

# Course Booklet

**Autumn Semester 2022**

**19 September – 23 December 2022**



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## Welcome from the Head of Department

Dear students, dear colleagues,

Welcome to the start of the 2022-23 academic year!

When I wrote to you at this time last year, we were still working under the shadow of Covid restrictions – let us hope that, despite the continued circulation of the virus, we will not see the return this semester of restrictions on the way we work, live and play. We are still living in worryingly troubled times, however, and we continue to be reminded of how interconnected the world is today – the aggressive and brutal thuggery that has been inflicted on Ukraine continues to have significant and ongoing consequences for our lives here, and reminds us how democracy, freedom, self-determination and the rule of law are precious treasures that we have to constantly defend and not take for granted. We can but hope that the everyday lives of the people of Ukraine can be restored to something approaching normality as soon as possible. In the meantime, we are proud and honoured to be able to welcome a number of students from Ukraine to the Department this semester.

As always, the Department has tried once again this semester to offer a diverse range of courses to our students. Our Focus Module this semester is on *Genre*, and the core lecture for the Module, *Genre in historical perspective* is taught by Prof Virginia Richter, Dr Marijke Denger and Dr Zoe Lehmann, supported by satellite seminars on the *Epic tradition in modern literature* taught by Dr Lehmann, “*System Change not Climate Change*”: *the rise of Cli-Fi*, taught by Guðrun í Jákupsstovu, *An impossible*

*genre: the contemporary neo-slave narrative*, taught by Dr Viola Marchi, *Twentieth century American drama*, taught by Dr Sofie Behluli, and *Bodies in medieval and early modern romance*, taught by Dr Nicole Nyffenegger and Dr Hannah Piercy. On the linguistic side of the Department, the highlights include Dr Hannah Hedegard’s *English on the Isle of Man: a data collection excursion*, *Language and Art*, taught by Dr Kellie Gonçalves, and Dr Sean Smith’s *Discourses of Nature: Language and the Environment*. We hope these courses, and the many others on offer, will inspire you this semester.

A number of staff left the Department during the summer, including our wonderful and long-serving secretary Monika Iseli, who had been in the Department longer than most of us, and who we will miss greatly. Have a fantastic retirement, Monika! Our very hard-working Directors’ Assistant, Marion Troxler, will leave this role in November to take up a funded Doctoral studentship in Prof Virginia Richter’s SNF-funded research project *The beach in the long twentieth century*. Good luck with your PhD, Marion, and many thanks indeed for your patient and calm support over the last months! We also bid farewell to Dr Matthias Berger from Prof Kern-Stähler’s section and Meret Gross as a Student Assistant.

I am very pleased indeed to be able to welcome a number of new staff and visitors. In the Secretariat, I would like to say a big and warm hello to Gabriela Burkhart who replaces Monika Iseli as Finance and Contracts Secretary, having earlier worked in the Department of Geography. Welcome Gabriela! Joining us in October to replace Marion Troxler as Directors’

Assistant is Michael Boog, who previously had been working as a Student Assistant for Prof Gabriele Rippl. Visiting us as guest lecturers this semester are Dr Sean Smith, from the Department of Cultural and Social Anthropology at the Katholieke Universiteit Leuven in Belgium, as well as Dr Anna Islentyeva from the Department of English at the Universität Innsbruck in Austria. We also welcome Andrin Bächler, one of my PhD students, who is teaching a seminar for us for the first time. A big hello to new assistant Fabio Testa, working with me, and to the new student assistants Federico Erba, Fatima Gerisch, Chiara Herold, Max Kunz, Dario Kupper and Nino Töndury. Dario and Chiara will also be tutoring with us for the first time, as will Lukas Lauener.

I wish you all a productive, stimulating and inspiring Autumn semester.

Bern, September 2022

A handwritten signature in black ink, appearing to read 'David Britain', with a stylized, cursive script.

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.

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.

#### Notes:

How to register and deregister in KSL: see

[https://www.ens.unibe.ch/studies/deadlines\\_and\\_ksl\\_registration/ksl\\_registration/index\\_eng.html](https://www.ens.unibe.ch/studies/deadlines_and_ksl_registration/ksl_registration/index_eng.html)

Advanced Readings: see

[https://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/arl\\_advanced\\_reading\\_list/index\\_eng.html](https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html)

## BA Thesis Registration

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

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

### SUBMISSION IN AUTUMN 2022

SUPERVISOR DEADLINE	30 APRIL 2022
STUDY COUNSELLOR AND SECRETARIAT DEADLINE	30 SEPTEMBER 2022
THESIS SUBMISSION DEADLINE	23 DECEMBER 2022

### SUBMISSION IN SPRING 2023

SUPERVISOR DEADLINE	15 NOVEMBER 2022
STUDY COUNSELLOR AND SECRETARIAT DEADLINE	1 MARCH 2023
THESIS SUBMISSION DEADLINE	02 JUNE 2023

## MA Thesis Registration

MA theses need to be registered both with the Department of English and the Dean's Office (more information on their [website](#)). To register your MA thesis with the Department you must complete the 'Registration for Thesis (BA & MA)' form and include your supervisor's and study counsellor's signatures before handing in the form to the secretariat. You must have completed all other compulsory modules except the last MA Colloquium. At the moment of registration you cannot have more than one graded seminar pending. Furthermore, you cannot miss more than 10 ungraded ECTS when registering your thesis.

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

### GRADUATION IN SPRING 2023

DEPARTMENT REGISTRATION DEADLINE	13 JUNE 2022
DEAN'S OFFICE REGISTRATION DEADLINE	13 JUNE 2022
THESIS SUBMISSION DEADLINE	5 DECEMBER 2022

### GRADUATION IN AUTUMN 2023

DEPARTMENT REGISTRATION DEADLINE	1 DECEMBER 2022
DEAN'S OFFICE REGISTRATION DEADLINE	1 DECEMBER 2022
THESIS SUBMISSION DEADLINE	5 JUNE 2023

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

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



## **General Information**

KSL Registration: General information

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

### **KSL Registration: Special cases**

#### **LANGUAGE MODULES:**

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

#### **FOCUS MODULES:**

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

International Student, you should sign up for the graded version on KSL.

#### **BA COLLOQUIA:**

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

#### **MA COLLOQUIA:**

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

#### **MA Requirements**

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

#### **Attendance**

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

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

## **Diversity, Academic Freedom, and Content Warnings**

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

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

One of the challenges we regularly face in our classrooms is the informed decision to

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

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

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

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\* See the UL's equality statement:  
[https://www.unibe.ch/university/portrait/self\\_image/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 your emails by addressing staff by name and by using their academic (i.e. professional) title. Please also sign off your emails or letters appropriately. If you do not know the title of a member of staff, consult the website. In the table below we offer some examples of how, in English at least, to begin and end written correspondence.

#### **OPENING**

*On a separate first line:*

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

Dear Alison,  
Dear Timothy,

#### **CLOSING**

*On a separate penultimate line:*

Yours sincerely,  
Sincerely,

Best wishes,  
Kind regards,

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

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

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

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

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

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

**Name changes**

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

**Tea corner**

The department's tea corner is open to all staff and students. This is a special space – not all departments have one. It is also a space that 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 always clean up after yourself – stacking the dishwasher, washing up and wiping down any surfaces you have used.

**Theft**

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

## Who to Ask – Autumn 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@unibe.ch

#### **M-Z**

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

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

Assoziierter Prof. Dr. Axel Stähler / D 209  
axel.staehler@unibe.ch

### **International Coordinator (Stay Abroad Enquiries)**

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

### **Admission Enquiries (BA, MA, PhD)**

Assoziierter Prof. Dr. Axel Stähler / D 209  
axel.staehler@unibe.ch

### **Independent Studies Proposals**

Contact any member of teaching staff

### **Independent Studies Coordinator**

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

### **KSL Enquiries**

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

### **Enrolment for Theses and Exams**

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

### **Library Enquiries**

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

<b>For information about staff consultation times please consult the departmental website.</b>
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### **Disability Accommodations**

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 A-Z (AS22)

Dr. Sofie Behluli\*  
Literatures in English/North American  
Studies

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

Prof. Dr. David Britain\*  
Modern English Linguistics, Head of  
Department

Mr. William Brockbank\*  
Medieval English Studies

Dr. Amy Brown  
Medieval English Studies

Mr. Andrin Büchler, M.A.\*  
Modern English Linguistics

Prof. Dr. Thomas Claviez\*  
Literary Theory & World  
Literature/American Studies

Ms. Kristen Curtis M.A.  
Medieval English Studies

Dr. Marijke Denger\*  
Modern English Literature

Ms. Olivia Droz-dit-Busset, M.A.\*  
Language and Communication

Prof. Dr. Mary Flannery  
Medieval English Studies

Dr. Kellie Gonçalves\*  
Language and Communication

Ms. Sarah Grossenbacher, M.A.  
Modern English Linguistics

Dr. Hannah Hedegard\*  
Modern English Linguistics

Ms. Guðrun í Jákupsstovu, M.A.\*  
Modern English Literature

Prof. Dr. Annette Kern-Stähler\*  
Medieval English Studies

PD. Dr. Ursula Kluwick  
Modern English Literature

Dr. Zoë Lehmann Imfeld\*  
Modern English Literature

Dr. Beatriz Lorente\*  
Academic Writing

Dr. Gwynne Mapes  
Language and Communication

Dr. Viola Marchi\*  
North American Literature and  
Culture/Literary Theory

Dr. Nicole Nyffenegger\*  
Medieval and Early Modern Literature  
and Culture

Dr. Hannah Piercy\*  
Medieval English Studies

Ms. Lara Portmann, M.A.\*  
Language and Communication

Prof. Dr. Virginia Richter\*  
Modern English Literature

Prof. Dr. Gabriele Rippl\*  
Literatures in English/North American  
Studies

Mr. Jonathan Sarfin, M.A.  
Literatures in English/North American  
Studies

Assoziierter Prof. Dr. Axel Stähler\*  
Literatures in English / North American  
Studies

Ms. Malaika Sutter, M.A.  
Literatures in English/North American  
Studies

Prof. Dr. Crispin Thurlow\*  
Language and Communication

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

## Visiting Lecturers

Dr. Sean Smith\*  
Language and Communication

Dr. Anna Islentyeva\*  
Modern English Linguistics

*\* Teaching this semester*

## **Administrative Staff (AS22)**

### **Administrators**

Gabriela Burkhart  
Sannie Germann

Please see the website for office hours

### **Drittmittel Administration**

Bettina Rhyn-Holzer

By appointment

### **Directors' Assistant**

Marion Troxler

By appointment

### **ICT sUPPORTER & Web Administrator**

Fayaz Ali Khan / Martin Ritzmann

By appointment

### **Librarian**

Sabrina Mutti

By appointment

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





### **The Students' Committee**

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

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

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

We meet regularly to keep up to date with what is going on. If you have any suggestions or complaints, talk to one of our members or e-mail us (**[fsanglistik@sub.unibe.ch](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)

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

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

### **Research-related activities**

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

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

**Autumn Semester 2022**

## BA STUDIES

### Language Module

**Course:** Modern English Grammar I

**Instructor:** Beatriz Lorente

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

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

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

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

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

**Course:** Writing Skills I

**Instructor:** Beatriz Lorente

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

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

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

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

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

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

- have been introduced to specific skills needed in academic writing and practiced these skills;
- be able to apply these skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

**Assessment (graded):** Evaluation of written work. This course cannot be taken ungraded, all participants have to pass the assessments in order to gain the credits.

**Deadline for Assessed Work:** Throughout semester

## Core Curriculum

**Lecture:** Earlier Englishes

**Instructors:** William Brockbank / Christiania Whitehead

**Time:** Tuesday 12-14

**Credit Points:** 3 ECTS

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

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

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

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

Peter Baker, *Introduction to Old English*, 3rd edn (Malden: Wiley-Blackwell, 2012)

John Burrow and Thorlac Turville-Petre, *A Book of Middle English*, 4th edn (Malden: Wiley-Blackwell, 2020)

Keith Johnson, *The History of Early English* (London: Routledge, 2016)

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

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

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

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

**Assessment (graded):** The exam is graded. Students who need to attend the course ungraded should contact the lecturer.

**Exam Date:** 06 December 2022

**Resit Date:** 13 December 2022

**Substitute Resit** (e.g. for cases of illness): 20 December 2022



**Lecture:** Introduction to Language and Linguistics

**Instructor:** Hannah Hedegard

**Time:** Monday 10-12

**Credit Points:** 3 ECTS

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

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

**Course Description:** This lecture provides an overview of the field of English linguistics. In the first part, we will explore what is known as micro-linguistics, i.e., the various fundamental systems and levels of language. Here, we will cover such topics as speech sounds and the way they interact (phonetics and phonology), the way words are composed (morphology), how words are combined into phrases and clauses (syntax) and how meaning is constructed (semantics). In a second, shorter part, as our department section predominately works in this area, we will examine how language operates in context and how communication in conversations works.

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

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

**Learning Outcomes:** By attending this course students will:

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

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

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

**Exam Date:** 05 December 2022

**Resit Date:** 12 December 2022

**Substitute Resit Date** (for case of illness): 19 December 2022

**Lecture:** Introduction to Literature

**Instructor:** Nicole Nyffenegger

**Time:** Thursday 10-12

**Credit Points:** 3 ECTS

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

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

**Course Description:** This lecture provides an introduction to the methods, concepts, and tools students of literatures in English are advised to use when approaching literary texts. These will help them to obtain a fuller understanding of the texts and to express themselves clearly and competently. Furthermore we will look at literature as a particular form of communication, i.e. we will consider the specificity of literary texts, its various genres (drama, narrative fiction, poetry), and its relationship with other media. The lecture course will be accompanied by a tutorial (details tba in first week of term).

**Required Reading:** All students must have read **William Shakespeare's *Hamlet* by the second week of term**, your knowledge of it may be subject to examination. The recommended edition is the Third Arden Series one (edited by Ann Thompson and Neil Taylor, 2016, ISBN-13: 978-1472518385).

References will be made also to other texts on the departmental reading list. Please make sure you have a personal copy of all "core texts for literature" on that list:

[http://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/index\\_eng.htm](http://www.ens.unibe.ch/studies/course_types_and_modules/index_eng.htm)

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

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

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

**Exam Date:** 08 December 2022

**Resit Date:** 15 December 2022

**Second Resit Exam:** 22 December 2022

## Focus Module Literature: Genre

**BA Lecture:** Genre in historical perspective

**Instructors:** Virginia Richter / Marijke Denger / Zoë Lehmann

**Time:** Thursday 16-18

**Credit Points:** 3 ECTS

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

**Course Description:** This focus-module lecture will explore 'genre' as both historical and emerging forms of written expression, and will consider the historical and ideological boundaries that define conventional genres. Each lecture will undertake a consideration of a genre's appearance and evolution, and will critically examine significant critical debates around the genre. Topics will include genre theory, drama, post-colonial literature, the epic, and fantasy literature.

**Required Reading:** Readings for the lectures 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 function, limitations and transformations of genre in literature;
- will appreciate the complex relationship between the formal properties and historical context of genre.

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

**Exam date:** 08 December 2022

**Resit date:** 15 & 22 December 2022

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

**BA Seminar:** Twentieth-Century American Drama  
**Instructor:** Sofie Behluli  
**Time:** Wednesday 14-16  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

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

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

**Course Description:** Some of the most compelling national conflicts, moral dilemmas and cultural shifts that the United States faced in the twentieth century were acted out on stage: the prominence of dysfunctional families after two World Wars, the rise in immigration and the formation of the so-called 'melting pot', the broken yet tempting promise of the American Dream, the Civil Rights Movement and other developments pushing for equality, to name just a few. This seminar turns its attention to six seminal US-American plays and explores how these issues – ranging from the private and personal to the public and national – were negotiated. By focusing primarily on the written texts of six post-war plays (and only secondarily on their performances and movie adaptations), this seminar seeks to gain a better understanding of US-American drama in the twentieth century.

**Required Reading:** Please purchase the following plays and start reading at least some of them over the summer break (we will discuss them in chronological order):

- Tennessee Williams's *A Streetcar Named Desire* (1947)
- Eugene O'Neill's *Long Day's Journey into the Night* (1956)
- Lorraine Hansberry's *A Raisin in the Sun* (1959)
- Edward Albee's *Who's Afraid of Virginia Woolf* (1962)
- Alfred Uhry's *Driving Miss Daisy* (1987)
- Eve Ensler's *The Vagina Monologues* (1996)

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

- are closely familiar with six influential US-American plays;
- know some of the major themes and conflicts in twentieth-century American drama;
- can apply relevant theoretical concepts and approaches to American drama in speech and in writing;
- have improved their close reading, critical writing, discussion and moderation 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:** 12pm on Monday, 16 January 2023

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

**BA Seminar:** "System Change, Not Climate Change": The Rise of Cli-Fi  
**Instructor:** Guðrun í Jákupsstovu  
**Time:** Tuesday 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:** This course will delve into the emerging literary genre of climate fiction, also known as "Cli-Fi", that centres on questions of the climate crisis and the age of the Anthropocene. The course will trace the recent history of the genre and explore some of the various forms the genre takes: from dystopian future narratives in John Lanchester's *The Wall*, to contemporary climate anxieties in Jenny Offill's *Weather*, and Bengali myths and colonial histories in Amitav Ghosh's *Gun Island*. Through these different texts, the course will explore the various ways the climate crisis is manifested across notions of race, class, and gender in literary and cultural imaginaries.

**Required Reading:** The texts must be read before the first session; your knowledge of it may be subject to examination. John Lanchester, *The Wall* (2019), Jenny Offill, *Weather* (2020), Amitav Ghosh, *Gun Island* (2019)

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

- have read and discussed all the required texts and materials;
- can understand and identify the various forms the genre takes;
- can critically engage with the intersections of race, class, and gender in the climate crisis;
- the students gain insight into the goals of the environmental humanities and cultural sustainability;
- further hone their skills in literary analysis and academic writing.

**Coursework (pass/fail):** Regular attendance, active participation in class, short presentations and/or writing exercises (depending on number of students)

**Assessment (graded):\*** Regular attendance, active participation in class, short presentations and/or writing exercises, written paper of 3000-4000 words

**Deadline for Assessed Work:** 19 January 2023

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

**BA Seminar:** The Epic Tradition in Modern Literature: An Odyssey  
**Instructor:** Zoë Lehmann Imfeld  
**Time:** Monday 12-14  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

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

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

**Course Description:** We will use Homer's *Odyssey* to identify and examine features of the classical epic tradition, and then trace the epic tradition's reception in modern English literature. We will see how the classical epic re-emerged in the Christian epic, using Dante's *Inferno* and Milton's *Paradise Lost*, and then explore the ways in which the epic has been reclaimed, re-imagined and subverted in Romantic poetry, Modernist poetry, Science Fiction and contemporary literature.

**Required Reading:**

Please purchase your own copies of the following titles, noting the edition:

Homer, *The Odyssey*, trans. Robert Fagles, Penguin, ISBN 978-0143039952 (Note the translation!)

Atwood, Margaret, *The Penelopiad*, Canongate, ISBN 978-1786892485

Extracts from further texts will be made available on ILIAS.

**Learning Outcomes:** The aims of this course are to become familiar with the epic as a tradition and as a literary form, so that students can identify the epic inheritance in modern English literature. Students will also be able to critically engage with the significance of the epic form and its value to modern writers.

**Coursework (pass/fail):** Seminar attendance and active participation, including short written exercises where applicable. Short written essay outline (ca. 500 words).

**Assessment (graded):\*** Seminar attendance and active participation, including short written exercises where applicable. 4000 word essay.

**Deadline for Assessed Work:** Friday, 03 February 2023

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

**BA Seminar:** **An Impossible Genre? The Contemporary Neo-Slave Narrative**

**Instructor:** **Viola Marchi**

**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:** In this seminar we will trace the development of the genre of the slave narrative from the mid-19<sup>th</sup> century to its most recent manifestations in Black American literature. Originally circulated as autobiographical accounts of the horrors of slavery and as first-hand testimonies of the slaves' struggle for freedom, slave narratives powerfully contributed to the cause of abolitionism, which culminated, in 1865, in the U.S. Congress' ratification of the 13<sup>th</sup> Amendment. While, at first glance, the genre might seem to have lost its usefulness with the end of the slavery system, contemporary literary examples of what has been dubbed as the "neo-slave narrative" are legions. But what are the new aesthetic and political stakes of these 20<sup>th</sup> and 21<sup>st</sup> century tales of bondage and escape? In order to find an answer to this question, we will investigate the ways in which these narratives negotiate the memory of the past, intervene into the present, and articulate their visions of the future. By considering the ways in which the conventions of the genre have changed from the antebellum U.S., through the post-civil rights era, to today, we will try to identify the linguistic, literary, imaginative, and critical resources mobilized in the paradoxical task of giving voice to a history of violent loss, brutal silencing, and to its unspeakable atrocities.

**Required Reading:** The main texts we will be reading over the course of the seminar will be made available for purchase at the Bugeno bookstore and students are strongly encouraged to read them in advance to the beginning of the semester. Shorter texts as well as secondary and critical material will be posted on Ilias. **Frederick Douglass' *Narrative of the Life* must be read before the first session; your knowledge of it may be subject to examination.**

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave* (1845). Norton Critical Edition, ISBN: 978-0393969665.

Butler, Octavia. *Kindred* (1979). Headline, ISBN: 978-1-4722-5822-9.

Whitehead, Colson. *The Underground Railroad* (2016). Anchor Books, ISBN: 978-0-345-80432-7.

Coates, Ta-Nehisi. *The Water Dancer* (2019). Hamish Hamilton, ISBN: 978-0-241-32525-4.

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- can engage with central key aspects and theoretical perspectives on African American literature and thought;
- can approach and critically examine the complexities of the genre of the (neo-)slave narrative;
- develop their skills of close reading and textual analysis;
- improve their writing and presentation skills.

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

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

**Deadline for Assessed Work:** 31 January 2023

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



**BA Seminar**

**Bodies in Medieval and Early Modern Romance**

**Instructors:**

**Nicole Nyffenegger / Hannah Piercy**

**Times:**

Thursday 14-16

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

☐

Yes

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No

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

**Course Description:** Traditionally, romance has been associated with brave knights, beautiful maidens, and terrible monsters, but bodies in this genre are far more multifarious and complex than these one-dimensional tropes might suggest. In this course we'll encounter wounded and wondrously healed bodies; bodies that transform and transgress boundaries of race, religion, and species; and queer, enabling, and disabled bodies. Analysing a selection of romances, we will explore the different valences ascribed to bodies and will focus on the impact of genre conventions on their various presentations. We will also engage with theoretical approaches such as queer theory, monstrosity, Disability Studies, ecocriticism, and readings of trans\* lives. The course will conclude by focusing on one of Shakespeare's "romances," *The Winter's Tale*, exploring how it builds on some of the ways of thinking about gender, death, and bodies that are rooted in medieval romance. Our texts to be studied will include (amongst others) *Eger and Grime*, *Sir Gowther*, and *Havelok*.

**Required Reading:** Please read the texts uploaded in the folder "preparation for first session" before the first session; your knowledge of them may be subject to examination.

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

- read and discussed several medieval romances;
- explored in depth the genre conventions (and subversions) of medieval romance;
- practiced textual analysis and academic discussion;
- practiced academic writing in the form of short assignments.

**Coursework (pass/fail):** active participation, thorough preparation of course materials, presence, writing exercises and short presentations (depending on student numbers)

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

**Deadline for Assessed Work:** 15 January 2023

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

## Free-Standing Lectures and Seminars

**BA Lecture Linguistics:**

**Visual Communication: Multimodal Methods**

**Instructor:**

**Crispin Thurlow**

**Time:**

Monday 10-12

**Credit Points:**

3 ECTS

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

☒ Yes ☐ No

### Course Description:

In the era of multimodality semiotic modes other than language are treated as fully capable of serving for representation and communication. Indeed, language, whether as speech or as writing, may now often be seen as ancillary to other semiotic modes: to the visual for instance. ... The very facts of the new communicational landscape have made that inescapably the issue. (Kress and van Leeuwen, 2001: 46)

Lecture is all about different ways of seeing – literally and metaphorically – and about looking at language in its broader communicative contexts. As Gunther Kress and Theo van Leeuwen indicate, a critical, well-informed understanding of visual communication is essential for contemporary life and for contemporary scholars of language. Knowing how other semiotic modes work helps us to understand how language works; it also helps us recognize the complex, inherently multimodal nature of all communicative action. In this lecture, we explore different perspectives on the everyday world of visual discourse – images and image-making, visual and material design, and bodily performances. We will seek to understand how visual discourse “works” by looking at a range of scholarly approaches to visual culture and multimodal research methods (e.g., social semiotics, cultural studies, visual ethnography). In doing so, we will consider a range of “real world” sites of visual production (e.g., advertising, fashion, fine art) as well as different visual modes (e.g., typography, photography, colour, spatiality, materialities).

**Required Reading:** There will be a series of biweekly case-study readings which will be made available as PDFs on ILIAS. Note: Before the first session, you will be required to read two short pieces and to start completing a graded reading quiz (see below) about the readings.

Ledin, Per & Machin, David. (2018). What is visual communication? In *Doing Visual Analysis* (pp. 1-12). London: SAGE.

Jewitt, Carey. (2009). An introduction to multimodality. In *The Routledge Handbook of Multimodal Analysis* (pp. 14-27). London: Routledge.

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

- have a reasonable understanding of some of the major academic approaches to theorizing visual discourse;
- be able to make connections between these theoretical perspectives and a range of “real world” applications and contexts;

- understand how academics from different traditions use certain methods for analyzing different aspects of visual discourse (and multimodality);
- be able to apply a number of these visual/multimodal research methods to areas of their own life and to contemporary life more generally;
- understand the main communicative resources (or semiotic modes) at the heart of visual discourse and the way these interact with language;
- have an enhanced awareness of some key sites of contemporary visual production and “professional” practice.

**Assessment (pass/fail or graded):** \* Your learning in this lecture will be assessed through three different activities; to pass the lecture, all three need to be fulfilled as follows:

- (1) achieve a minimum average of 80% for six short-answer quizzes based on the different case-study readings (graded);
- (2) satisfactorily complete five out of six in-class exercises (credit/half-credit/no-credit);
- (3) demonstrate active engagement with all film screenings or invited speaker presentations (credit/half-credit/no-credit).

If you are seeking a grade for this lecture, the reading quizzes are worth 50% of the final grade, the in-class exercises 25%, and the film screenings/guest presentations 25%. You must still fulfil each of the three activities as above.

**Exam date:** This course is “examined” through cumulative assessment (see previous section) rather than by means of a formal, final exam; all coursework should be completed and submitted by Monday 28 November.

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

**BA Lecture Linguistics:**

**Multilingual Landscapes**

**Instructor:**

**Kellie Gonçalves**

**Time:**

**Thursdays 10-12**

**Credit Points:**

**3 ECTS**

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

☒ Yes ☐ No

**Course Description:** In their seminal work, Landry and Bourhis define linguistic landscape as “the language of public road signs, advertising billboards, street names, place, commercial shop signs, and public signs on government buildings combine[d] to form the linguistic landscape of a given territory, region, or urban conglomeration” (1997) soon making LL a useful research tool for the study of multilingualism and multilingual situations of given places, “including common patterns of language and script use, official language policies, prevalent language attitudes, power relations between different language groups, and the long-term consequences of language and script contact, among other things” (Backhaus 2007: 10-11). Other scholars discuss the relevance LL studies have with regards to “groups of people, institutions, and government agencies and how they cope with the game of symbols within a complex reality” (Ben Rafael et al. 2006: 27) suggesting that language alone is not enough to understand such complex processes and meaning making in everyday life. Within the last decade, the field has expanded the scope to explore semiotic landscapes, defined as “any public space with visible inscription made through deliberate human intervention and meaning-making” [where] writing and image, broadly defined are at the analytic center of semiotic landscape” Jaworski & Thurlow (2010: 10). This course will provide an overview of the expanding sub-field of linguistic, semiotic, and multilingual landscapes from its establishment up until the present day. The course will draw on examples from various areas across the world to illustrate the diversity of contexts where multilingual landscapes can be found in both online and offline contexts, some of which include: schoolsapes, cityscapes, foodsapes, yogasapes, and homesapes to name a few. The course will thus cover a wide range of theoretical frameworks and methodological approaches that have been employed to study multilingual landscapes on a global scale. Students will also be introduced to more recent methodological advances within the field with regards to ‘big data’ collection and corpus analysis.

**Required Reading:** OPTIONAL TEXT. All texts will be available on ILIAS

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

- identify the theoretical and methodological challenges in studying LL/SL/ML as well as the societal relevance of it;
- be able to critically engage with theoretical concepts and current debates with the sub-field of LL studies;
- identify different methodological approaches employed in LL/SL/ML research from both qualitative and quantitative perspectives;
- gain insight into research design for future projects drawing on LL/SL/ML.

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

**Exam date:** Thursday, 08 December 2022

**Resit date:** Thursday, 15 December 2022

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

**BA Lecture Literature:** American Genesis 1650 - 1870

**Instructor:** Thomas Claviez

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

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

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

**Exam date:** 06 December 2022

**Resit date:** 13 December 2022

**Second Resit date:** 20 December 2022

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

**BA Seminar Linguistics:**

**When languages and dialects collide**

**Instructor:**

**Andrin Bächler**

**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:** In our daily lives, we often encounter people who either do not speak the same language or do not speak the same dialect as we do. In the former case, communication needs to happen in a common language, necessitating one or both of the speakers to switch to a non-L1. In the latter case, mutual intelligibility is usually given, so that communication is less challenging. However, both situations described can be seen as little mundane moments when different varieties collide, leading to language and dialect contact. These moments involve individuals who, either through day-to-day mobility (e.g. commuting to work) or more long-term mobility (e.g. migrating to another place), come into contact with speakers of other dialects or languages on a regular basis. We will look at possible outcomes of such contact scenarios drawing on concepts and findings from research on Second Language Acquisition (i.e. transfer from an L1 to an L2 or vice-versa) as well as on Second Dialect Acquisition (i.e. accommodation towards another dialect). The effects of contact on the individuals' languages and dialects sometimes are only temporary and/or have little impact on the speech communities they are embedded in. However, these effects can also be more permanent and consequential. We will therefore also look at more permanent situations of contact involving different speech communities and see that intense language contact quite often engenders language shift and/or the emergence of so-called learner varieties. Turning to situations of large-scale dialect contact, we will see how contact-induced language change diffuses in the speech community and can lead to dialect levelling (i.e. convergence towards another dialect).

Research-based teaching and learning are central to this seminar's objectives. This means that you will get an understanding not only of the theoretical concepts involved but also of how dialect and language contact can be researched empirically. For this reason, we will look at a range of different Case Studies. Furthermore, you will be asked to conduct your own small-scale empirical research project in which you apply concepts and methods acquired in the seminar. You will present the findings of your project by the end of the semester and have the possibility to convert this presentation into a seminar paper.

**Required Reading:** No texts need to be read before the first session. Weekly readings will be provided on Ilias.

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

- will understand some of the most important outcomes of situations involving language and dialect contact;
- will understand how language and dialect contact is researched and consequently be able to apply some of the methodological concepts encountered;

- will be able to analyse the similarities and differences between language and dialect contact;
- will be able to conduct their own empirical research project in which they apply concepts and methods acquired in the seminar.

**Coursework (pass/fail):** Active participation, short presentation of a Case Study, longer presentation at the end of the semester on your own research project

**Assessment (graded):**\* seminar paper (3000 words)

**Deadline for Assessed Work:** 20 January 2023

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



**BA Seminar Linguistics:****Discourse Studies****Instructors:****Olivia Droz-dit-Busset and Lara Portmann****Times:**

Tuesday 10–12

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

Yes

☒

No

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

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

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

Cameron, Deborah. (2001). *Working with Spoken Discourse*. London: Sage.

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

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

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

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

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

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

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

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

**BA Seminar Linguistics:****Discourses of Nature: Language and the Environment****Instructor:****Sean Smith****Times:**

Mondays & Wednesdays 16:00-18:00 (Block seminar: 21, 28 September & 16, 30 November online; 10, 12, 17, 19, 24, 31 October & 2 November in-person. Excursion 26 October.)

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

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

**Course Description:** *Nature is beautiful. Nature is healthy. Nature is in danger.* These are three common ways in which people talk or write about nature, discourses that make sense of the 'natural' world. Our perception of nature shapes the ways we consume, conserve, or destroy it, and as we face the threats climate change and biodiversity decline, understanding these discourses is urgent. This seminar addresses the way nature is discursively framed in historical and contemporary contexts, beginning with the era of European exploration and conquest before delving into the current period many have termed the Anthropocene. Taking a discourse-analytic approach, we will examine the role of language, communication, and (digital) media in producing nature and its rapidly changing condition. Among other topics, we will discuss the construction of wilderness and the 'pristine', how nature is produced and to what effect in international conservation, the semiotics and (digital) mediation of nature, and whether the present era is not better termed the 'Capitalocene'. Reading widely across the humanities and the social sciences, our discursive and textual materials will include art, film, social media posts, and everyday conversations.

**Note:** This is a hybrid and partially blocked seminar: four sessions will be online and 10 in-person, with twice-weekly sessions in Weeks 4, 5, 6 and 7. This seminar also includes a one-day excursion to Glacier Canyon in Grindelwald on Wednesday, 26 October. Students will be asked to contribute towards the cost of this excursion.

**Required Reading:** All readings will be made available on ILIAS. There are two readings which must be completed before the first session in Week 1 of the semester:

Chapter 2 (pp. 36-70): Sheller, M. (2003). *Consuming the Caribbean: from Arawaks to zombies*. Routledge.

Article: Smith, S. P. (2021). Landscapes for "likes": capitalizing on travel with Instagram. *Social Semiotics*, 31(4), 604-624.

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

- will be able to discuss dominant and counter-hegemonic discourses of 'nature' and the Anthropocene;
- understand how language and communication mediate ideas and interactions with the more-than-human world;

- will be familiar with an interdisciplinary range of scholarly methods for analyzing discourses of nature (e.g., textual and visual discourse analysis, interviews, participant observation);
- will be able to apply some of these methods in their own language and communication research;
- will have a critical awareness of discourses of nature in everyday media and communication and the role these discourses play in shaping the more-than-human world.

**Coursework (pass/fail):** In order to earn 4 ECTS for this seminar, students must fulfill the following coursework:

perform the weekly required reading; complete the reading quizzes with a minimum overall average of 75%; engage respectfully and thoughtfully in all discussions; work actively in groups to prepare and deliver a summary presentation on one of the recommended readings for their respective session and working with the same group, prepare and deliver a short, data-based presentation on 30 November.

**Assessment (graded):\*** Students seeking a grade for this seminar – and taking an additional 3 ECTS – will complete a mid-length (3500 – 4500 words) research paper on a topic of their choice; this paper will be grounded in original discourse data and connect directly to the required reading and at least three of the recommended readings. These papers may focus on the same topic as the presentation, but members of the same group must discuss with Dr Smith how their papers will differ prior to the final class.

**Deadline for Assessed Work:** Friday, 23 December 2022

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

**BA Seminar Linguistics:** **Fieldwork for Language Variation and Change**

**Instructor:** **Danielle Tod**

**Time:** Wednesday 10-12

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

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

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

**Course Description:** Variation is inherent to human communication. Research in the field of language variation and change is concerned with identifying patterns of variation by observing the distribution of linguistic variables across a community, and unpacking what this tells us about language change and social meaning. Studies on language variation and change often rely on data gathered during a period of fieldwork within a community including interviews, surveys and observations.

This hands-on course provides students with the opportunity to plan and independently carry out data collection for sociolinguistic research on language variation and change. Students will become familiar with various field research methods including rapid anonymous surveys, sociolinguistic interviews and dialect questionnaires through a series of practical exercises and theoretical inputs. We will also explore important issues surrounding data collection such as ethical considerations, obtaining consent, sampling methods, recruiting participants, recording practices, data storage and record keeping. Students will also have the opportunity to critically reflect upon their experiences as a researcher in the field and engage in critical discussions on fieldwork methods with peers. The aim of the course is to provide students with the tools and experience to be able to carry out independent research for variationist analyses.

**Required Reading:** Required readings will be available on ILIAS before the start of the semester.

**Learning Outcomes:** By the end of the course, students will be able to:

- understand the goals of variationist research, underlying principles and data collection methods;
- successfully plan and prepare for fieldwork; and
- independently and confidently carry out data collection for variationist sociolinguistic research that adheres to ethical standards in the field.

**Coursework (pass/fail):** Class attendance, active participation, completion of weekly readings, practical exercises and a final presentation.

**Assessment (graded):\*** As for pass/fail, with an additional written assignment.

**Deadline for Assessed Work:** Friday, 13 January 2023

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

**BA Seminar Literature:** North American Poetry: Testing Critical Approaches  
**Instructor:** Roman Bischof-Vegh  
**Times:** Monday 16-18  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)

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

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

**Course Description:** Poetry draws attention to form and the creative use of language like no other literary genre. Next to the pleasure of reading it aloud, poetry thus lends itself to the study of the intricate relationship between form and content. In this course, we will work with a broad sample of North American poetry (chiefly from the mid-19th century to the present day) to explore some of the major critical approaches to literature that have developed over the past few decades. Using concepts originating in theories such as Structuralism and Reception Aesthetics, Gender Criticism and Ecocriticism, we will approach North American poems from different angles and discuss the merits of each critical approach for the analysis of poetry. Next to reviewing seminal works by Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot, Sylvia Plath, and others, there will also be space to examine some of our own favourite poems.

**Required Reading:** Materials will be made available via ILIAS.

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

- have sharpened their skills in analysing poetry, i.e. they are able to recognise and name important features and devices and to discuss the relation between lyrical form and content;
- have gained a deeper understanding of some of the major critical approaches to literature and are able to employ the corresponding concepts in their discussion of poetry;
- have familiarised themselves with some of the most influential North American poems since the mid-19th century.

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

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

**Deadline for Assessed Work:** 26 January 2023

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

**BA Seminar Literature:** **Hearing the Caged Bird Sing: Exploring the Writings of Maya Angelou**

**Instructor:** **Roman Bischof-Vegh**

**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:** Maya Angelou was a poet, memoirist, essayist, and political activist. She was also a singer, dancer, actor, and the first African-American Woman to conduct streetcars in San Francisco, among many other things. Her life, parts of which she distilled into a total of seven autobiographies, spans from a childhood in poverty and the trauma of domestic rape to becoming a writer and public persona of such acclaim that her memorial service in 2014 featured speeches by Michelle Obama, Bill Clinton, and Oprah Winfrey. In this course, we will explore Angelou's wide-ranging oeuvre at the hand of selected key texts and discuss her writing within the context of her personal life as well as the socio-cultural circumstances in which the former unfolded. Next to engaging with one of the most influential American writers of the 20<sup>th</sup> century, this will allow us to study the various textual forms Angelou made use of, most notably of course poetry and autobiography.

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

**Required Reading:** Please purchase the following edition and read it before the start of term. **Your knowledge of it may be subject to examination.**

- Angelou, Maya. *I Know Why the Caged Bird Sings*. London: Virago, 1998. ISBN: 978-0-86068-511-1.

Further material will be made available on the presence shelf and through ILIAS.

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

- have gained an overview of Maya Angelou's life and work;
- have discussed social, political, and philosophical issues reflected in Angelou's writing;
- have sharpened their skills in analysing literary texts and gained experience in academic discussion.

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

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

**Deadline for Assessed Work:** 26 January 2023

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

**BA Seminar Literature:** Fall of the Tyrant: King Richard II of England in historiography and literature

**Instructors:** Nicole Nyffenegger / Christian Hesse

**Times:** Wednesday 10-12

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

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

**Course Description:** This course focuses on Richard II, king of England (1377-1399/1400), whose reign was characterised by major social and political conflicts as well as by important innovations. Already his coronation as his grandfather's successor at age 10 was highly contested, and while he was personally involved in the successful negotiations with the rebels of the so-called Peasant's Revolt at the tender age of 14, he was much less successful in the conflict with the French King during the so-called Hundred Year's War. His reign was a time of pompous courts, dynastic tensions, and clashes with an increasingly powerful parliament that became institutionalised at the time. As of 1397, the inner conflicts led to banishments and executions by the king, who was now seen as a tyrant. Two years later, Richard was dethroned and imprisoned by Henry Bolingbroke, the later king Henry IV (1399/1400-1413), and he died in prison in 1400.

We will approach this historical figure from two sides; the historiographical one (e.g., chronicles and parliamentary records) and the literary one in William Shakespeare's play *Richard II* (1595). We will discuss questions of legitimate rule, ideal kingship, and loyalty: how does a future king justify the overthrow of his predecessor, how, according to Shakespeare, do enemies construct an anointed king as unworthy, who falls with the king, who changes sides, and how is loyalty negotiated in such circumstances? And, centrally, how do the contemporary sources and their literary adaptation relate?

We will teach this interdisciplinary course in both German and English; the presentations of the students of English will be held in English, those of the students of history in German. A good working knowledge of both languages is required.

**Required Reading:** If you want to buy the play, please get the third series Arden edition, edited by Charles Forker. Alternatively, you can access it on folgerdigitaltexts. Excerpts from the historical sources will be uploaded on Ilias.

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

- engaged with the social, political, and cultural circumstances of late medieval England; from the perspectives of different fields of study (history and literature);
- honed their skills at analysing and discussing texts of different genres;



- discussed Shakespeare's *Richard II*;
- developed an understanding of the value of interdisciplinary approaches.

**Coursework (pass/fail):** Active participation, regular presence, one presentation.

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

**Deadline for Assessed Work:** 15 January 2023

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

## Optional Courses

**BA Workshop:** Gender in Contemporary Advertising Discourse

**Instructor:** Anna Islentyeva

**Time:** Friday 28 October 10-12, 13-15

**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:** Promotional culture and advertising are considered “one of the most populous and pervasive modern discourse types” (Fairclough 2015: 60). On a daily basis, we are exposed to a great number of posters on the streets and transport, as well as commercials on TV, the Internet and social media. Most of these advertise products for daily use and employ images of women and men. According to Judith Butler, gender is constructed through repetitive discursive practices. Continuous stereotypical representations of men and women in advertising discourse contribute to the construction of gender in society and establish a series of problematic gender norms that come to be accepted as the status quo. This BA workshop provides insight into the relationship between language, visuals, marketing strategies and gender stereotypes, by investigating the strategies employed in the representation of women and men in a sample of contemporary advertisements. The chosen posters advertise products that fit into five major categories: beverages, food, daily care products, fragrances and clothing. Among the brands advertised are American Apparel, Calvin Klein, Coca-Cola, Dove, Givenchy, Nivea and McDonald’s.

**Required Reading: The texts must be read before the workshop.** Fairclough, Norman. 2015. Discourse in social change. In *Language and Power*. London & New York: Routledge. 200-210. Simpson, Paul. 2001. ‘Reason’ and ‘Tickle’ as pragmatic constructs in the discourse of advertising. *Journal of Pragmatics*. 33. 589-607.

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

- have gained some insights into the relationship between language, visuals, marketing strategies, and gender stereotypes in advertising;
- be able to identify the most salient strategies employed in contemporary advertising.

**Coursework (pass/fail):** active participation and oral presentation

**BA Workshop:** Reading through Acting: Robbers and Kings  
**Instructor:** Nicole Nyffenegger  
**Time:** Friday 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:** In this course, we will approach a selection of medieval and early modern plays from a variety of angles: we will combine literary analysis and academic discussion with the acting of select scenes and the discussion of excerpts from productions, seeking a more comprehensive understanding of, first, a selection of **medieval and early modern Robin Hood plays** and second, of Shakespeare's *Richard II* and *Henry V*. As such, the course may also serve as a supplement to courses on these works in the past terms and in the present term (see seminar with historian Prof. Christian Hesse on King Richard II).

**Required Reading:** If you wish to buy the Shakespeare plays, please get the most recent Arden edition of each. Alternatively, you can access them on <https://shakespeare.folger.edu/>. The Robin Hood plays can be found on <https://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales>.

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

- explored a selection of medieval and early modern Robin Hood plays, as well as;
- two of Shakespeare's histories, *Richard II* and *Henry V*;
- gained an understanding of the respective sub-genres of drama (comedy and history-play);
- further honed their skills of literary analysis and academic discussion.

**Coursework (pass/fail):** Thorough preparation of the set texts, active participation, willingness to try some acting, regular presence

**BA Workshop:** Early American Novels

**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:** Early American literature struggled to find its own idiosyncratic voice. This became particularly palpable in the post-independence period. While European literary models were still frequently imitated, writers nevertheless sought to address American issues and to imbue their work with specifically American traits. In this workshop, we will discuss two novels of this period with particular focus on their genre and their aesthetic and cultural-historical significance. *Letters from an American Farmer* (1782) by the French and American writer J. Hector St. John de Crèvecoeur offers an important contribution to cultural and political American self-definition against its European origins and explicitly poses the question of: "What is an American?" Hannah Webster Foster's sentimental novel *The Coquette* (1797), a seduction story in the tradition of Samuel Richardson, articulates strong criticism of early American society and the repression experienced by women. Both texts are epistolary novels and as such respond to the popularity of this genre in the eighteenth century both in Europe and in America.

**Required Reading:** Crèvecoeur's novel must be read prior to the first session; scans of both novels will be made available on ILIAS.

- J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (1782)
- Hannah Webster Foster, *The Coquette* (1797)

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

- understand the generic specificities and history of the epistolary novel;
- have developed a critical awareness of the formation of an American national literature post-independence;
- have practiced and enhanced close reading skills.

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

**Wahlbereich Lectures:**

**What is Consciousness?**

**Instructors:**

**Collegium generale**

**Time:**

Wednesday 18:30 – 20:00

**Credit Points:**

3 ECTS

**Open to English students as Wahlbereich?**

☒ Yes

☐ No

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

**Course Description:** Ignorabimus - wir werden es niemals wissen. Das meinte der Physiologe Emil du Bois-Reymond vor genau 150 Jahren zur Frage, wie Bewusstsein und Materie zusammenhängen. Doch inzwischen ist das Bewusstsein intensiv erforscht worden—und zwar in geisteswissenschaftlichen wie auch in naturwissenschaftlichen Studien. Bewusstsein wird immer differenzierter erzeugt, verändert und vermessen: in Traum und Tanz, mithilfe des Films und der Sprache aber auch über den Körper. Doch wichtige Fragen sind offen: Können Pflanzen oder Maschinen Bewusstsein haben? Und lässt sich das subjektive Erleben erklären? Die Colllegium generale Ringvorlesung nimmt nun die Frage nach dem Bewusstsein auf. Was wissen wir, was wissen wir noch nicht, was können wir vielleicht niemals wissen?

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

**KSL Root Number:** 477430-HS2022-0

**Anmeldung und Informationen:** [www.collegiumgenerale.unibe.ch](http://www.collegiumgenerale.unibe.ch)

**Anrechenbarkeit für Studierende: KSL**

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

**BMZ Lecture and Seminar:**

**Love and war in the Middle Ages**

**Instructors:**

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

**Time:**

Thursday 17-19

Preliminary meeting 22 September 16:15

Three debriefing sessions

**Credit Points:**

3 ECTS

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

**Course Description:** Bewaffnete Ritter belagern eine Burg, die von Frauen mit Blumen verteidigt wird; ein Paar wird vom Liebespfeil durchbohrt. Szenen wie diese zeigen, dass Liebe im Mittelalter oft auch als Kampf verstanden wurde und mit einer entsprechend zwiespältigen Emotionalität behaftet war. Das Spannungsfeld von höfischer Liebe und kriegerischer Auseinandersetzung prägt bis heute das Bild des Mittelalters in der Öffentlichkeit. Es soll deshalb im Rahmen der geplanten Vortragsreihe kritisch aus verschiedenen fachlichen Perspektiven betrachtet werden. Besonderes Augenmerk verdienen dabei zeitgenössische ethische Konzepte und deren Veränderungen in unterschiedlichen sozio-kulturellen Kontexten. Die Ereignisse in der Ukraine, die bei der Festlegung des Themas zum Jahreswechsel 2021/22 in ihrer erschreckenden Brisanz nicht vorhersehbar waren, verleihen Gegenstand eine zusätzliche Aktualität, die eine historisierende Aufarbeitung nahelegt.

**Vorbesprechung:** Am Donnerstag, 22. September 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 Spannungsfeld von höfischer Liebe und kriegerischer Auseinandersetzung 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):** Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 27 Januar 2023.

## 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>Sessions:</b>	19 & 26 September, 17 & 31 October, 07 November + one-day conference Friday 09 December
<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. Students are expected to be working on projects in the broadly defined fields of sociolinguistics and discourse studies. The colloquium offers students the chance to learn about general academic communication practices; to present their own work or to learn about other people's work; and to get feedback on their ideas from established researchers and peers.

- All students **MUST** attend the Introduction Session (week 1, 19 September)
- All students are expected to attend three foundation sessions: *General Introduction* (Week 2, 26 Sep), *Writing Skills* (Week 4, 10 Oct), and *Presentation Skills* (Week 8, 07 Nov).
- Students in their final semester must also attend an *Analysis Workshop* (Week 7, 31 Oct), bringing a research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 12: Friday 09 December.

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

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

**Coursework (pass/fail):** To pass, all colloquium students must attend the whole conference whether or not they are presenting their work. All students must also attend the three foundation sessions. Students can be exempted from these foundation sessions if they furnish documented evidence that they have attended the sessions already during their BA studies.

- Students presenting their theses at the conference will be expected to prepare – and submit by fixed deadlines – an abstract and then a copy of their slideshow. These students are also expected to prepare for and attend the Analysis Workshop.
- Students not presenting (i.e., in their first semester of the colloquium) are required to undertake a supplementary research exercise to warrant the 2 ECTS earned. Details are posted on the colloquium's ILIAS site.

Failure to attend the introduction, the foundation sessions (without a pre-approved exemption), the analysis workshop (if relevant), or any part of the one-day conference will result in extensive make-up tasks (e.g., a six-page annotated bibliography; typed reports on three or more conference presentations).

**Deadline for Assessed Work:** All work should be completed by the time of the conference and no later than the end of semester week 14.



**BA Colloquium:** North American Literature I

**Instructors:** Gabriele Rippl / Sofie Behluli

**Time:** Thursday 10-12

**Sessions:** 22 September, 06 and 20 October, 03 and 17 November,  
08 December

**Credit Points:** 2 ECTS

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

**Course Description:** The 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

<b>BA 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>	22 September, 06 and 20 October, 03 and 17 November, 08 December
<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 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)

**Sessions:** 22 September 10-11, 27 October 9-12, 01 December 9-13

**Credit Points:** 2 ECTS

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

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

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

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

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

**Deadline for Assessed Work:** Throughout semester

## Advanced Readings Examinations in Language and Linguistics and Literature

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

**Supervisor:** Danielle Tod

**Dates:** Introductory Q&A session: 27 September 16-17  
Exam Date: 06 December 16-17  
Resit Date: 07 February 2023 16-17

**Credit Points:** 3 ECTS

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

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

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

**Texts:** The core reading list has three parts:

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

Please consult the Reading List on the Department Webpage:

[http://www.ens.unibe.ch/unibe/portal/fak\\_historisch/dsl/ens/content/e41030/e72711/e598299/e694204/2018\\_ReadingList\\_eng.pdf](http://www.ens.unibe.ch/unibe/portal/fak_historisch/dsl/ens/content/e41030/e72711/e598299/e694204/2018_ReadingList_eng.pdf)

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

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

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

## MA STUDIES

### Specialisation Language & Linguistics

**MA Foundation Lecture:** Language and Society

**Instructor:** David Britain

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

**Assessment (pass/fail or graded):** a 90 minute exam for 4 ECTS (graded)

**Exam Date:** 13 December 2022, 10-12

**Resit Date:** FRIDAY 13 January 2023, 14-16

**MA Lecture:** Visual Communication: Multimodal Methods

**Instructor:** Crispin Thurlow

**Time:** Monday 10-12

**Credit Points:** 3 ECTS

**Course Description:**

In the era of multimodality semiotic modes other than language are treated as fully capable of serving for representation and communication. Indeed, language, whether as speech or as writing, may now often be seen as ancillary to other semiotic modes: to the visual for instance. ... The very facts of the new communicational landscape have made that inescapably the issue. (Kress and van Leeuwen, 2001: 46)

Lecture is all about different ways of seeing – literally and metaphorically – and about looking at language in its broader communicative contexts. As Gunther Kress and Theo van Leeuwen indicate, a critical, well-informed understanding of visual communication is essential for contemporary life and for contemporary scholars of language. Knowing how other semiotic modes work helps us to understand how language works; it also helps us recognize the complex, inherently multimodal nature of all communicative action. In this lecture, we explore different perspectives on the everyday world of visual discourse – images and image-making, visual and material design, and bodily performances. We will seek to understand how visual discourse “works” by looking at a range of scholarly approaches to visual culture and multimodal research methods (e.g., social semiotics, cultural studies, visual ethnography). In doing so, we will consider a range of “real world” sites of visual production (e.g., advertising, fashion, fine art) as well as different visual modes (e.g., typography, photography, colour, spatiality, materialities).

**Required Reading:** There will be a series of biweekly case-study readings which will be made available as PDFs on ILIAS. Note: Before the first session, you will be required to read two short pieces and to start completing a graded reading quiz (see below) about the readings.

Ledin, Per & Machin, David. (2018). What is visual communication? In *Doing Visual Analysis* (pp. 1-12). London: SAGE.

Jewitt, Carey. (2009). An introduction to multimodality. In *The Routledge Handbook of Multimodal Analysis* (pp. 14-27). London: Routledge.

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

- have a reasonable understanding of some of the major academic approaches to theorizing visual discourse;
- be able to make connections between these theoretical perspectives and a range of “real world” applications and contexts;
- understand how academics from different traditions use certain methods for analyzing different aspects of visual discourse (and multimodality);
- be able to apply a number of these visual/multimodal research methods to areas of their own life and to contemporary life more generally;

- understand the main communicative resources (or semiotic modes) at the heart of visual discourse and the way these interact with language;
- have an enhanced awareness of some key sites of contemporary visual production and “professional” practice.

**Assessment (pass/fail or graded):** \* Your learning in this lecture will be assessed through three different activities; to pass the lecture, all three need to be fulfilled as follows:

- achieve a minimum average of 80% for six short-answer quizzes based on the different case-study readings (graded);
- satisfactorily complete five out of six in-class exercises (credit/half-credit/no-credit);
- demonstrate active engagement with all film screenings or invited speaker presentations (credit/half-credit/no-credit).

If you are seeking a grade for this lecture, the reading quizzes are worth 50% of the final grade, the in-class exercises 25%, and the film screenings/guest presentations 25%. You must still fulfil each of the three activities as above.

**Exam date:** This course is “examined” through cumulative assessment (see previous section) rather than by means of a formal, final exam; all coursework should be completed and submitted by Monday 28 November.

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

<b>MA Lecture:</b>	<b>Multilingual Landscapes</b>
<b>Instructor:</b>	<b>Kellie Gonçalves</b>
<b>Time:</b>	<b>Thursdays 10-12</b>
<b>Credit Points:</b>	<b>3 ECTS</b>

**Course Description:** In their seminal work, Landry and Bourhis define linguistic landscape as “the language of public road signs, advertising billboards, street names, place, commercial shop signs, and public signs on government buildings combine[d] to form the linguistic landscape of a given territory, region, or urban conglomeration” (1997) soon making LL a useful research tool for the study of multilingualism and multilingual situations of given places, “including common patterns of language and script use, official language policies, prevalent language attitudes, power relations between different language groups, and the long-term consequences of language and script contact, among other things” (Backhaus 2007: 10-11). Other scholars discuss the relevance LL studies have with regards to “groups of people, institutions, and government agencies and how they cope with the game of symbols within a complex reality” (Ben Rafael et al. 2006: 27) suggesting that language alone is not enough to understand such complex processes and meaning making in everyday life. Within the last decade, the field has expanded the scope to explore semiotic landscapes, defined as “any public space with visible inscription made through deliberate human intervention and meaning-making” [where] writing and image, broadly defined are at the analytic center of semiotic landscape” Jaworski & Thurlow (2010: 10). This course will provide an overview of the expanding sub-field of linguistic, semiotic, and multilingual landscapes from its establishment up until the present day. The course will draw on examples from various areas across the world to illustrate the diversity of contexts where multilingual landscapes can be found in both online and offline contexts, some of which include: schools, cityscapes, foodscapes, yogascapes, and homescapes to name a few. The course will thus cover a wide range of theoretical frameworks and methodological approaches that have been employed to study multilingual landscapes on a global scale. Students will also be introduced to more recent methodological advances within the field with regards to ‘big data’ collection and corpus analysis.

**Required Reading:** All texts will be available on ILIAS

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

- identify the theoretical and methodological challenges in studying LL/SL/ML as well as the societal relevance of it;
- be able to critically engage with theoretical concepts and current debates with the sub-field of LL studies;
- identify different methodological approaches employed in LL/SL/ML research from both qualitative and quantitative perspectives;
- gain insight into research design for future projects drawing on LL/SL/ML.

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

**Exam date:** Thursday, 08 December 2022

**Resit date:** Thursday, 15 December 2022

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



<b>MA Seminar:</b>	<b>Language and Art</b>
<b>Instructor:</b>	<b>Kellie Gonçalves</b>
<b>Time:</b>	Wednesdays 10-12
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Studies on language and art within the field of sociolinguistics are in their relative infancy. Contemporary understandings of language have come to be understood as a broad set of communicative practices drawing on a wide range of communicative resources where embodiment, multimodality, and materiality (re)emerge as salient factors within diverse processes of mean-making by individuals in our everyday lives. In a recent Themes Series Article found in the *Journal of Sociolinguistics* entitled “Sociolinguistics + Art”, Levon mentions that “art, like language, is also an attempt to represent, evaluate and, ultimately, engage with the world around us, and to do so in ways that highlight both subjective and collective experience and resist epistemological closure. Perhaps for this reason, a growing number of sociolinguists have begun turning their attention to art, either by collaborating directly with artists or by involving art in their research” (2020: 1). In this course, we will be exploring multilingual, embodied, and multimodal dimensions along with their material resources of both language and art and their inevitable intertwinement. This entails a certain exploration into the mixing of genres and styles, artworks emplacement and pragmatic relevance as well as their functions and effects. As such, we will also be exploring language and art in different spaces and places in order to better understand their indexical functions, meaning potential for artists and their intended as well as not intended audience. Banal and democratic spaces and places to be explored include the street (with regards to graffiti and street art) as well as more ‘permanent’ and ‘high cultural’ pieces (Jaworski & Gonçalves 2021) to sites such as museums considered places of “educative leisure” (Hanquinet and Savage 2012).

**Required Reading:** All texts will be available on ILIAS

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

- identify the theoretical and methodological challenges in studying language and art as well as the societal relevance of it;
- be able to critically engage with theoretical concepts and current debates in language and art studies;
- describe and discuss different types of work that embed perspectives of language and art in diverse international contexts;
- engage with language and art during our excursion, which may entail digital communication, media, public signage and audience design;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and poster presentations.

**Coursework (pass/fail):** Coursework (pass/fail): Regular attendance, active participation in class discussions, data collection, data analysis, a poster presentation & participation in a one-day excursion to a local art museum is mandatory.

**Assessment (graded):\*** Assessment (graded): Regular attendance, active participation in class discussions, data collection, data analysis, a poster presentation, and a written seminar paper of approximately 4,000 words. Participation in a one-day excursion to a local art museum is mandatory.

**Deadline for Assessed Work:** Thursday, 12 January 2023

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

<b>MA Seminar:</b>	<b>English on the Isle of Man: A Data Collection Excursion</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Times:</b>	Tuesday 16-18 on the dates below
<b>Dates:</b>	27 September, 11 and 25 October, 29 November <u>Excursion: 31 October – 04 November</u>
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** The aim of this seminar is to give MA students hands-on sociolinguistic fieldwork experience in an anglophone speech community. A small British Crown dependency equidistant between England and Ireland in the Irish Sea, the Isle of Man occupies a curious liminal geo-political space, made evermore tangible by Brexit. The sociolinguistic effects of this status, combined with a fascinating language contact element - the isle's heritage language of Manx Gaelic – make it a valuable site for *language variation and change* scholarship. Despite this, the English spoken on *Ellan Vannin* (the island's Manx name) remains a relatively under-researched variety. Manx English data collected in this course, and analysis of it undertaken in an optional connected MA seminar in FS23, will work towards filling this research gap.

The course will begin with three preparation classes that will introduce the isle's history, demography and language ecology, as well as provide practical information for the trip. Students are expected to then arrive in Douglas (the Manx capital) on Sunday 30<sup>th</sup> October for a 9am start the following day. Hosted by the Culture Vannin Centre, we will hear from several local scholars on the Manx language and customs during the 5-day excursion and participate in a tour of the island's historical and political hotspots. The main activity, however, will of course be the data collection: students will work individually or in pairs, informally undertaking "Sociolinguistic Interviews" with local speakers of Manx English. Reflections on fieldwork experiences will be presented in a final conference session back in Bern on November 29<sup>th</sup>.

Students are advised to contact Dr Hedegard as soon as they have decided to take the course, and to book flights and private accommodation as soon as possible. The Dekanat provides funds to support students' participation in the excursion: a 50% subsidy of all travel expenses.

**Required Reading:** All readings will be provided on ILIAS.

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

- will have documented and recorded an under-researched variety of (British) English;
- will have competently demonstrated knowledge and application of variationist data collection techniques;
- will have explored the linguistic consequences of peripherality, through empirical research in a specific setting.

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

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

**Deadline for Assessed Work:** 20 January 2023

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

<b>MA Seminar:</b>	<b>Language Analysis for the Determination of Origin (LADO)</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Time:</b>	Thursday 14-16
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** One of the most controversial, under-researched, and yet frequently utilised, areas of applied and forensic linguistics is that of Language Analysis for the Determination of Origin (LADO). Emerging in the early 2000s out the European migrant crisis, LADO is a form of language/dialect verification commissioned by government immigration bureaus around the world when asylum seekers lack official documents, and consequently their backgrounds are in doubt. Immigration officials use language analysts' statements regarding the extent asylum seekers' dialects accurately reflect their claimed region(s) of socialisation to make their decisions. Despite the high stakes of these LADO reports, the relatively young and niche linguistic application remains peppered with theoretical, ethical, and methodological issues.

In this seminar, we explore LADO's most prevalent topics week-by-week, reviewing existing research in the field, as well as the practice's wider legal and socio-political context. The seminar will culminate in the students' participation in a round table discussion forum on LADO hosted by the University of Bern's Center for the Study of Language and Society (CSLS).

**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:

- gain insight into the goals of the environmental humanities and cultural sustainability;
- understand the key themes in current LADO research;
- have independently investigated one such theme, where possible via the collection of their own relevant data or reviewing pertinent immigration policy/proof-of-concept research.

**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:** 20 January 2023

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

<b>CSLS Block Lecture:</b>	<b>Language and Life in D/deaf Communities</b>
<b>Instructor:</b>	<b>various (organized by Prof Dr Erez Levon)</b>
<b>Day/Time:</b>	13:00-18:00 on Friday 4 November, 9:30-18:00 on Friday 18 and Saturday 19 November
<b>ECTS</b>	3 ECTS (pass/fail)
<b>Assignments in</b>	Deutsch/français/English

**Course Description:** In Switzerland, there is a comparative lack of research in D/deaf Studies and sign language sociolinguistics. As minority languages, Swiss sign languages have not been sufficiently researched to date and we are missing valuable knowledge about the cultural and social conditions of Swiss D/deaf communities. This course offers students an introduction to the fields of Sign Language Sociolinguistics and D/deaf Studies, provides an overview of current international research on language issues in D/deaf communities, and introduces students to the specific situation of D/deaf communities in Switzerland.

**Literature:** TBD

Course content is delivered by two events:

- **Half-day seminar on Friday 4 November (13:00-18:00)** covering sign languages and D/deaf communities in Switzerland. A series of invited presenters will summarize current research on the history of D/deaf communities in Switzerland, the political and legal situation in the country, the positioning of D/deaf students in the Swiss education system, and questions of Swiss D/deaf identity.
- **Two-Day international workshop on Friday 18 and Saturday 19 November (9:30-18:00)** featuring 11 invited D/deaf sociolinguistics from Europe and North America who will present their ongoing research on issues of *access* for D/deaf individual to public services, the *vitality* and *acquisition* of sign languages, *multilingualism* in D/deaf communities and *D/deaf identity*.

Presentations will be delivered in English, American Sign Language, International Sign or Deutschschweizer Gebärdensprache (DSGS). Interpretation between these languages will be available.

**Assessments:** Attendance at both course events (half-day seminar and two-day workshop) – 60%. Reflective writing assignment (1000 words) on current obstacles and opportunities for D/deaf communities in Switzerland (due Friday 16 December) – 40%

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

- Have a basic understanding of current research in sign language sociolinguistics and D/deaf Studies;
- Have an overview of the history of D/deaf communities in Switzerland and their current social and political positions;
- Have reflected on innovative solutions for overcoming obstacles that D/deaf communities face and the ways in which sociolinguistic theory and methods can contribute to the study of language and life in D/deaf communities.

<b>CSLS Seminar:</b>	<b>Qualitative Methods in Sociolinguistics</b>
<b>Instructor:</b>	<b>Erez Levon</b>
<b>Day/Time:</b>	Wednesdays, 10-12
<b>Credit Points:</b>	4/5/7 ECTS
<b>Assignments in</b>	Deutsch/français/English

**Course description:** This course provides students with an overview and hands-on experience in different critical and qualitative sociolinguistic methods. Topics to be covered include language description, ethnography, qualitative interview methods, focus group methods, interactional sociolinguistics, discourse analysis, conversation analysis, narrative analysis, critical discourse analysis and multimodal analysis. The course adopts an experiential approach, allowing students to practice these different analytic methods on small datasets that they will collect themselves throughout the course.

This 7 ECTS version of this course is required for MA Sociolinguistics Mono and Major students (Study Plan 2021). The 4 ECTS version of this course is required for MA Sociolinguistics Minor students (Study Plan 2021).

#### **Assessment 4 ECTS**

- 4 practical data collection/analysis exercises conducted during the semester (100%)

#### **Assessment 5 ECTS**

- 5 practical data collection/analysis exercises conducted during the semester (100%)

#### **Assessment 7 ECTS (graded)**

- 4 practical data collection/analysis exercises conducted during the semester (40%)
- Written seminar paper based on original data collection and analysis (60%, due on 27.01.2023)

**Learning outcome:** By the end of this course, students will:

- Have knowledge of the various qualitative methods most commonly used in sociolinguistics and the social sciences, including the theory behind these methods;
- Have experience in conducting original qualitative data collection and analyses;
- Be able to critically evaluate qualitative interpretations in existing research;
- Know how to extrapolate and support findings using qualitative techniques;
- Be empowered to think analytically about complex sociolinguistic datasets.

**Literature:** Tba

<b>CSLS Seminar:</b>	<b>Language, Mobility, and Migration</b>
<b>Instructor:</b>	<b>Matthew John Hadodo</b>
<b>Day/Time:</b>	Thursdays, 10–12 (starts in Week 2)
<b>Credit Points:</b>	4/5/7 ECTS
<b>Final Essay:</b>	English

**Course description:** Communities often recruit language as a key player in their social organization. With individuals as increasingly mobile social actors, language plays a larger role than ever in creating hierarchical relationships amongst people. With large- and small-scale migration, concepts such as “localness,” “communities,” “boundaries” and “peripheries,” among others that have been historically debated are further disrupted and disputed. In this course, we will examine the role of language in social change related to mobile individuals and migration of different motivations. Different roles include national(ist) language policies and planning, macro-scale ideologies of multilingualism, how migrants use language to discursively construct their own group membership, and patterns of variation spurred on by mobile groups of language users.

**Assessment:** The breakdown that follows is for those enrolled in the course for 7 ECTS. For those only enrolled for 4 ECTS, the entirety of your grade is based solely on Attendance/Participation and Media Data Collection (each submission’s value will be doubled i.e. 20 pts rather than 10). Students enrolled for 5 ECTS will have an additional Media Data Collection to complete (each worth 20 pts).

**Attendance and Participation (20% 5 and 7 ECTS, 40% 4 ECTS):** As part of the seminar, MA students are expected to actively participate in all class discussions, whether asking questions or reflecting on content. Portions of the class will be done in smaller groups wherein students are expected to collaborate with one another in applying concepts from readings. There is no threshold as to how much you are expected to participate, although you should make at least one meaningful contribution to class discussion per session and also be respectful of other students and their contributions.

**Media Data Collection (30% 7 ECTS, 60% 4 ECTS, 80% 5 ECTS):** Over the course of the semester, students will be asked to find three (3) material examples of ways that mobility and migration are discursively constructed and embedded into broader cultural practices. Examples should relate to any of the concepts discussed in class, although you are also encouraged to make broader connections. Such sources can be for an academic or more general audience and examples can include film, television, YouTube videos, podcasts, advertising, blogs, memes, songs, etc. from any language/culture that demonstrates or discusses a phenomenon from a reading or class discussion. Each student will need to submit three examples (see calendar for due dates) which I will store in a folder on ILIAS. Accompanying each submission, you need to write 2-3 pages where you connect the media type you submit to specific course readings or concepts. You should also write your own evaluation of the piece of media and reflect on how such examples in turn construct social categories and what linguistic and other sociocultural material and practices are involved in such meaning making discourse. Each submission including the write-up is worth 10 points (and 20 pts for students completing 4 and 5 ECTS). For those completing 5 ECTS, an additional MDC is required. For those completing 7 ECTS, you may use the media data you and your colleagues collect to develop your argumentation and as references for your final paper.

**Seminar Paper and Proposal (50%):** Proposal (15%): In preparation for the research paper (see below), you will submit a smaller paper proposing a topic for the final paper. This is your opportunity to explore any concepts from the course that I will provide you feedback on. Reference any of the readings/videos from this class or other classes. You should write at least one page, but the more you write, the more feedback I can supply and the better outcome you will most likely have for your final paper. Keep in mind, the proposal is just a way to explore topics and you are not obligated to keep this topic for your actual final paper. You are welcome to change topics, however drastically, based on feedback you receive and based on other topics explored in this and other classes.

Seminar Paper (35%): the final paper will be an opportunity for you to elaborate on any concept(s) discussed over the course of the semester in a study examining either linguistic variation based on migration/mobility or discursive constructions of relevant topics. You can choose any type of linguistic variable and focus on any specific social contexts. You may use one or more of the Media Data Collection submissions, class discussions, and proposal (above) as a launching point to further explore topics. One option is to interview speakers in a more qualitative, ethnographic approach or you could construct surveys to collect data on specific linguistic features possibly linked to mobility/migration. Another option would be to discuss how some aspect of nationhood is circulated in media using the collection we build over the semester. A rubric is available with a suggested structure. The format will be a 10-15-page double-spaced paper, Times New Roman 12 point font 1" margins around.

### **Learning outcome**

By the end of this course, students will

- Understand theoretical and practical considerations of mobility and migration including as pertains to language use
- Be able to compare different types of language policy and planning that emerges in different contexts to create homogeneity of the "nation"
- Critically engage with discourse concerning language ideologies writ large and particularly regarding multilingualism of migrants and other minoritized communities
- Compare different types of movement and recognize ideological and linguistic outcomes of social class including the commodification of language and linguistic repertoires
- Recognize patterns of linguistic variation in disparate social contexts as outcomes of mobility
- Reflect on individual speakers' agency and how it relates to larger conceptualizations of migrant/local identities

### **Literature**

No textbook is required for this class. Individual chapters, articles, and videos will be available online throughout the semester.

## Specialisation Literature

**MA Foundation Lecture:** After the Linguistic Turn: Literary Theory in the 20<sup>th</sup> Century

**Instructor:** Thomas Claviez

**Times:** Wednesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

**Exam Date:** Wednesday, 14 December 2022

**Resit Date:** Wednesday, 11 January 2023

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



**MA Lecture:** American Genesis 1650 - 1870

**Instructor:** Thomas Claviez

**Time:** Tuesday 10-12

**Credit Points:** 3 ECTS

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

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

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

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

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

**Exam date:** 06 December 2022

**Resit date:** 13 December 2022

**Second Resit date:** 20 December 2022

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

**MA Lecture:** Genre in historical perspective  
**Instructors:** Virginia Richter / Marijke Denger / Zoë Lehmann  
**Time:** Thursday 16-18  
**Credit Points:** 3 ECTS

**Course Description:** This focus-module lecture will explore 'genre' as both historical and emerging forms of written expression, and will consider the historical and ideological boundaries that define conventional genres. Each lecture will undertake a consideration of a genre's appearance and evolution, and will critically examine significant critical debates around the genre. Topics will include genre theory, drama, post-colonial literature, the epic, and fantasy literature.

**Required Reading:** Readings for the lectures 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 function, limitations and transformations of genre in literature;
- will appreciate the complex relationship between the formal properties and historical context of genre.

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

**Exam date:** 08 December 2022

**Resit date:** 15 & 22 December 2022

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

**MA Seminar:** Critical Race Theory and Medieval Literature

**Instructors:** Annette Kern-Stähler / Michael Stolz

**Time:** Monday 14-16

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

**Course Description:** This seminar, aimed at students of English and/or German literatures, probes the relevance of 'race' for the study of the English and German Middle Ages. A growing number of medievalists are challenging the long-held view that racial thinking has its origin in the seventeenth or eighteenth century. Pointing to a variety of pre-modern racial practices, which categorized human beings and assigned values, positions and powers to the groups thus differentiated, they argue that racial formation existed before a vocabulary of race emerged.

Considering a variety of genres, we will explore the role of medieval English and German literature in such "mechanisms of sorting" (G. Heng), labelling, and moralizing. We will study literary constructions of difference with particular attention to the nexus of blackness/sinfulness and whiteness/purity. Finally, we will consider the modern idea of a homogenous 'white Middle Ages' and the co-opting of the Middle Ages by white supremacists.

**NOTE:** The course will be held in English and German but students of English are expected to give their presentations, and write their papers, in English. Where available, texts will be made available in both Middle English and Modern English translation and in both Middle High German and Modern German translation.

**Required Reading:** Please read the following text before the first session:

Alan Hochman, 'Is Race Modern?' (ILIAS)

**Class Reading:** Among the texts studied in this seminar are the Middle English romances *The King of Tars* and *Richard Coeur de Lion*, extracts from German epics (*Herzog Ernst*, and Wolfram von Eschenbach's *Parzival* and *Willehalm*), saints' lives, and extracts from travel literature. All texts will be available on ilias.

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- are familiar with race as a transhistorical category;
- are able to approach medieval literature through the lens of critical race theory;
- have a better understanding of pre-modern racial practices;
- have gained an understanding of the role of literature in racial formation;
- are familiar with medieval texts of various genres;
- have gained a plural perspective on texts (comparing texts from two linguistic traditions);
- have improved their presentation and critical writing skills.

**Coursework (pass/fail):** regular attendance, active participation, preparation of set texts, short class assignments

**Assessment (graded):** the above and a seminar paper of 3000-4000 words

**Deadline for Assessed Work:** 15 January 2023

<b>MA Seminar:</b>	<b>Early Modern / Colonial Life Writing: Individual – Self – Subjectivities</b>
<b>Instructors:</b>	<b>Gabriele Rippl / Regine Maritz</b>
<b>Time:</b>	Friday 10-12
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Autobiographies, letters, journals, diaries and other documents belonging to the broad category of ‘life writing’ fascinate historians and literary scholars alike. Reading and working with such texts carries the promise of bringing us closer to the thoughts, emotions, and experiences of early modern people than any other type of early modern writing. Yet it is this very promise that complicates investigations of such documents as it is only too tempting to measure these narratives against modern and postmodern writing practices and the corresponding understandings of individuality and selfhood. It is here that historical and literary scholarship can fruitfully complement each other. Historians interested in life writing have for some time grappled with the question of how concepts such as selfhood and subjectivity changed over time, and, since the 1990s, literary scholars have investigated in depth the development of auto/biographical genres in seventeenth-century England and colonial America. Among the autobiographical texts/life writing to be discussed are those by Ralph Josselin, Alice Thornton, Mary Rich, Margaret Hoby, Mary Rowlandson and Anne Bradstreet. In this seminar for advanced students, we will look at the primary sources and scholarly debates in an interdisciplinary perspective; hence participants will have the opportunity to experiment with different methodological and inter/disciplinary approaches using a document of their choice.

**Required Reading:**

The primary material is available on the ILIAS platform. Please go and check the individual sessions and prepare the texts carefully during term break.

All students – no matter whether they study History or English/American Literature – are expected to prepare the material uploaded for each of our sessions.

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

- Discuss the most central research debates focusing on scholarly work with early modern life writing;
- identify several methodological approaches to working with life writings and discuss their respective advantages and disadvantages;
- Independently analyse a source text of your choice (presentation).

**Coursework (pass/fail):** Preparation of course material, regular attendance, active participation and oral presentation: worth 4 ECTS.

**Assessment (graded):\*** Additional written term paper (of 5000–6000 words): worth 3 ECTS

**Deadline for Assessed Work:** 22 January 2023

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

<b>MA Seminar:</b>	<b>The Jewish American Novel</b>
<b>Instructor:</b>	<b>Axel Stähler</b>
<b>Time:</b>	Tuesday 14-16
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Philip Roth once defined himself as an American writer who happens to write about Jews. This statement of the celebrated “Jewish American” writer encapsulates the dilemma inherent in ethnic hetero-stereotyping no less than the complicated blending of cultural identities of American writers of diverse ethnic and religious backgrounds. The category of “Jewish American” writing has nevertheless been useful in acknowledging the notion of a distinctive corpus and practice of writing about Jewishness in America.

The “Jewish American” novel offers a significant contribution to American literature. Engaging with the struggles of immigrant life, the subsequent secure yet alienated middle-class existence, and eventually the singular challenges of cultural acceptance, assimilation and the resurgence of tradition, it has frequently been understood as an articulation, and negotiation, of the Jewish American experience.

As an example of early Jewish immigrant writing, we will discuss in this seminar Anzia Yezierska’s *Bread Winners* (1925). Saul Bellow’s *Herzog* (1964) and Philip Roth’s *Portnoy’s Complaint* (1969) are representatives of a ‘golden age’ of Jewish American writing. *The Ladies Auxiliary* (1999) by Tova Mirvis offers an insider perspective on the (fictionalized) Orthodox Jewish community of Memphis and reflects the geographical dispersion of Jewish Americans. Thane Rosenbaum’s *The Golems of Gotham* (2002), finally, is an imaginative attempt to explore the persistent impact of the Holocaust.

This course is thematically related to the MA seminar “Israel in American Fiction”.

**Required Reading:** All texts must be read before the first session; it is recommended that you purchase your own copies.

- Anzia Yezierska, *Bread Givers* (1925)
- Saul Bellow, *Herzog* (1964)
- Philip Roth, *Portnoy’s Complaint* (1969)
- Tova Mirvis, *The Ladies Auxiliary* (1999)
- Thane Rosenbaum, *The Golems of Gotham* (2002)

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

- attained a judicious understanding of the issues attending to ethnic hetero-stereotyping and the blending of cultural identities in the context of American literary production;
- become critically aware of the issues of defining Jewish and Jewish American literature;
- developed an appreciation of the productivity of Jewish cultural production in the American context and beyond;

- achieved an informed overview of the Jewish American novel and a number of paradigmatic texts;
- honed their analytical and interpretive skills;
- gained insights into the goals of cultural sustainability.

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

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

**Deadline for Assessed Work:** Essay 1: 04 November 2022; Essay 2: 06 January 2023

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

<b>MA Seminar:</b>	<b>Israel in American Fiction</b>
<b>Instructor:</b>	<b>Axel Stähler</b>
<b>Time:</b>	Wednesday 14-16
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** In the wake of the Holocaust emerged an initially hesitant literary engagement of Jewish American writers with the precarious existence of Israel that mostly participated in a discourse of political legitimization. Prominent examples are Meyer Levin's *My Father's House* (1947) and Leon Uris' world bestseller *Exodus* (1958), the latter of which was adapted into a similarly successful film by Otto Preminger (1960). Yet after the Lebanese War of 1982 the parameters for the literary engagement with Jewish national sovereignty changed dramatically. Coinciding with an increasing interest in Israel, a change of perspective emerged which prioritized the critical engagement with the moral integrity of the Jewish State and the contrastive negotiation of diaspora-Jewish and Israeli-Jewish identities, as reflected, for instance, in Philip Roth's diasporist novel *Operation Shylock* (1993). More recently, Jewish American writers of younger generations, such as Nicole Krauss in *Forest Dark* (2017), have continued to explore the confrontation with the Jewish 'other' in Israel. In recent decades, Israel has moreover increasingly been critically refracted through an Arab American perspective. Susan Abulhawa's *Mornings in Jenin* (2006/2010), for instance, focuses on the impact of the ongoing Israeli-Palestinian conflict. In this seminar, we will discuss these texts in their changing historical contexts as they reflect on American literary engagements with the Jewish experience but increasingly also give voice to a Palestinian perspective through the prism of Israel.

This course is thematically related to the MA seminar "The Jewish American Novel".

**Required Reading:** All texts must be read before the first session; it is recommended that you purchase your own copies; a scan of Levin's text will be provided on ILIAS.

- Meyer Levin, *My Father's House* (1947)
- Leon Uris, *Exodus* (1958); and eponymous film adaptation by Otto Preminger (1960)
- Philip Roth, *Operation Shylock* (1993)
- Susan Abulhawa, *Mornings in Jenin* (2010; first as *The Scar of David*, 2006)
- Nicole Krauss, *Forest Dark* (2017)

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

- will have developed a critically informed understanding of the history of the State of Israel and the so-called Middle East conflict and its representation in American literature;
- will exhibit a critical understanding of the ways in which creative literature can convey ideological, moral, and ethical purposes;
- will demonstrate critical awareness of the interplay between ideology and the imagination, politics, and literature;
- will have developed an informed appreciation of the interrelation of fact and fiction;
- will demonstrate a critical awareness of literature in its function as a vehicle of cultural self-reflection;

- have gained insights into the goals of cultural sustainability.

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

**Assessment (graded):\*** Mini-Project (40%; 1500 words): design of a cover and blurb for one of the novels on the reading list in addition to a rationale and critical reflection; Essay: (60%; 2500 words): critical essay on at least two texts with reference to relevant secondary literature.

**Deadline for Assessed Work:** Mini-Project: 04 November 2022; Essay: 06 January 2023

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



<b>MA Seminar:</b>	<b>The Postcolonial and/as Genre</b>
<b>Instructor:</b>	<b>Marijke Denger</b>
<b>Time:</b>	Friday 12-14
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Since their inception as an academic field in the 1980s, postcolonial studies have generally been understood to provide a set of (theoretical) tools for working politically on literature. Focusing on a variety of texts produced during and after the historical period of European imperial expansion, literary scholars have unravelled how discourse – that is, language understood as a device for representing and, crucially, making the world around us – has been used by writers, administrators and activists to establish and perpetuate, but also to unravel and challenge the uneven power structures that are a lasting legacy of the colonial era. As a result, postcolonial literature has mostly been understood as a political kind of literature: a literature where the question of *what* is represented is seemingly more important than the question of *how* that representation is achieved. In this seminar, we will delve into the issue of politics vs. aesthetics in postcolonial literature, drawing on texts written during and after the colonial period, portraying different historical and geographical settings, and associated with different genres. We will not only analyse their relation “to some real world out there”, but also consider whether “there [is] something intrinsically postcolonial about certain kinds of writing *qua* form, about their structures of feeling or the modes of attention they invite” (Boehmer). Thus, we will connect theories of genre and narrative to the question of how literature (co-) creates the conditions of our everyday lives.

**Required Reading:** E.M. Forster, *A Passage to India* (Penguin Classics ed.); B. Kojo Laing, *Woman of the Aeroplanes*; Multatuli, *Max Havelaar: Or, the Coffee Auctions of the Dutch Trading Company* (transl. David McKay and Ina Rilke). These texts will be made available at the Bugeno. Please purchase the suggested edition/translation. **These texts must be read before the first session; your knowledge of it may be subject to examination.** Shorter texts will be made available on ILIAS.

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

- have learnt to identify and work with key concepts in postcolonial studies;
- have engaged with theories of genre and narrative, and reflected on their relation to the subject-matter of different kinds of texts (e.g. novels, short stories and poems);
- have begun to think critically about the role of literature in shaping the socio-political structures it represents.

**Coursework (pass/fail):** Thorough preparation of the set texts, regular active participation in class, cumulative course work

**Assessment (graded):\*** Thorough preparation of the set texts, regular active participation in class, cumulative course work, seminar paper of 5000-6000 words (tbd)

**Deadline for Assessed Work:** 31 January 2023

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

**MA Seminar:** 'God is dead', said Nietzsche, or did he?: Reading Theology and Philosophy in Literature

**Instructor:** Zoë Lehmann Imfeld

**Time:** Thursday 12-14

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

**Course Description:** This course will introduce some of the major traditions in systematic theology as part of philosophical thought. The seminar starts from the claim that the Judeo-Christian philosophical tradition has a prominent cultural influence on the literature which we read today, up to and including contemporary novels. To understand and to identify these influences is to have an important insight into literary culture, regardless of one's own religious (or non-religious) stance. We will also be interested in the influence that such ideas have had on literary theory.

**Required Reading:** Please purchase copies of the following texts, noting the edition:

John Milton, *Paradise Lost*, Oxford World Classics ISBN 978-0199535743

Neil Gaimann, *American Gods*, Headline, ISBN 978-1472283337

(You are advised not to wait until the beginning of the semester to start reading these.)

Further material will be made available on ILIAS (Texts will include selections from Aristotle, Plato, Augustine, Nietzsche, Schopenhauer, Girard, Ricoeur, Lovecraft, and the Twilight Zone.)

Note that there is a significant reading load for this course, and students are expected to attend classes fully prepared.

**Learning Outcomes:** Students will deepen their familiarity with the major theological traditions dominating literary history, such as the Christian epic, and develop their understanding of the relationship between philosophy, theology and literature.

**Coursework (pass/fail):** active participation in seminar sessions and fulfillment of small written exercises during the course

**Assessment (graded):\*** all of the above and a seminar paper (5000 – 6000 words)

**Deadline for Assessed Work:** Friday, 03 February 2023

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

## Other Courses

**MA Workshop:** **Ethnographic Methods**

**Instructor:** **Kellie Gonçalves**

**Time:** Thursday 12-14

**Credit Points:** 3 ECTS

**Course Description:** According to Johnstone “ethnographic research almost always occurs in two phases, one relatively unplanned and exploratory, the second more systematic” (2000: 90). In this hands-on workshop, we will explore and thus engage in the “unplanned” and the “systematic” by looking into different ways in which ethnography can be employed as a methodological approach within a wide range of sociolinguistic and discourse studies. Students interested in this course should be aware that ethnographic practice requires commitments that are very different from other research approaches (Campbell and Lassiter 2015) especially as it has to do with a particular “way of being with people” centering around human relationships (ibid. 2015: 4). In these ways, ethnography in its traditional sense is a personal, social, and situated enterprise that largely draws on individuals own experiences where the personal, dialogic, and collaborative come to the fore to understand ‘culture’, and different socio-cultural practices of individuals and groups. Students will gain insight into ethnography’s tradition of systematic and empirical methods based on experience. The course will also introduce students to diverse types of ethnography suited for different research aims and projects including auto-ethnography, mobile ethnography, critical ethnography, and digital ethnography to name a few. Over the course of the workshop, students will carry out a small pilot project of their choice, where specific ethnographic methods must be employed based on their research aims and overall project design. This will give students the opportunity to practically implement, test, and refine methods discussed in the workshop with regards to data collection and fieldwork.

**Required Reading:** All texts will be available on ilias.

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

- identify the theoretical and methodological challenges in employing ethnographic methods as well as identifying the societal relevance of it;
- be able to critically engage with diverse theoretical and methodological concepts with regards to different kinds of ethnographic methods;
- describe and discuss different types of ethnographic methods and the different contexts in which they are used;
- engage directly with ethnographic methods and research design;
- gain research competencies through conducting empirical work and keeping a fieldnote journal;
- practice discursive competencies during class discussions.

**Coursework (pass/fail):** Students are expected to read all relevant texts, participate in class discussions as well as participate in research design and engage in fieldwork for at least 1 month. Fieldwork will include participant observation, conducting interviews with participants and keeping a journal of fieldnotes. The journal will be assessed at the end of term.

**Deadline for Assessed Work:** Wednesday, 14 December 2022

<b>MA Workshop:</b>	<b>Discovering a Medieval Manuscript: MS Ashmole 61</b>
<b>Instructor:</b>	<b>Hannah Piercy</b>
<b>Time:</b>	Wednesday 14-16 This course begins on 28 September
<b>Credit Points:</b>	3 ECTS

**Course Description:** What do romances, prayers, works of conduct literature, exempla, and saints' lives have in common? They were often included together in medieval manuscripts – such as Oxford, Bodleian Library, MS Ashmole 61. This workshop introduces students to the contents of this fifteenth-century Middle English manuscript and uses it as a springboard to reconsider how we read medieval texts. Modern editions often focus on single works or present multiple texts together according to modern understandings of genre, but medieval manuscripts frequently group together more eclectic material. We will explore how we might recover some of the connections medieval people may have perceived between works included in MS Ashmole 61, and we will reflect on how we might accept and work with discrepancies in perspective between different texts. We will read widely across the contents of MS Ashmole 61 to further our understanding of medieval literature and its material contexts, and to consider how we might preserve the strangeness and differences of reading medieval literature in the modern, digital world.

**Required Reading:** Please start reading texts from the Ashmole manuscript before the first session: you could start with *Saint Eustace*.

We will use the online TEAMS edition of the texts from MS Ashmole 61:

<https://d.lib.rochester.edu/teams/publication/shuffelton-codex-ashmole-61>.

We will also use the (unfortunately limited!) digitisation of selected folios from the manuscript: <https://digital.bodleian.ox.ac.uk/objects/13230b1f-f5a2-4868-a05e-ff0c8ed8c5f8/>.

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

- gained an understanding of how medieval manuscripts were made, written, and read;
- practised reading texts in Middle English (including reading aloud);
- read widely across different genres included in MS Ashmole 61;
- explored how texts within one manuscript might be read comparatively or as points of contrast to each other;
- explored how modern editions mediate the content of medieval texts and how we might situate medieval literature in its manuscript contexts;
- engaged with relevant critical and theoretical concepts;
- gained insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** Active and regular participation in workshop sessions and discussions; thorough preparation of set texts; other assignments such as written exercises depending on student numbers.

**Deadline for Assessed Work:** throughout the semester

**BMZ Lecture and Seminar:****Love and war in the Middle Ages****Instructor:****Annette Kern-Stähler and other Medievalists of the University of Bern and Guest Speakers****Time:**

Thursday 17-19

Preliminary meeting 22 September 16:15

Three debriefing sessions

**Credit Points:**

3 ECTS

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

**Course Description:** Bewaffnete Ritter belagern eine Burg, die von Frauen mit Blumen verteidigt wird; ein Paar wird vom Liebespfeil durchbohrt. Szenen wie diese zeigen, dass Liebe im Mittelalter oft auch als Kampf verstanden wurde und mit einer entsprechend zwiespältigen Emotionalität behaftet war. Das Spannungsfeld von höfischer Liebe und kriegerischer Auseinandersetzung prägt bis heute das Bild des Mittelalters in der Öffentlichkeit. Es soll deshalb im Rahmen der geplanten Vortragsreihe kritisch aus verschiedenen fachlichen Perspektiven betrachtet werden. Besonderes Augenmerk verdienen dabei zeitgenössische ethische Konzepte und deren Veränderungen in unterschiedlichen sozio-kulturellen Kontexten. Die Ereignisse in der Ukraine, die bei der Festlegung des Themas zum Jahreswechsel 2021/22 in ihrer erschreckenden Brisanz nicht vorhersehbar waren, verleihen Gegenstand eine zusätzliche Aktualität, die eine historisierende Aufarbeitung nahelegt.

**Vorbesprechung:** Am Donnerstag, 22. September 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 Spannungsfeld von höfischer Liebe und kriegerischer Auseinandersetzung 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):** Teilnahmebedingungen für die Anrechnung im Wahlbereich: Regelmässige Teilnahme an den Vorträgen, Besuch der obligatorischen Vorbesprechung und von drei Nachbesprechungen einzelner Vorträge nach Ankündigung (mit Prof. Kern-Stähler und Prof. Michael Stolz); Anfertigung eines Essays (Umfang: 2800 Wörter). Abgabetermin: 27 Januar 2023.

## Research Module

**MA Colloquium:** Language and Linguistics

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

**Time:** Monday 14-16

**Sessions:** 19 & 26 September, 17 and 31 October, 07 and 14 November+ one-day conference Friday 02 December

**Credit Points:** 2 ECTS

**Course Description:** The colloquium is for students who are either planning to write or are already in the process of writing their MA theses. The colloquium is also taught in collaboration with the Center for the Study of Language & Society (CSLS), with students from the MA Sociolinguistics programme also participating. Students are expected to be working on projects in the broadly defined fields of sociolinguistics and discourse studies. The colloquium offers students the chance to learn about general academic communication practices; to present their own work or to learn about other people's work; and to get feedback on their ideas from established researchers and peers.

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

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

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

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

- Students presenting their theses at the conference (i.e., presentation or poster) will be expected to prepare – and submit by fixed deadlines – an abstract and then a copy of their slideshow or poster. Poster students must attend the Poster Design session; presenting students must attend the Analysis Workshop.
- Students not presenting (i.e., in their first semester of the colloquium) are required to undertake a supplementary research exercise to warrant the 2 ECTS earned. Details are posted on the colloquium's ILIAS site.

Failure to attend the introduction, the foundation sessions (without a pre-approved exemption for ENS students), the poster design session (if relevant), the analysis workshop (if relevant), or any part of the one-day conference will result in extensive make-up tasks (e.g., a six-page annotated bibliography; typed reports on three or more conference presentations).

**Deadline for Assessed Work:** All work should be completed by the time of the conference and no later than 17:00 on the Friday of semester week 14.

<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>	29 September, 13 and 27 October, 10 and 24 November, 01 December
<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>	29 September, 13 and 27 October, 10 and 24 November, 01 December
<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>	22 September 11-12, 20 October 9-13, 24 November 9-13
<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

## PhD STUDIES

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

**Instructor:** David Britain

**Time:** Tuesday 14-16

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

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

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

**Instructor:**      **Crispin Thurlow**

**Time:**      **Monday 14-16**

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

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

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

**PhD and Research Colloquium:**      **Literary Theory**

**Instructor:**                              **Thomas Claviez**

**Time:**                                      Monday 13-16

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

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

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

**PhD and Research Colloquium:**      **Medieval Studies**

**Instructor:**      **Annette Kern-Stähler**

**Time:**      Wednesday 14-16

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

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

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

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

**Instructor:**      **Virginia Richter**

**Time:**      Block seminar

**Sessions:**      By appointment

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

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

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

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

**Time:**                                      Thursday 16-18

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

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

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



## Staff Research Interests and Professional Activities

**Sofie Behluli:** Anglo-American literature from the 19th century to the present, intermediality and ekphrasis, gender and women's writing, life writing, affect studies, originals/copies/aura.

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

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

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

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

**Amy Brown:** sexuality and gender studies, history of emotions, friendship in literary and social contexts, adaptation studies.

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

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

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

**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.

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

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

**Sarah Grossenbacher:** 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.

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

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

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

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

**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.

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

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

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

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

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

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

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

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

**Marion Troxler:** Contemporary literature, critical body studies, gender studies, feminist theory, hybrid bodies, blue humanities

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

## Staff Address List Autumn Semester 2022

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