as gothic and as baroque; it frequently includes passages in Spanish; and its themes center on violence, morality (or the lack thereof), and humanity. Is McCarthy the “Great American Novelist” or even “the Great Novelist who is American”? Let’s talk about it...

Suggested reading are six of McCarthy’s to date ten novels which, to some extent, are paradigmatic of the writer’s oeuvre; though students may want to propose others for discussion as well, perhaps in a rotational system of reading. We may also consider some of the movie adaptations of McCarthy’s novels in relation to the respective texts – and why it seems impossible to adapt *Blood Meridian* to the cinema.

Trigger content: Many of McCarthy’s texts portray extreme violence.

**Required Reading:** The seminar is organized chronologically; texts must be prepared in advance of the respective session; *Suttree* and *Blood Meridian* in particular will require an early engagement due to their length and complexity.

All texts by Cormac McCarthy, *Child of God* (1973), *Suttree* (1979), *Blood Meridian* (1985), *The Crossing* (1993), *No Country for Old Men* (2005) and *The Road* (2006)

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

- engage critically with the oeuvre of one writer across the stages of their artistic development;
- appreciate the thematic variety of Cormac McCarthy’s oeuvre;
- demonstrate critical understanding of the writer’s stylistic development;
- confidently analyze McCarthy’s novels in relation to relevant traditions in American literary production (e.g., Southern gothic, the western);
- assess critically constructions of the self and the other;
- the students gain insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** Regular attendance and active seminar participation; no presentation is required

**Assessment (graded):\*** One essay (100%; 4000 words): Students will devise a topic of their own choice (in consultation with the course convenor) and will discuss at least one primary text with reference to relevant secondary literature

**Deadline for Assessed Work:** 01 July 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 at *Key Dates & Deadlines*.

**Seminar:** Research Methodologies for Literary Studies  
**Instructor:** Viola Marchi  
**Time:** Wednesday 12-14  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** What is academic research and what does it mean to produce new knowledge? How do we find a research topic? Where do we begin in the analysis of a literary text, and which approach do we choose? Is there a difference between theory and methodology? How do we know if we have a strong thesis statement and how do we structure and organize our material into a tight argument? How do we foreground the importance and relevance of our scholarly contributions? In this seminar, we will try to find an answer to all these questions by discussing the formal aspects of research methodologies and literary theories employed in literary studies and, especially, by trying our hand at the practice of academic writing and its various genres and formats. In short, we'll be bringing to the classroom all the work that usually goes on behind the scenes in the preparation of an oral presentation, term paper, and MA thesis.

**Required Reading:** All the basic reading material will be provided on ILIAS and participants will contribute to additions to the reading list over the course of the semester.

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

- are familiar with the formal tools for planning and carrying out research projects;
- have gained insight into various methodological approaches;
- have improved their academic writing and presentation skills.

**Coursework (pass/fail):** Regular attendance, weekly reading, active participation in class, a series of writing assignments.

**Assessment (graded):\*** The same as for pass/fail, plus a final seminar paper (3000 words).

**Deadline for Assessed Work:** 31 July 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 at *Key Dates & Deadlines*.

<b>Seminar:</b>	<b>Medieval Robin Hood: Tales, Ballads, and Plays</b>
<b>Instructor:</b>	<b>Nicole Nyffenegger</b>
<b>Time:</b>	Thursday 14-16
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** He is as popular in today's pop culture as he was in the fourteenth century, and any time in between: mentioned, celebrated, written about by Langland, Chaucer, Shakespeare, Tennyson, and Scott, impersonated by Errol Flynn, Sean Connery, Kevin Costner, Russell Crowe and an orange Disney fox, Robin Hood's longevity is impressive. Like King Arthur, Robin Hood is the product of a multitude of texts of different genres and his historicity is highly questionable. This has made the figure adaptable to the needs of audiences across centuries who, in some way or another, found that there was something wrong with the law, and that resistance against it was the right thing, for the right outlawed hero, to do. It is not a coincidence that the medieval Robin Hood appears in carnival plays and songs, folklore, and oral tradition, all of which are usually more irreverent than other genres.

In this seminar, we will discuss a selection of Middle English Robin Hood Tales, Ballads, and Plays and explore their connections to the social and political circumstances of the time of their creation. Our readings will be informed by critical literature concerned with the intersections of history and legend.

**Required Reading:** Please buy: Ohlgren, Tomas H. and Stephen Knight, eds. *Robin Hood and other Outlaw Tales*. TEAMS Middle English Texts Series, Medieval Institute Publications, 1997. A few copies will be available at the Bugeno in the main building. If you prefer not to buy your own copy, you can find the texts online: <https://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales>. For the first session, please read and prepare the editors' "General Introduction".

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

- discussed a selection of medieval Robin Hood texts;
- explored the medieval roots of a pop-culture hero;
- thought critically about the intersections of legend and history;
- practiced and gained confidence in reading Middle English;
- further honed their skills at academic discussion and writing.

**Coursework (pass/fail):** Thorough preparation of course materials, active participation, regular presence, short presentations and writing exercises, depending on number of students.

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

**Deadline for Assessed Work:** 01 July 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 at *Key Dates & Deadlines*.

## Other Courses

**Workshop with excursion:**                   **The Canterbury Tales in Context**

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

**Time:**    Wednesday 10-12, and excursion to Canterbury and London, during FS 2022, date tbc

**Credit Points:**                               3 ECTS

**Course Description:** Literature is neither created nor consumed in a void, but in specific places and at specific points in time. In this workshop, we aim to bring present-day readers to the places imagined in Geoffrey Chaucer's fourteenth-century storytelling collection *The Canterbury Tales* and to introduce them to some of the objects that play a role in these stories. We will first visit the Museum of London and the Medieval and Renaissance Wing of the Victoria & Albert Museum. From there, we will make our way to Canterbury (by train and on foot), reading and discussing some of the tales on our journey. In Canterbury, we will embed the fictional pilgrimage in the historical context of this important medieval pilgrimage site and explore chapels, hostels, and of course the cathedral.

Please note that we will only travel to the UK should covid numbers allow. Alternatively, we will switch to a "Reading the *Canterbury Tales*" workshop at home.

**Required Reading:** Please make sure you have a good grasp of the parts of the section of the *Canterbury Tales* that are on the departmental reading list before our first session.

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

- explored Chaucer's *Canterbury Tales* in its spatial and historical context;
- explored the remainders of medieval London and Canterbury;
- practiced reading texts in Middle English;
- honed their skills of textual analysis and
- improved their presentation skills.

**Coursework (pass/fail):** Active and regular participation in preparatory meetings, thorough preparation of set texts and presentations, participation in study trip.

**Workshop:** **Beyond Salt Water: Ice, Humidity, and Human Bodies of Water**

**Instructors:** **Virginia Richter / Steve Mentz / Ursula Kluwick**

**Time:** Block course on 05 May, 9-16

**Credit Points:** 1 ECTS

**Course Description:** As blue humanities scholarship expands to consider bodies of water beyond vast salt-water basins, some ocean-centric tropes and methodologies may need to be reconsidered. Thinking through human encounters with water in its solid and gaseous forms, as ice and water vapor, can help us shape more capacious and flexible ideas about how human bodies and cultures develop in watery entanglements. Building on Astrida Neimanis's phenomenology of human bodies as bodies of water and Melody Jue's media theorization of water as well as recent writing on ice by scholars such as Hester Blum, Siobahn Carroll, and Lowell Duckert, this workshop aims to take the measure of current thinking about water, bodies, and cultures as well as chart new possibilities opened up by thinking water as a three-phase substance rather than exclusively as liquid.

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

- the students gain insight into the goals of the blue humanities and cultural sustainability;
- the students have an overview of blue humanities scholarship;
- the students can conceptualise water, its cultural function and literary resonances beyond the liquid.

**Coursework (pass/fail):**

Active attendance, possibly one short presentation (tbc)

**BMZ Lecture:** **Das Berner Münster im Kontext**

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

**Times:** Thursday 17:15-19  
Preliminary meeting 24 February 16.15  
Three debriefing sessions

**Credit Points:** 3 ECTS

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

**Course Description:** Im Jahr 2021 wurde das Jubiläum der 600jährigen Grundsteinlegung des Berner Münsters begangen. An der pandemiebedingten Verschiebung der Feierlichkeiten auf 2022 beteiligt sich das Berner Mittelalterzentrum mit einer Vortragsreihe, die Anlass zu Diskussionen und anregendem Gedankenaustausch geben soll.

Das als Pfarr- und Stiftskirche erbaute Münster dominiert noch heute die Berner Altstadt. Zur Zeit seiner Planung und Errichtung bildete es zweifellos ein Stadtgespräch ersten Ranges, wie dies generell bei den urbanen ‚Hauptkirchen‘ des europäischen Mittelalters und der frühen Neuzeit der Fall war. Vergleichbar dem Guggenheim-Museum in Bilbao, der Elbphilharmonie in Hamburg oder dem neuen Flughafen in Berlin, stellten sie wesentliche städtische Infrastrukturen dar, die auf vielfältige Weise in das religiöse, politische, künstlerische und wirtschaftliche Leben ihrer Zeit eingebunden waren. Die Vortragsreihe verfolgt das Ziel, die Bedeutung des vormodernen Münsterbaus in synchroner und diachroner Perspektive zu ergründen. Dazu bedarf es einer multiperspektivischen Herangehensweise, die zeitgenössische Zusammenhänge im Umfeld Berns ebenso berücksichtigt wie symbolische, literarische und über das Mittelalter hinauswirkende Aspekte. Diese unterschiedlichen Sichtweisen werden über Vorträge aus verschiedenen Disziplinen erschlossen.

**Vorbesprechung:** Am Donnerstag, 24. Februar 2022, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

**Ort:** Hauptgebäude, Hochschulstrasse 4, Raum 220

**Learning Outcomes:** Nach Besuch der Vorlesung haben die Studierenden einen Einblick in das Berner Münster im Kontext erhalten und können

- aktuelle Ansätze der Mediävistik verstehen und erklären;
- einen Gegenstand aus verschiedenen fachlichen Perspektiven betrachten;



- wichtige Positionen nennen und erläutern;
- Argumentationszusammenhänge eigenständig beurteilen.

**Assessment (pass/fail or graded):** Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz bzw. seiner Vertretung); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 01. Juli 2022

## Research Module

<b>MA Colloquium:</b>	<b>Language and Linguistics</b>
<b>Instructors:</b>	<b>David Britain / Kellie Gonçalves / Erez Levon / Crispin Thurlow</b>
<b>Time:</b>	Monday 14-16
<b>Sessions:</b>	21 February, 21 and 28 March, 11 and 25 April + one-day conference <u>Friday</u> 13 May
<b>Credit Points:</b>	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, 21 Feb), *Writing Skills* (Week 5, 21 Mar), and *Presentation Skills* (Week 8, 11 Apr).
- Students in their penultimate colloquium semester are required to attend an additional *Poster Design* session (Week 9, 25 Apr).
- Students in their final semester must attend an *Analysis Clinic* (Week 6, 28 Mar), 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 13 May.

**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 four foundation sessions. Students can be exempted from these 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 (this includes any first-semester research exercises).

<b>MA Colloquium:</b>	<b>North American Literature I</b>
<b>Instructors:</b>	<b>Gabriele Rippl / Sofie Behluli</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	03, 17 and 31 March, 14 April, 05 and 19 May
<b>Credit Points:</b>	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

<b>MA Colloquium:</b>	<b>North American Literature II</b>
<b>Instructors:</b>	<b>Thomas Claviez / Axel Stähler</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	TBA
<b>Credit Points:</b>	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

<b>MA Colloquium:</b>	<b>Medieval and Modern English Literature</b>
<b>Instructors:</b>	<b>Annette Kern-Stähler / Virginia Richter</b>
<b>Time:</b>	Thursday (see times below)
<b>Dates:</b>	24 February 11-12, 31 March 9-13, 19 May 9-12
<b>Credit Points:</b>	2 ECTS

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

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

**Coursework (pass/fail):** Cumulative course work

**Deadline for Assessed Work:** Throughout semester

## DOCTORAL STUDIES

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

**Instructor:** David Britain

**Time:** Tuesday 14-16

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

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

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

**Instructor: Crispin Thurlow**

**Time: Monday 14-16**

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

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

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



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

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

**Learning Outcomes:** Doctoral candidates participating in this colloquium will:

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

**PhD and Research Colloquium:**        **Medieval Studies**  
**Instructor:**                                **Annette Kern-Stähler**  
**Time:**                                         **Wednesday 18-20**

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

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

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

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

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

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

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

**Instructor:**                              **Gabriele Rippl**

**Time:**                                        **Thursday 17-19**

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

**Learning Outcomes:** Doctoral candidates participating in this colloquium will:

- receive direct supervisory and peer mentoring on their research projects;
- develop their theoretical and methodological expertise;
- practise 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-Vegh:** Anglophone literature since the 19th century; literature and science; cognitive poetics; conceptual metaphor and mental space theory; narratology; literature and psychoanalysis; literature and neuroscience.

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

**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.

**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.

**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.

## Staff Address List Spring Semester 2022

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

Name	Email Address
Secretary's Office	monika.iseli@ens.unibe.ch/ sannie.germann@ens.unibe.ch
Ali Khan, Fayaz	fayaz.alikhan@ens.unibe.ch
Behluli, Sofie	sofie.behluli@ens.unibe.ch
Berger, Matthias	matthias.berger@ens.unibe.ch
Bernardazzi, Laura	laura.bernardazzi@ens.unibe.ch
Biber, Olivia	olivia.biber@ens.unibe.ch
Bischof-Vegh, Roman	roman.bischof@ens.unibe.ch
Britain, David	david.britain@ens.unibe.ch
Brockbank, William	william.brockbank@ens.unibe.ch
Brown, Amy	amy.brown@ens.unibe.ch
Claviez, Thomas	thomas.claviez@ens.unibe.ch
Curtis, Kristen	kristen.curtis@ens.unibe.ch
Denger, Marijke	marijke.denger@ens.unibe.ch
Droz-dit-Busset, Olivia	olivia.droz-dit-busset@ens.unibe.ch
Flannery, Mary	mary.flannery@ens.unibe.ch
Fox, Susan	susan.fox@ens.unibe.ch
Gonçalves, Kellie	kellie.goncalves@ens.unibe.ch
Grossenbacher, Sarah	sarah.grossenbacher@ens.unibe.ch
Hedegard, Hannah	hannah.hedegard@ens.unibe.ch
Í Jákupsstovu', Guðrun	gudrun.jakupsstovu@ens.unibe.ch
Kern-Stähler, Annette	annette.kern-staehler@ens.unibe.ch



Kluwick, Ursula	ursula.kluwick@ens.unibe.ch
Lehmann Imfeld, Zoë	zoe.lehmann@ens.unibe.ch
Lorente, Beatriz	beatriz.lorente@ens.unibe.ch
Mapes, Gwynne	gwynne.mapes@ens.unibe.ch
Marchi, Viola	viola.marchi@ens.unibe.ch
Mutti, Sabrina	sabrina.mutti@unibe.ch
Nyffenegger, Nicole	nicole.nyffenegger@ens.unibe.ch
Piercy, Hannah	hannah.piercy@ens.unibe.ch
Portmann, Lara	lara.portmann@ens.unibe.ch
Rhyn-Holzer, Bettina	bettina.rhyn@ens.unibe.ch
Richter, Virginia	virginia.richter@ens.unibe.ch
Rippl, Gabriele	gabriele.rippl@ens.unibe.ch
Ritzmann, Martin	martin.ritzmann@ens.unibe.ch
Rupp, Laura	laura.rupp@ens.unibe.ch
Students' Committee	fsanglistik@sub.unibe.ch
Sarfin, Jonathan	jonathan.sarfin@ens.unibe.ch
Stähler, Axel	axel.staehler@ens.unibe.ch
Sutter, Malaika	malaika.sutter@ens.unibe.ch
Tod, Danielle	danielle.tod@ens.unibe.ch
Troxler, Marion	marion.troxler@ens.unibe.ch
Thurlow, Crispin	crispin.thurlow@ens.unibe.ch
Von Rütte, Sabine	sabine.vonruette@ens.unibe.ch
Whitehead, Christiania	christiania.whitehead@ens.unibe.ch



## Footnotes to Timetable

### **Key:**

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral

students

Ⓔ denotes classes with pre-1800 content

### **Language Module:**

Writing Skills II

Grammar II

### **Focus Module (FM):**

Language and Literature on the Waterfront

### **BA Core Curriculum:**

Analysing Language and Linguistics (Seminar)

Analysing Literature (Seminar)

Literary History (Lecture)

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

<sup>[1]</sup> **Britain/Thurlow**(with others) BA and **MA Colloquium** Language and Linguistics:

BA and MA Colloquia together on 21 February, 21 March, 11 April; BA only on 04 April; BA all day conference on Friday 06 May

MA Colloquium only on 28 March and 25 April; MA conference on Friday 13 May

<sup>[2]</sup> Hedegard: Ear Training

Block course from 16 until 18.30 on the following dates: 28 February, 14 + 28 March, 4 + 25 April, 9 + 16 + 23 May

<sup>[3]</sup> Rupp: Grammatical variation in English (FS BA Seminar Linguistics)

Each Tuesday and Thursday for the first seven semester weeks (Tuesday 22 February until Thursday 7 April)

<sup>[4]</sup> Kern-Stähler/Nyffenegger: The Canterbury Tales in context (BA Workshop and **MA Workshop**)

Block Course with excursion. Excursion dates TBA

<sup>[5]</sup> **Richter/Kluwick/Mentz: "Beyond Salt Water: Ice, Humidity, and Human Bodies of Water" (MA Workshop)**

Block Course on 5 May 09-16

<sup>[6]</sup> Kern-Stähler/Richter:

BA and **MA Colloquium**

Medieval and Modern

English Literature

BA Colloquium on 24

February 10-11, 24 March 9-

13, 12 May 9-12

MA Colloquium on 24

February 11-12, 31 March 9-

13, 19 May 9-12

<sup>[7]</sup> Rippl/Behluli: BA and **MA Colloquium** North American Literature I

BA Colloquium on 24 February, 10 and 24 March, 7 and 28 April and 12 May

MA Colloquium on 3, 17 and 31 March, 14 April, 5 and 19 May

<sup>[8]</sup> Claviez/Stähler: BA and **MA Colloquium** North American Literature II

Dates to be announced