

Course Booklet

Spring Semester 2023

20 February – 02 June 2023



Fuller Brooch, British Museum

Department of English
University of Bern
Länggassstrasse
3012 Bern

031 684 82 45 www.ens.unibe.ch

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Welcome from the Head of Department

Dear students, dear colleagues,

Welcome to the Spring Semester of 2023. I hope you have all had a restorative winter break, enjoying the snow nearby, or escaping to the sun further afield.

As usual, the Department is pleased to be able to offer a diverse range of courses at all levels, and there is a particularly musicky feel this semester - Prof Axel Stähler's along with Prof Cristina Urchueguía from the Department of Music teach a seminar entitled Broadway, and Prof Thomas Claviez, together with Prof Britta Sweers, also from Music, teach an excursion-based seminar Tracing 'da Blues'. Our Focus Module this semester is entitled Beyond Words: Literary and Linguistic Perspectives on the Senses, investigating, in both historical and contemporary perspectives, how literature and linguistics have engaged with human senses. It combines a lecture series (with contributions from Prof Annette Kern-Stähler, Prof Axel Stähler, Prof Crispin Thurlow, Dr Sofie Behluli, Dr Hannah Hedegard, Dr Gwynne Mapes and Dr Hannah Piercy) and a number of satellite seminars: Non-verbal communication,

Language and Gentrification, the Rhetorics of Food, and Touch: Medieval and Early Modern.

There are relatively few staff comings and goings this semester, rather a nice situation to be in after several years of retirements and new appointments. The Department does however welcome Dr Alberto Tondello, an Early Postdoctoral Researcher working in Prof Claviez's section, as well as Dr Joanne Pettitt who is visiting this semester from the University of Kent, in Canterbury – one of our treasured SEMP/Erasmus partner institutions. While she is here, she is co-teaching an MA workshop with Prof Stähler.

This is my last semester as Head of Department. I will hand over the ropes at the end of July to Prof Claviez. Have a productive semester everyone!

Bern, February 2023



Prof Dr David Britain,
Head of Department

Key Dates & Deadline

Course Registration & Deregistration

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

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

DEADLINES COURSE REGISTRATION

Autumn Semester	15 October
Spring Semester	15 March

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

Assessment Registration & Deregistration

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

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

Notes:

How to register and deregister in KSL: see

https://www.ens.unibe.ch/studies/deadlines_and_ksl_registration/ksl_registration/index_eng.html

Advanced Readings: see

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

BA Thesis Registration

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

The form to register your BA Thesis can be found on our [website](#).

SUBMISSION IN SPRING 2023

Project propositions	15 October '22
Supervisor deadline	15 November '22
Study counsellor and secretariat deadline	01 March '23
Thesis submission deadline	02 June '23

SUBMISSION IN AUTUMN 2023

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

MA Thesis Registration

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

The form to register your MA Thesis can be found on our [website](#).

GRADUATION IN AUTUMN 2023

Department registration deadline	01 December '22
Dean's Office registration deadline	01 December '22
Thesis submission deadline	05 June '23

GRADUATION IN SPRING 2024

Department registration deadline	13 June '23
Dean's Office registration deadline	13 June '23
Thesis submission deadline	05 December '23

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

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

General Information

KSL Registration: General information

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

KSL Registration: Special cases

LANGUAGE MODULES:

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

FOCUS MODULES:

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

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

BA COLLOQUIA:

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

MA COLLOQUIA:

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

MA Requirements

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

Attendance

Attendance is mandatory. If you miss a class, you must write to your instructor to apologise for your absence and explain why it was unavoidable. Students who miss more than 2 sessions of a workshop or seminar and more than 1 session of a colloquium will fail the course in question.

Communicating with the Secretariat and Study Counsellors

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

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

Diversity, Academic Freedom, and Content Warnings

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

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

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

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

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

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

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

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

Conduct and Correspondence Guidelines

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

General conduct

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

standards cease to apply.

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

Absences

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

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

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

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

Written correspondence

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

Openings and closings

Please always start 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 – Spring Semester 2023

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

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

A-L

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

M-Z

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

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

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

International Coordinator (Stay Abroad Enquiries)

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

Admission Enquiries (BA, MA, PhD)

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

Independent Studies Proposals

Contact any member of teaching staff

Independent Studies Coordinator

(please contact potential supervisor first)

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

KSL Enquiries

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

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

Enrolment for Theses and Exams

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

Library Enquiries

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

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

Nachteilsausgleich

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

Advisory Services

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

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

Academic Staff (SS23)

Dr. Sofie Behluli*
North American Literature and Culture
Ms Olivia Biber, M.A.
Modern English Literature
Dr. des Roman Bischof-Vegh*
North American Literature and Culture
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
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*
North American Literature and Culture
Mr Jonathan Sarfin, M.A.
North American Literature and Culture
Assoziierter Prof. Dr. Axel Stähler*
Literatures in English / North American
Studies
Ms Malaika Sutter, M.A.
North American Literature and Culture
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.*
North American Literature and Culture

** Teaching this semester*

Administrative Staff (SS23)

Administrators

Gabriela Burkhart
Sannie Germann

Please see the website for office hours

Drittmittel Administration

Bettina Rhyn-Holzer

By appointment

Directors' Assistant

Michael Boog

By appointment

ICT Supporter & Web Administrator

Fayaz Ali Khan / Martin Ritzmann

By appointment

Librarian

Sabrina Mutti

By appointment

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



The Students' Committee

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

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

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

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

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

Facebook



@StudentsCommitteeUniBe

(no Facebook account required)

Instagram



eng_sc_unibe

WhatsApp



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

(info group)

A week in the life of your instructor

by Professor Crispin Thurlow

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

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

Teaching/mentoring-related activities *

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

Admin-related activities

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

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

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

Research-related activities

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

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

Spring Semester 2023

BA STUDIES

Language Module

Course: Modern English Grammar II

Instructor: Beatriz Lorente

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

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

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

Required Reading:

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

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

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

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

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

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

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

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

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

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

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

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

Assessment (graded): Evaluation of written work. This course cannot be taken ungraded, all participants have to pass the assessment with an average of 4.0 in order to gain the credits.

Deadline for Assessed Work: Throughout semester

Core Curriculum

Lecture: Literary History

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

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

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

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

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

Coursework (pass/fail): All participants have to pass the ungraded exam. 60% required to secure a pass.

Exam date: The exam takes place in the twelfth semester week.

Resit date: The resit exam takes place in the thirteenth semester week.

Substitute resit date (for valid medical or other official reason): This exam takes place in the fourteenth semester week.

Seminar: **Analysing Language**

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

Time: Tuesday 14-16

Credit Points: 4 ECTS

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

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

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

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

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

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

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

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

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

Exam date: The exam takes place in the twelfth semester week.

Resit date: The resit exam takes place in the thirteenth semester week.

Substitute resit date (for valid medical or other official reason): This exam takes place in the fourteenth semester week.

Seminar: **Analysing Literature**

Instructors: **Roman Bischof-Vegh / Hannah Piercy /
Nicole Nyffenegger / Zoë Lehmann**

Times: Monday 14-16, Wednesday 16-18, Thursday 10-12,
Thursday 12-14 (students choose *one* out of the four
possible slots)

Credit Points: 4 ECTS

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

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

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

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

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

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

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

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

Assessment (graded): Exam on Monday, 15 May 2023, 14-16. Passing rate 60%

Resit Date: Thursday, 01 June 2023, 10-12

Focus Module Language & Linguistics and Literature: The Senses

BA Lecture: Beyond Words: Literary and Linguistic Perspectives on the Senses

Instructors: Annette Kern-Stähler / David Britain / Crispin Thurlow / Axel Stähler / Sofie Behluli / Hannah Hedegard / Gwynne Mapes / Hannah Piercy

Time: Wednesday 10-12

Credit Points: 3 ECTS

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

Course Description: In what the anthropologist David Howes (2006: 113) has called a ‘sensorial revolution,’ the senses have in the past few decades been gaining traction across the humanities and social sciences. Challenging the monopoly that the fields of psychology and neuroscience long held over the study of the senses, scholars working in the burgeoning field of sensory studies emphasise that perception is not only determined by cognition but informed by social values and shaped by culture. Analysing the sensorium as a whole, sensory studies critiques both the “*verbocentrism* of language-based models and the *ocularcentrism* of image-based models” (Howes 2022: 4). In this Focus Module lecture, taught by linguists and literary scholars from our department, we probe how language and literature not only articulate sensory experiences but contest dominant understandings of sense perception. Topics discussed in this lecture include: the articulation and mediation of sense perception in language and literature across periods and cultures; the disabled senses and language disorders; non-verbal and verbal sounds in communication; hierarchies of the senses; multisensoriality.

This lecture may be taken either as an independent lecture or (accompanied by one of the FM satellite seminars) as part of the Language/Linguistics and Literature Focus Module “The Senses”.

References:

David Howes 2016. ‘Charting the Sensorial Revolution.’ *Senses & Society* 1.1, 113-28.

David Howes 2022. *The Sensory Studies Manifesto. Charting the Sensorial Revolution in the Arts and Human Sciences* (Toronto: U of Toronto P).

Required Reading: Students are asked to read the material uploaded on ILIAS. This will also form part of the exam. Before the first lecture, please read the following article (on ILIAS):

- David Howes 2022. “Prologue: Coming to Our Senses.” *The Sensory Studies Manifesto. Charting the Sensorial Revolution in the Arts and Human Sciences* (Toronto: U of Toronto P), 3-19.

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

- the interdisciplinary field of sensory studies;
- various ways in which literary texts capture and mediate sense experiences;
- different sociocultural linguistic approaches to the senses;
- the communicative function of different senses;
- perspectives on perception and sensory experience;
- critiques of dominant models of perception.

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

Exam date: 17 May 2023

Resit date: 24 May 2023

* 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 and Deadlines* and find information about *Focus Module* under *General Information*.

BA Seminar Linguistics:**Nonverbal Communication: Sensing the City****Instructor:****Crispin Thurlow****Times:**

Monday 10-12

course starts on 27 February

mandatory fieldwork Sat 11 March (10-12:30);

mandatory outing Fri 05 May (10:00-12:00)

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: Nonverbal Communication (NVC) is a major field of scholarship; it is also an extensive field covering many different modes of human communication and behaviour, although often with a visio-centric bias. The current seminar offers an applied and theoretical focus on NVC by attending to the experiences and expertise of people living with visual impairments. Accordingly, the syllabus examines the intersection of three specific meaning-making systems: *proxemics* (space and built environment), *haptics* (touch and texture) and *sonics* (non-linguistic sound). At the heart of the seminar is a fieldwork-based “Sensing the City” assignment in which all students will learn about and investigate how people with visual impairments regularly navigate space and how they learn to “read” complex, multi-sensory environments. In this case, Bern itself will be our primary site for analysis and intervention, and we will collaborate with a London-based soundscape expert, Rosie Oliver, who will be making two visits to Switzerland. For students taking the seminar for a grade (see below), this assignment will culminate in the design of a soundscape of Bern and developing a disability-accessible sound tour of the city.

On Saturday 11 March (10:00 to 12:30), at the end of the third week of the semester, there will be an excursion in Bern where we will do fieldwork with the London-based soundscape expert; this excursion is mandatory and there is no make-up available. If you cannot be certain of your participation, then please do not register for the seminar.

On Friday 05 May (10:00 to 12:00), at the end of the tenth week of the semester, there will be an organized outing to the Museum of Communication in Bern. This visit is likewise mandatory and forms the basis of an alternative-format reading quiz. If you cannot be certain of your participation, please do not register for the seminar.

Required reading: There will be a sizeable amount of reading to be completed in the form of scholarly chapters or articles all made available on ILIAS. Your grasp of these readings will be essential for your understanding and for our in-class discussions; your grasp will be assessed in a series of reading quizzes during the semester. The first three foundational readings must be completed BEFORE our first meeting on Monday 27 February (i.e., second week of the semester).

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

- have a foundational understanding of nonverbal communication theory;
- have a more specialist understanding of several major but less-studied nonverbal modes;
- understand how scholars describe/analyze different aspects of nonverbal behaviour;
- be able to make connections between NVC theory and its “real world” applications and contexts.

Coursework (pass/fail): In order to pass this seminar with 4 ECTS you will need to: (a) achieve an average grade of at least 80% for six reading quizzes; (b) satisfactorily complete the preliminary “Sensing the City” excursion and fieldwork exercise/report; and (c) engage fully in all discussions, especially with any invited guests.

Assessment (graded):* In order to earn 7 ECTS (with a grade), and in addition to the basic coursework requirements, you will need to complete the full “Sensing the City” assignment by conceiving, designing, and producing two digital publications: a soundscape of Bern and a disability-accessible sound tour of the city. 50% of your grade for this project will be awarded based on the draft/s presented during a showcase on 22 May (together with our invited soundscape expert); the remaining 50% will be based on the completed publication/s.

Deadline for Assessed Work: Friday 09 June 2023

* 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 and Deadlines* and find information about *Focus Module* under *General Information*.

BA Seminar Linguistics:	Rhetorics of Food
Instructor:	Gwynne Mapes
Time:	Tuesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

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

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

Course Description:

Discourse. Materiality. Power. These are the sinews that connect rhetoric to food. Food is central to humankind. It is a requirement for survival, but also functions as a defining element of human culture and identity. Modes of producing, distributing, consuming, and marketing food have socioecological, socioeconomic, and socio-political motives and consequences. (Frye and Bruner 2012)

As the quotation above illustrates, food's importance to culture and social life is without doubt. It is inherently discursive: made meaningful through the way we talk or write about it and the way we communicate in/around our eating. It is precisely because of the scale and influence of food that scholars in fields like anthropology, sociology, history, cultural studies, geography and linguistics/discourse studies have become interested in exploring the cultural practices by which food is organized and experienced. This diverse body of research reveals food's powerful role in shaping and reflecting such things as the performance of identity, ideologies of difference and distinction, the meanings of place (especially re: locality), and the production and consumption of visual-material culture, all of which intersect with relations of power/inequality. Indeed, food practices seldom merely reflect a culture; food practices, and food discourses, can be seen as instrumental in *producing* culture.

From a fully interdisciplinary perspective, this seminar examines food as a "discursive formation" – a way of knowing and ordering the world established through language, communication and other social processes. Throughout the semester we will look at food discourse from various historical, critical, and cultural perspectives. In addition to following a series of independent (but guided) readings, you will be invited to undertake your own applied research on food discourse as a way to experiment with various disciplinary modes of gathering and analyzing data.

Required Reading: The course will rely on a series of articles and chapters made available on ILIAS. You will be expected to pursue this reading material independently, guided by reading quizzes and in-class discussions.

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

- have a reasonable understanding of a range of interdisciplinary perspectives on food discourse;
- are attuned to the role of language and social interaction in the ongoing organization, evolution, and reinforcement of food practices;
- understand how academics from different traditions use certain methods for analyzing different aspects of food in society;

- are able to apply these methods in their own investigations of food discourse and food practices;
- have a good critical awareness of the cultural politics of food discourse as a mode of representing the world and as a way of organizing social relations.

Coursework (pass/fail):* Students' learning and effort for this seminar will be assessed through regular reading quizzes and an in-class presentation.

Assessment (graded): In addition to the work outlined above, students wanting a 7-ECTS grade for this seminar will need to complete a research paper on a topic of their choosing.

Deadline for Assessed Work: Final papers must be completed and submitted by Friday, 30 June 2023.

* 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 and Deadlines* and find information about *Focus Module* under *General Information*.

BA Seminar Literature:

Broadway

Instructors:

Axel Stähler / Cristina Urchueguía

Time:

Tuesday 16-18

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

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

Note: Students from the Department of English should register for the corresponding version of the seminar on KSL which includes the options of attendance (4 ECTS) and graded assessment (3 ECTS).

Course Description: More than just a road in Manhattan, Broadway has become synonymous with the commercial theatre industry in America. Especially Times Square and the area extending from about W. 41st to W. 65th Street accommodate more than 40 professional theatres which constitute “Broadway”. One of the main tourist attractions of New York City, “Broadway” caters to tens of millions of visitors every year. Yet the phenomenon of “Broadway” has also a historical dimension that reaches back to the eighteenth century.

In the course of this interdisciplinary seminar, we will enquire into the history of “Broadway” as well as its social, cultural, and political functions across the centuries, also in relation to other centres of the theatre industry. More specifically, looking at a range of dramatic and musical productions from the eighteenth to the twenty-first century, the seminar will focus on the intermedial aspects of many Broadway productions: which textual strategies, generic shifts, and strategies of musical dramaturgy as well as elements of scenography, technology, acting, choreography, and marketing strategies may be observed in the respective creative processes? In which ways do they interact in the production of musical theatre? In how far have some of the texts discussed achieved model character and how do they interrelate with others? What is the relationship between Broadway musicals and the early sound film?

The seminar will commence with an exploration of John Gay’s *The Beggars’ Opera* (1728), first performed in London, but adapted to Broadway in 1751 (Nassau Street Theatre) and, again, in 1855 (Broadway Theatre) and frequently revived into the twentieth century. This will be followed by Gilbert and Sullivan’s phenomenally successful comic opera *The Mikado* (1885), another import from Europe, that was first performed on Broadway at the Fifth Avenue Theatre (1886) and has remained a popular staple of Broadway ever since. Samson Raphaelson’s play *The Jazz Singer* (1925) was produced simultaneously at the Fulton Theatre and the Cort Theatre (1925–26). Today best known for its controversial use of blackface, it explores challenges to Jewish identities in America and was famously turned into the first sound film, which premiered in 1927 in Warner’s Theatre – on Broadway (W. 51st Street). The extremely popular musical *Oklahoma!* (1943; St James Theatre, 1943–48), most recently produced at the Circle in the Square Theatre (2020), was composed by Richard Rodgers and was conceived by its author Oscar Hammerstein as a new American folk opera. Based on the play *Green Grow the Lilacs* (1930) by Lynn Riggs, which premiered at the Guild Theatre on Broadway in 1931, it evokes the myth of the Wild West and was adapted into a film in 1955. Finally, *Fiddler on the Roof* (1964), first produced successively at the Imperial Theatre, the Majestic Theatre, and the Broadway Theatre (1964–72), was based on the Yiddish writer Sholem Aleichem’s *Tevye the Dairyman* stories (1894). The musical, written by Joseph Stein and composed by Jerry Bock, conveys a nostalgic vision of *shtetl* life prior the Holocaust. It had numerous revivals and was turned into a successful film in 1971.

Required Reading: It is strongly recommended that students read all texts prior to the first seminar session; PDF files will be provided on ILIAS as indicated.

- Gay, John. *The Beggars' Opera* (1728).
- Gilbert, William Schwenck and Arthur Sullivan. *The Mikado* (1885).
- *The Jazz Singer* (1927; dir. Alan Crosland) [film].
 - original text: Raphaelson, Samuel. "Day of Atonement" (1922; PDF will be provided).
- Hammerstein, Oscar and Richard Rodgers. *Oklahoma!* (1943).
 - original text: Riggs, Lynn. *Green Grow the Lilacs* (1930; PDF will be provided).
 - film adaptation: *Oklahoma!* (1955; dir. Fred Zinnemann).
- Stein, Joseph and Sheldon Harnick. *Fiddler on the Roof* (1964; PDF will be provided).
 - original text: Aleichem, Sholem. *Tevye the Dairyman* (1894).
 - film adaptation: *Fiddler on the Roof* (1971; dir. Norman Jewison)

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

- have developed, and honed, their analytical and interpretive skills of literary and musical texts;
- have a critical understanding of processes of intermedial artistic creation;
- demonstrate a critical awareness of artistic production as a vehicle of cultural self-reflection;
- be able to tell the difference between different musico-theatrical genres like opera, musical, operetta, *singspiel*;
- know the basic styles of music-theatrical expression like aria, song, recitative, duett, ensemble-scene, action-scene, "solita forma" and can describe their respective functions;
- be able to recognise elements intended for a musical use in a textbook or libretto;
- have a basic knowledge about the musical infrastructure of Broadway theatres.

Students from the Institute of Musicology are, moreover, expected:

- to be able to recognise musical aspects in a score and to describe their technique and music-dramaturgical function.

Coursework (pass/fail): Regular attendance and active seminar participation; student groups take responsibility for individual seminar sessions.

Assessment (graded):* Mini-Project (40%; 1,500 words): design of a poster for one of the musical texts/films on the reading list in addition to a rationale and critical reflection; Essay (60%; 2,500 words): critical essay with reference to relevant secondary literature.

Deadline for Assessed Work: Mini-Project: 05 May 2023; Essay: 16 June 2023

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

BA Seminar Literature: Literature, Postcolonialism and the Senses

Instructor: Marijke Denger

Time: Friday 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: From the mid-17th century until the mid-20th century, Britain ruled over an empire that, at its height, was the largest empire in history, encompassing a vast range of climates, landscapes, peoples and cultures. Firstly, we will explore how literature was involved in creating, but also complicating, the ideological underpinnings of British global hegemony. Secondly, we will look at literature written in the aftermath of empire and ask how the unequal power structures around which colonialism revolved continue to influence peoples' lives. Our overarching theme – our lens through which to approach a variety of texts and the contexts with which they engage – will be that of the senses. How do sights and sounds, the tastes of a seemingly long-lost world or a character's severely impaired ability to perceive the world around them impact on the stories told, and the histories represented, in (post)colonial texts? Throughout this course, we will explore these and other questions related to a field of literature that can help us understand how to shape and sustain our relations with various others.

Required Reading: Yvonne Edwards, *A Cupboard Full of Coats*; E.M. Forster, *A Passage to India*; Michael Ondaatje, *The English Patient*. These books will be made available for purchasing at the Bugeno.

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

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

- have become familiar with some of the key concepts and concerns of postcolonial studies and learnt to apply these to their reading of (post)colonial texts;
- have engaged with the concept of the senses as a tool for literary analysis;
- have gained insight into the continued relevance of studying colonial texts and contexts, and the goals of cultural sustainability.

Coursework (pass/fail): Regular attendance and active participation, 1'000 word mini-essay (to be presented and discussed in class)

Assessment (graded):* Regular attendance and active participation, 1'000 word mini-essay (to be presented and discussed in class), 4'000 word seminar paper

Deadline for Assessed Work: 17 July 2023

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

BA Seminar Literature: Touch. Medieval and Early Modern

Instructor: Nicole Nyffenegger

Time: Thursday 14-16

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

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

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

Course Description: Part of the Focus Module on the senses, this course is about the sense of touch in medieval and early modern literature. Touch was as multivalent then as it is now: it entails both the active sense of touching and the passive one of being touched, the physical and the metaphorical, and anything between the negative sensation of pain and the positive one of pleasure. The sense of touch speaks to encounters between humans and animals, nature, objects, the divine; between self and world. Our discussions of medieval and early modern representations of touch will cover texts from diverse genres such as saints' lives, romance, and sonnets. Our readings will be informed by recent critical work in the studies of the senses, materiality studies, human-animal studies, and studies on the body.

Required Reading: All the relevant primary and secondary texts will be uploaded onto ILIAS. Please check ILIAS shortly before term for the (short) reading in preparation for the first session.

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

- gained an insight into the field of sensory studies;
- as well as related fields such as materiality studies and body studies;
- analysed medieval and early modern texts from a variety of genres;
- further honed their skills at textual analysis, academic discussion;
- and academic writing.

Coursework (pass/fail): Thorough preparation of set texts, active participation, regular presence, short presentations and writing exercises (format depending on student numbers).

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

Deadline for Assessed Work: 15 June 2023

* 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 and Deadlines*.

Free-Standing Lectures and Seminars

BA Lecture: The Recent History of English

Instructor: David Britain

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

Course Description: How did the structure of English come to be as it is now? What processes led to the enormous variety of forms of the language? This course picks up from where the *Earlier Englishes* course finished, and brings the history of English right up to the present day. We examine the following:

- The roots of contemporary non-standard forms of English which go back deep into the historical past of the language. We critique the idea that non-standard forms are therefore simply present-day 'errors'.
- The linguistic processes which have changed English in the past 500 years: we look at changes in phonology (e.g. vowel shifts, vowel mergers, vowel splits, chain shifts, consonantal changes, prosodic changes), morphosyntax (e.g. grammaticalisation, the emergence of do-support, changes in verbs of possession, obligation, future tense) and discourse-pragmatic change (e.g. change in quotatives, etc)
- In doing so, we demonstrate the critical role of language variation, on the one hand, and the social context, on the other.
- We also take into consideration the effects of colonisation and migration on the formation of contemporary English.
- We consider changes that are in progress today, whether these changes began in the 15th century or the 21st, to understand why English is as it is in 2023.
- The course will be useful for those who are interested in the history of English, as well as those who want to brush up their understanding of variation and change in contemporary English phonology, morphology and syntax.

Required Reading: Will be put on ILIAS. There will be a reading each week in preparation for the lecture.

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

- will have learnt about the linguistic processes which have led to the (variable) structure of contemporary English;
- appreciate the deep historical roots of forms of English that are today deemed non-standard.

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

Exam Date: 16 May 2023

Resit date: 23 May 2023

* 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*.

BA Lecture: Introduction to Forensic Linguistics

Instructor: Hannah Hedegard

Time: Wednesday 12-14

Credit Points: 3 ECTS

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

Course Description: This course is, as the name suggests, a broad overview of the key principles and sub-disciplines within the field of Forensic Linguistics i.e., a domain that sits at the intersection of language and law, but also that of academic scholarship and public governance.

Week by week we will explore how the diverse but complementary theoretical frameworks of several (socio)linguistic genres underpin the field, namely language variation and change, critical discourse studies, philosophy of language, and translation studies. This will be done through a survey of forensic linguistic applications, methods, and principal issues, that starts with forensic phonetic themes such as speaker comparison and profiling (i.e., deducing the identity of a voice in audio evidence), and then moves on to how sociophonetic science is used in the asylum/immigration context – Language Analysis for the Determination of Origin (LADO). Similarly, identification practices with written texts will be discussed e.g., in authorship analysis of death threat mail and suicide letters, alongside the multimodal examination of trademark infringements.

After *evidential* forensic applications, we will also focus on the interactional disparities and influence created via the language employed by both perpetrators and officials in crimes, legal proceedings and operations, including contexts like cyber trolling and grooming, the co-construction of court discourse, police interviews and Miranda rights, false confessions, as well as rhetorical strategies for the elicitation of sensitive information by undercover agents in terrorist groups. For several of these themes, lead practitioners and scholars in the UK and Switzerland will present guest lectures on their work/research. Finally, we will discuss the role of an “expert linguist” in practice, and address the question of ethical and professional obligation: are linguists morally bound to assist/intervene in legal casework?

Content warning for this course: gun violence, sexual/physical abuse, suicide.

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

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

- understand the key themes and disciplines in current Forensic Linguistic research and practice;
- are familiar with up-to-date theoretical frameworks and methodologies employed in the field;
- comprehend the multi-faceted nature of the relationship between law and linguistic scholarship in this applied sociolinguistic discipline.

Assessment (pass/fail or graded):* pass/fail or graded, passing grade is 70%

Exam date: 24 May 2023

Resit date: 31 May 2023

* 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 and Deadlines*.

BA Lecture: **An Introduction to Medieval English Literature: Texts, Authors, Concepts**

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

Time: Tuesday 12-14 (Starting on 28 February 2023)

Credit Points: 3 ECTS

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

Course Description: Aimed primarily at BA students and MA students with little preliminary exposure to Old and Middle English literature, this lecture offers an introduction to medieval literature (7th to 15th centuries). You will re-encounter, and engage further with, some of the texts you studied in your Earlier Englishes class and Literary History lecture, such as *Beowulf*, selected Middle English romances, the *York Mystery Play*, *The Book of Margery Kempe*, and some of Chaucer's *Canterbury Tales*. The lecture will also introduce you to some of the more recent approaches to medieval literature and culture and to the burgeoning field of medievalism, which is interested in the ways in which the medieval period has been imagined in subsequent periods.

Required Reading: Texts will be uploaded on ILIAS. Please purchase your own copy of the *Riverside Chaucer*.

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

- have acquired an overview of Old and Middle English literature;
- are familiar with some of the more recent approaches to medieval literature;
- have deepened their knowledge of Old and Middle English.

Assessment (pass/fail or graded)*

Exam date: 16 May 2023

Resit date: 23 May 2023

* 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 and Deadlines*.

BA Seminar:

Language & Gentrification

Instructor:

Kellie Gonçalves

Time:

Monday 12-14

Credit Points:

4 ECTS (+ 3 ECTS for graded assessment)

Open to students from other departments as Wahlbereich?

☐

Yes

☒

No

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

Course Description: The term gentrification was coined by British sociologist, Ruth Glass in the 1960s after observing the influx of a new ‘gentry’ that were well educated and financially better off than their working-class neighbors in different London neighborhoods. Today, gentrification processes continue to take place in various parts of the world in both urban and rural areas. In fact, because people, capital, material, ideas, and an array of other semiotic and cultural resources circulate the world faster than before, metropolitan centers around the world are being restructured and thus “recast”, with gentrification processes emerging as a significant factor and type of “global urban strategy”. Why does this matter and what does it have to do with language? Language and urban identity have long been at the forefront of sociolinguistic inquiry, but as we know identity (whatever kind) is never static. In this course, we will be exploring gentrification processes in urban centers (and rural places) that have experienced major changes in their socio-demographic makeup as a result of socio-economic and political processes since the onset of neoliberal politics and policies that have affected revitalization processes on the one hand, and human displacement on the other. The aim of this course is therefore to understand how gentrification processes occur at different local, regional, national, and global levels where residents are rapidly renegotiating their social, cultural, ethno-racial and urban identities of place. This requires an unpacking of how language and other discursive and semiotic processes work together in the shaping and creation of place and belonging. This entails capturing the more visible role that language and its ideological underpinnings specifically play in the expression of both individual and group identities as well as place-making practices. As such, the course will allow students to critically engage with current debates on gentrification and the varied methodological approaches used to understand these processes from an interdisciplinary perspective. The course draws on work from sociolinguistics, social semiotics, sociology, human geography, and urban studies.

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

Learning Outcomes: Through this course, students will:

- be able to critically engage with theoretical concepts and current debates about gentrification from different interdisciplinary perspectives;
- become familiarized with different theoretical frameworks and methodological approaches used to study gentrification from both a quantitative and qualitative perspective;
- carry out a small empirical study on their own and present their findings to the class;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and oral/poster presentations.

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

Assessment (graded): Regular attendance, active participation in class discussions, data collection, data analysis, an oral presentation/poster and a written seminar paper of approximately 4,000 words.

Deadline for Assessed Work: Friday, 07 July 2023

* 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 and Deadlines* and find information about *Focus Module* under *General Information*.

BA Seminar: Sound (R)evolution: Phonetic Variation in World Englishes
Instructor: Hannah Hedegard
Time: Thursday 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:

“English is a language - *the* language - on which the sun does not set, whose users never sleep”
- Quirk 1985:1

Now estimated to be spoken by 20% of the world’s population, there can be no doubt that English is the most wide-reaching language on earth. Whether spread by colonialism or globalisation, English has been adopted, adapted, borrowed from and supplemented by innumerable countries, cultures and communities, each with their own complex language economies and societal dynamics. Thus, the definition of what English sounds like has been, and still is being, expanded drastically since its origins in the British Isles. This seminar celebrates the phonetic diversity of the language, exploring the accents of Anglophone communities in all corners of the globe.

Taking a variationist sociolinguistic perspective, each class is devoted to a different variety of English, ranging from the familiar and well-researched Indian English to lesser-known dialects such as Gibraltar English at the southern tip of Spain, and Torres Strait Islander English at the northern tip of Australia. We will look at empirical studies of these dialects that provide sociolinguistic insight into Englishes which have emerged through contact with (an)other language(s), and answer questions such as a) what phonetic features do these disparate dialects share, and why, and b) in what ways do these varieties fit/challenge the theoretical frameworks put forward by sociolinguists to account for the development of World Englishes?

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

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

- Understand the range of socio-historical and linguistic factors influencing language evolution and change in contact varieties of English;
- Grasp key methodologies and frameworks in the field of World Englishes;
- Have investigated one such World English variety in an independent study.

Coursework (pass/fail): class participation, final presentation

Assessment (graded):* class participation, final presentation, 3000-4000 word paper

Deadline for Assessed Work: 07 July 2023

* 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: Analysing Bernese English
Instructor: Danielle Tod
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: Research in the field of language variation and change is concerned with identifying patterns of variation inherent to human communication, by observing the distribution of linguistic variables across a community, and unpacking what this tells us about language change and social meaning. This hands-on course provides students with the skills required to independently carry out a quantitative analysis of a linguistic variable using a corpus of spoken Bernese English. Students will become familiar with the steps required to conduct a variationist analysis such as data transcription, token extraction and coding, basic statistical analysis, and presentation of quantitative findings. Students will also learn how to critically reflect on these findings in the context of World Englishes, commenting on what these findings suggest about language variation and change. In the final weeks of the course, results of independent analyses will be presented in a small in-class conference. The aim of the course is to provide students with the tools and experience to be able to independently carry out quantitative analysis for language variation and change.

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 independently carry out a quantitative analysis of a linguistic variable for language variation and change, including the ability to:

- transcribe spoken data (using software ELAN);
- extract and code tokens of a variable;
- carry out basic statistical analyses;
- present quantitative results; and
- interpret these results in the context of World Englishes.

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 30 June 2023

* 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: Exploring American Short Stories of the Twentieth Century
Instructor: Roman Bischof-Vegh
Time: 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: By the beginning of the twentieth century, the short story had already developed into a defining genre within American literature. Writers such as Edgar Allan Poe, Herman Melville, and Charlotte Perkins Gilman had left their marks on the genre and developed it into a highly sophisticated form of writing. Considered a “national art form” by many writers and critics, exploring the American short story of the twentieth century offers an opportunity to discuss both intricate questions concerning literary form and the relationship between literature and its sociohistorical context. In this course, we will read one short story per session and engage closely with its themes and formal features while addressing questions of genre, rhetoric, narrative form, as well as contextual aspects of the text’s composition and reception. Works by Susan Glaspell, Ernest Hemingway, Zora Neale Hurston, Alice Walker, George Saunders, and others will help us trace the transformations of the American short story throughout the twentieth century and discuss its merits as art form and as cultural engagement with a great range of concerns within American society.

Required Reading: All short stories and secondary sources will be uploaded to ILIAS, so there is no need to purchase books for this course. There will be mandatory reading for each session, including the first one, so please check the ILIAS platform well in advance!

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

- have developed a fundamental understanding of the twentieth-century American short story, of its central themes and concepts and of its development throughout the century;
- understand the various contextual aspects that are relevant for the short stories under discussion;
- 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 (3,000-4,000 words)

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

BA Seminar: **Is the Future Female? Futures of Reproduction in Dys-/Utopian Fiction**

Instructor: **Sabine von Rütte**

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: “THE FUTUR IS FEMALE” – or is it? At a time when ecological catastrophe threatens the future of our planet and reproductive rights are being attacked and repealed, the question not only how future generations will survive, but how they will be birthed and parented is as urgent as ever. In this course, we turn to utopian and dystopian narratives that imagine different regimes of reproduction and mothering to find out how they grapple with the above questions. We will explore literary and cinematic (re-)imaginings of reproduction through the lenses of gender, race, class, ecocriticism and more. In our exploration, we will combine formal and aesthetic analysis with critical, theory-informed readings to sharpen our argumentative and close reading skills. Our corpus will include a variety of works from both literature and film, such as Charlotte Perkins Gilman’s *Herland* (1915), Margaret Atwood’s *Oryx and Crake* (2003), Louise Erdrich’s *Future Home of the Living God* (2017), or Boots Riley’s 2018 film *Sorry to Bother You*.

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

Required Reading: Shorter texts will be made available on ILIAS. In preparation, students are expected to acquire and read the following texts (we will discuss them in chronological order):
Charlotte Perkins Gilman’s *Herland* (1915)
Margaret Atwood’s *Oryx and Crake* (2003)
Louise Erdrich’s *Future Home of the Living God* (2017)

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

- have strengthened their close reading skills and are able to come up with an original interpretation of a text based on their observations;
- have improved their critical thinking, discussion, moderation and writing skills;
- can tease out important themes and motifs, stylistic elements and narrative devices of a literary text (or film);
- can apply relevant theoretical concepts to key texts of u-/dystopian literature;
- can critically engage with the intersections of race, class, gender and climate in u-/dystopian literature;
- have gained insight into relevant academic thought on motherhood and reproduction.

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

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

Deadline for Assessed Work: 18 July 2023

* 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 and Deadlines*.

Optional Courses

BA Workshop: Transcription Methods

Instructor: Kellie Gonçalves

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: In a (1979) seminal paper, Ochs talks about ‘transcription as theory’. This is because the choices we make when representing speech are ideologically and politically driven. For most scholars of language, transcripts serve as *the* main data source for their ensuing analyses, and different kinds of transcription methods serve different research purposes when studying particular sociolinguistic and communicative phenomena. In this hands-on workshop, students will gain a broad overview of diverse transcription methods used within contemporary sociolinguistic research including conversation analysis, narrative analysis, (generic) discourse analysis, and interactional sociolinguistics. As such, students will be introduced to the ways in which audio and video recordings can be carried out and later transcribed. Students will become familiar with relevant programs such as ELAN in order to learn and produce time-aligned transcripts for analytical purposes. Over the course of the workshop, students will also carry out a small pilot project of their choice, where specific transcription methods will be employed based on their research aims and interests and overall project design. For example, if students are interested in conversation analysis and thus talk-in-interaction, their transcripts will closely examine how words are produced with a focus on their timing and include a range of non-linguistic cues such as laughter, pause lengths, gestures, use of artifacts and more. Such projects will give students the opportunity to practically implement, test, and refine methods discussed in class with regards to different types of data.

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 diverse transcription methods as well as identifying the analytical relevance of them;
- identify, describe, and discuss different types of transcription methods and the different contexts in which they are used;
- engage directly and in-depth with one specific transcription method and research design;
- gain research competencies through conducting empirical work;
- 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 (data collection). Fieldwork will include carrying out audio and/or video recordings with individuals, which will later be transcribed and presented to the class in either a poster or presentation format.

BA Workshop (Excursion):	Christianising the North: Medieval Literature in Context
Instructors:	Will Brockbank / Annette Kern-Stähler / Christian Hesse / Isabelle Schürch
Dates and Times:	23 February 13:30–18:00, and 24 February, all day (colloquium); 09–15 May (excursion)
Credit Points:	3 ECTS

Course Description: ‘What happened in the Church in the various regions of the province of the Northumbrians, from the time when they accepted the faith of Christ until the present, I learnt of [...] by the faithful testimony of innumerable witnesses who might know of or remember this.’ So wrote the historian Bede in the preface to his monumental *Ecclesiastical History of the English People*, completed in Latin in AD 731. In this workshop with an excursion to the U.K., students too will have the opportunity to bear ‘faithful testimony’ to Bede’s native Northumbria, visiting such significant early medieval Christian sites as: Bede’s own church of St Paul’s in Jarrow (South Tyneside, near Newcastle); the home of St Cuthbert on the tidal island of Lindisfarne (also the site of the first recorded Viking raid in Britain); Cuthbert’s final resting place at Durham Cathedral; the crumbling Roman remains of Hadrian’s Wall to the north; and Whitby, the place where Northumbria finally accepted the religious superiority of Rome to the south (a seaside town also featured, famously, in Bram Stoker’s *Dracula*). In order to prepare for this excursion, students will participate in a colloquium, spread over two days, at which they will give presentations based on their own research into the literature and the history of Northumbria in the seventh and eighth centuries.

Required Reading: Students are asked to read the (extracts from) primary texts uploaded on ILIAS **BEFORE** the study trip.

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

- acquired an understanding of the literature and history of early medieval Northumbria;
- developed their research and presentation skills via the colloquium;
- learnt how to read literary documents in light of their historical milieu;
- nurtured an appreciation for literary, historical, and religious significance of the early medieval kingdom of Northumbria.

Coursework (pass/fail): Attendance of and preparation for both days of the colloquium, the week-long study excursion, and two short presentations (one colloquium presentation, one presentation on site).

BA Workshop: Reading Old English Poetry

Instructor: Will Brockbank

Time: Wednesday 14–16

Credit Points: 3 ECTS

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

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

Course Description: To adapt the words of Mark Twain, ‘A person who has not studied [Old English] can form no idea of what a perplexing language it is.’ But, like the German language of which Twain was speaking, Old English needn’t be a perplexing language at all. In order to pierce the fog of unfamiliar words, inflexions and phonology, this course will introduce students to five monuments of Old English poetry, revealing some of the literary and linguistic wonders of this thousand-year-old poetic tradition. After being introduced to the earliest surviving piece of English literature, *Cædmon’s Hymn*, students will then study: *The Battle of Brunanburh*, a tenth-century panegyric poem; *The Dream of the Rood*, the earliest example of dream literature in Western Europe; *The Wanderer*, a moving elegiac poem of loss and consolation; and, finally, a relic from an older Germanic tradition known simply as *Deor*. As a workshop, this course will allow students to engage with these texts in a hands-on way through translation and transcription exercises, literary and linguistic analysis, and short class presentations introducing each text.

Required Reading: As the core textbook for this workshop, the following title must be purchased before the course starts. Students should read the introduction to the commentary on pp. 43–49 before the first session.

John C. Pope, *Eight Old English Poems*, rev. by R.D. Fulk, 3rd edn (New York: W.W. Norton, 2001). ISBN 9780393976052.

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

- developed their ability to read Old English;
- gained a nuanced understanding of Old English poetry and poetics;
- situated the poems under discussion in their literary and historical contexts;
- acquired a sense of the importance of manuscript culture in medieval England;
- and nurtured an appreciation of the alterity of medieval texts and textuality.

Coursework (pass/fail): Preparation of set passages in advance of each session.

BA Workshop:**Reading *The Satanic Verses*****Instructor:****Ursula Kluwick****Time:**

Wednesday, 8.30-10.00, biweekly (22 Feb, 8 March, 22 March, 5 April, 19 April, 3 May, 17 May, plus excursion to Zurich, *tbd*)

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:

Following the stabbing of Sir Salman Rushdie on 12 August 2022, this workshop invites students to read Rushdie's novel *The Satanic Verses*, the book which has earned its author the death sentence his attacker was apparently trying to execute. Published in 1988, as Rushdie's fourth novel, *The Satanic Verses* is both a critically highly acclaimed and a highly controversial book. Its publication led to protests and book burnings, it was banned in several countries, and on Valentine's Day of 1989, the situation escalated when Ayathollah Khomeini issued a fatwa, calling for the death of Salman Rushdie and everyone involved in the publication and dissemination of the book.

In this workshop, we will ask what all the fuss is about, and we will do so by reading the book and historical documents as well as critical evaluations of the controversy surrounding its publication. We will engage in close textual analysis as well as in cultural and historical contextualisation. We will also ask what reading and not reading might mean in relation to the "Rushdie affair" and the frequently voiced opinion that protestors had "not even read" the book.

The workshop will take place every other week. It also includes an excursion to the Museum Straufhof in Zurich, where an exhibition on "Forbidden Books" will open in March. Exact date to be announced.

Required Reading: Salman Rushdie, *The Satanic Verses*. 1988. Please buy any copy (no digital texts, please!) **The novel must be read before the first session; your knowledge of it may be subject to examination.**

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

- have acquired detailed knowledge of *The Satanic Verses* and honed their analytical reading skills;
- be familiar with the cultural and historical contexts of the Rushdie affair and able to critically assess interpretations of the novel in these contexts;
- have developed critical awareness of concepts of reading, misreading, and not reading.

Coursework (pass/fail): Active participation in class, thorough preparation of the set text, oral presentation or written assignment.

BA Workshop: Reading through Acting: *A Midsummer Night's Dream*

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: Worlds collide in a nighttime forest and chaos ensues: confused lovers, unruly fairies, quarreling royalty, bustling actors; everyone gets everything wrong until the ending brings about the genre-typical resolution and three couples end up happily married – or do they? In this course, we will explore Shakespeare's *Midsummer Night's Dream* through our acting of select scenes and supplementing our observations with textual analyses and discussions of productions. As such, this course aims at complementing previous discussions of the play (for example in Analysing Literature) and at encouraging further engagement with *Midsummer Night's Dream* and with early modern drama more generally.

Required Reading: Please read the play by the second week of term at the latest, in the most recent Arden edition: William Shakespeare. *A Midsummer Night's Dream*. Ed. Sukanta Chaudhuri. Arden Shakespeare. London: Bloomsbury, 2017.

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

- explored Shakespeare's *Midsummer Night's Dream* in depth,
- identified and analysed key scenes of the play,
- discussed those scenes in several recorded performances,
- further honed their skills of textual analysis and academic discussion,
- gained an understanding of the value of performance for the reading of drama.

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

Wahlbereich Lecture: Liebe und Freundschaft

Instructors: Collegium generale

Time: Wednesday 18:45-19:45

Credit Points: 3 ECTS

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

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

Course Description: TBA

Location: Hauptgebäude, Hochschulstrasse 4, Auditorium maximum

KSL Root Number: TBA

Anmeldung und Informationen: www.collegiumgenerale.unibe.ch

Anrechenbarkeit für Studierende: KSL

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

BMZ Lecture:**Spielen im Mittelalter – Mittelalter in Spielen****Instructors:****Annette Kern-Stähler and other Medievalists of the University of Bern****Times:**

Thursday 17:15-19

Preliminary meeting 23 February 16:15

Three debriefing sessions 17-19

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: „Homo ludens“, so wird eine Grundkategorie menschlichen Verhaltens benannt. Der Blick wird dabei auf jene Aktivitäten und Praktiken gelenkt, die wir zwar um ihrer selbst willen tätigen, die aber gleichzeitig auch eine Probestühne für das Zwischenmenschliche darstellen, unsere Beziehung zu den existentiell notwendigen Rahmenbedingungen ausdrücken und als Training dienen, um diese zu begreifen und zu bewältigen. Spiel kann Vieles sein: sinnfreie Blödelei, Ersatzwettkampf, wie beim Turnier oder Sport, Ort für verdichtete Expressivität und emotionale Verausgabung wie bei Theater und Musik, Überwältigungsstrategie wie bei Lichtspielen oder Feuerwerk.

Wir fragen dieses Semester danach, wie im Mittelalter gespielt wurde: was, von wem und wozu? Wie wurde das Spielen im Bild, der Chronistik und Literatur dargestellt und kommunikativ funktionalisiert? Doch das Mittelalter ist längst auch zu einer Kulisse für heutige Spiele geworden. Wie in der Filmgeschichte haben traditionelle Brettspiele, populäre Reenactments von mittelalterlichen Spielen und computeranimierte Spiele das Mittelalter als Fluchtpunkt entdeckt. Welches Mittelalterbild zeichnen diese modernen Annäherungen nach? Weshalb ist das fiktionale Mittelalter so populär? Was wollen diese Spiele mit dem Bezug zum Mittelalter erreichen?

Required Reading: Johan Huizinga. *Homo Ludens. Vom Ursprung der Kultur im Spiel*. Mit einem Nachwort von Andreas Flitner. Reinbek b. Hamburg 1994 (= Rowohlt's Enzyklopädie). Helmut Birkhan: *Spielendes Mittelalter*. Böhlau: Wien, Köln, Weimar 2018.

Preliminary meeting: Am Donnerstag, 23. Februar 2022, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

Location: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden:

- mediävistische Ansätze zum Spiel verstehen und erklären;
- Rezeptionsformen des Mittelalters in gegenwärtigen Spielen erkennen;
- Zusammenhänge eigenständig beurteilen.

Assessment: Essays due: 30 June 2023

Research Module

BA Colloquium:	Language and Linguistics
Instructors:	David Britain / Kellie Gonçalves / Crispin Thurlow
Time:	Monday 14-16
Dates:	20 and 27 February, 13 and 20 March, 03 April + one-day conference <u>Friday</u> 26 May
Credit Points:	2 ECTS

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

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

Course Description: The colloquium is for students who are either planning to write or are already in the process of writing their BA theses. Generally speaking, the colloquium expects students to be working on projects in the broadly defined field of “sociocultural linguistics” – most notably, sociolinguistics, discourse studies, and/or linguistic anthropology. The colloquium offers students the chance to learn about general academic communication practices; to present their own work or to learn about other people’s work; and to get feedback on their ideas from established researchers and peers.

- All students are expected to attend four foundation sessions: *General Introduction* (Week 1), *What is a thesis?* (Week 2), *Writing Skills* (Week 4), *Presentation Skills* (Week 8).
- Students in their final semester must attend an *Analysis Workshop* (Week 7), bringing a research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 13: Friday 26 May.
- Students in their first colloquium semester must submit their *Project Propositions* (see below) by 30 March – one month before the supervisor registration deadline.

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

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

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

Project Propositions (previously “research exercise”)

The thesis is intended to take three months to complete; however, students doing empirical, data-based research must obviously agree an appropriate topic and design a do-able project before they can start the thesis. For this reason, and in order to earn 2 ECTS, students in their first semester of the Language & Linguistics colloquium (i.e., not yet doing their thesis) are required to approach ONE potential supervisor with at least two propositions for a thesis project. Each proposition should identify the following: the sociolinguistic/discourse analytic topic, a concrete research question, main methods, and possible data; each proposition should also be accompanied by two or three journal articles reporting studies like the ones proposed. These journal articles must come from major sociolinguistics and/or discourse studies journals; each article should be cited correctly (see *Manual for Writing Research Papers*). It is essential that the project propositions orient directly to the expertise/research agenda of the potential supervisor; the name of this person should be identified clearly with a short statement about how each proposition relates to the supervisor’s current research agenda. The potential supervisor will then consider the propositions to decide if the proposed projects are (a) well-founded in the research and do-able; and (b) sufficiently within their own areas of expertise. At this point, students may be asked either to amend their ideas or to approach a different potential supervisor. The deadline for submitting project propositions (to the ONE potential supervisor) is 30 March which is one month in advance of the supervisor registration deadline.

Failure to attend the foundation sessions, the analysis workshop (if relevant), or any part of the one-day conference will result in extensive make-up tasks (e.g., a six-page annotated bibliography; typed reports on three or more conference presentations).

Deadline for Assessed Work: All work should be completed by the time of the conference, except for Project Propositions (see deadline above).

BA Colloquium: North American Literature I
Instructors: Gabriele Rippl / Sofie Behluli
Time: Thursday 10-12
Dates: 23 February, 9 and 23 March, 6 and 27 April, 11 May
Credit Points: 2 ECTS

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

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium: North American Literature II
Instructors: Thomas Claviez / Axel Stähler
Time: Thursday 10-12
Dates: 23 February, 9 and 23 March, 6 and 27 April, 11 May
Credit Points: 2 ECTS

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:

Medieval and Modern English Literature

Instructors:

Annette Kern-Stähler / Virginia Richter

Time:

Thursday (see times below)

Dates:

23 February 10-11, 16 March 09-13 and 27 April 09-13

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

Supervisors: Danielle Tod / Viola Marchi

Dates: Introductory Q&A session: Tuesday, 28 February 16-17
Exam Date: Tuesday, 16 May 16-17
Resit Date: Friday, 08 September 16-17

Credit Points: 3 ECTS

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

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

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

Texts: The core reading list has three parts:

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

Please consult the Reading List on the Department Webpage:

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

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

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

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

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

MA STUDIES

Inter-sectional Lecture

MA Lecture: **Beyond Words: Literary and Linguistic Perspectives on the Senses**

Instructors: **Annette Kern-Stähler / David Britain / Crispin Thurlow / Axel Stähler / Sofie Behluli / Hannah Hedegard / Gwynne Mapes / Hannah Piercy**

Time: Wednesday 10-12

Credit Points: 3 ECTS

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

Course Description: In what the anthropologist David Howes (2006: 113) has called a ‘sensorial revolution,’ the senses have in the past few decades been gaining traction across the humanities and social sciences. Challenging the monopoly that the fields of psychology and neuroscience long held over the study of the senses, scholars working in the burgeoning field of sensory studies emphasise that perception is not only determined by cognition but informed by social values and shaped by culture. Analysing the sensorium as a whole, sensory studies critiques both the “*verbocentrism* of language-based models and the *ocularcentrism* of image-based models” (Howes 2022: 4). In this Focus Module lecture, taught by linguists and literary scholars from our department, we probe how language and literature not only articulate sensory experiences but contest dominant understandings of sense perception. Topics discussed in this lecture include: the articulation and mediation of sense perception in language and literature across periods and cultures; the disabled senses and language disorders; non-verbal and verbal sounds in communication; hierarchies of the senses; multisensoriality.

This lecture may be taken either as an independent lecture or (accompanied by one of the FM satellite seminars) as part of the Language/Linguistics and Literature Focus Module “The Senses”.

References:

David Howes 2016. ‘Charting the Sensorial Revolution.’ *Senses & Society* 1.1, 113-28.

David Howes 2022. *The Sensory Studies Manifesto. Charting the Sensorial Revolution in the Arts and Human Sciences* (Toronto: U of Toronto P).

Required Reading: Students are asked to read the material uploaded on ILIAS. This will also form part of the exam. Before the first lecture, please read the following article (on ILIAS):

David Howes 2022. “Prologue: Coming to Our Senses.” *The Sensory Studies Manifesto. Charting the Sensorial Revolution in the Arts and Human Sciences* (Toronto: U of Toronto P), 3-19.

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

- the interdisciplinary field of sensory studies;
- various ways in which literary texts capture and mediate sense experiences;
- different sociocultural linguistic approaches to the senses;
- the communicative function of different senses;
- perspectives on perception and sensory experience;

- critiques of dominant models of perception.

Assessment (pass/fail or graded):*

Exam date: 17 May 2023

Resit date: 24 May 2023

* 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 and Deadlines*.

Specialisation Language and Linguistics

MA Lecture: The Recent History of English

Instructor: David Britain

Time: Tuesday 10-12

Credit Points: 3 ECTS

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

Course Description: How did the structure of English come to be as it is now? What processes led to the enormous variety of forms of the language? This course picks up from where the *Earlier Englishes* course finished, and brings the history of English right up to the present day. We examine the following:

- The roots of contemporary non-standard forms of English which go back deep into the historical past of the language. We critique the idea that non-standard forms are therefore simply present-day 'errors'.
- The linguistic processes which have changed English in the past 500 years: we look at changes in phonology (e.g. vowel shifts, vowel mergers, vowel splits, chain shifts, consonantal changes, prosodic changes), morphosyntax (e.g. grammaticalisation, the emergence of do-support, changes in verbs of possession, obligation, future tense) and discourse-pragmatic change (e.g. change in quotatives, etc)
- In doing so, we demonstrate the critical role of language variation, on the one hand, and the social context, on the other.
- We also take into consideration the effects of colonisation and migration on the formation of contemporary English.
- We consider changes that are in progress today, whether these changes began in the 15th century or the 21st, to understand why English is as it is in 2023.
- The course will be useful for those who are interested in the history of English, as well as those who want to brush up their understanding of variation and change in contemporary English phonology, morphology and syntax.

Required Reading: Will be put on ILIAS. There will be a reading each week in preparation for the lecture.

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

- will have learnt about the linguistic processes which have led to the (variable) structure of contemporary English;
- appreciate the deep historical roots of forms of English that are today deemed non-standard.

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

Exam Date: 16 May 2023

Resit date: 23 May 2023

* 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: Introduction to Forensic Linguistics

Instructor: Hannah Hedegard

Time: Wednesday 12-14

Credit Points: 3 ECTS

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

Course Description: This course is, as the name suggests, a broad overview of the key principles and sub-disciplines within the field of Forensic Linguistics i.e., a domain that sits at the intersection of language and law, but also that of academic scholarship and public governance.

Week by week we will explore how the diverse but complementary theoretical frameworks of several (socio)linguistic genres underpin the field, namely language variation and change, critical discourse studies, philosophy of language, and translation studies. This will be done through a survey of forensic linguistic applications, methods, and principal issues, that starts with forensic phonetic themes such as speaker comparison and profiling (i.e., deducing the identity of a voice in audio evidence), and then moves on to how sociophonetic science is used in the asylum/immigration context – Language Analysis for the Determination of Origin (LADO). Similarly, identification practices with written texts will be discussed e.g., in authorship analysis of death threat mail and suicide letters, alongside the multimodal examination of trademark infringements.

After *evidential* forensic applications, we will also focus on the interactional disparities and influence created via the language employed by both perpetrators and officials in crimes, legal proceedings and operations, including contexts like cyber trolling and grooming, the co-construction of court discourse, police interviews and Miranda rights, false confessions, as well as rhetorical strategies for the elicitation of sensitive information by undercover agents in terrorist groups. For several of these themes, lead practitioners and scholars in the UK and Switzerland will present guest lectures on their work/research. Finally, we will discuss the role of an “expert linguist” in practice, and address the question of ethical and professional obligation: are linguists morally bound to assist/intervene in legal casework?

Content warning for this course: gun violence, sexual/physical abuse, suicide.

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

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

- understand the key themes and disciplines in current Forensic Linguistic research and practice;
- are familiar with up-to-date theoretical frameworks and methodologies employed in the field;
- comprehend the multi-faceted nature of the relationship between law and linguistic scholarship in this applied sociolinguistic discipline.

Assessment (pass/fail or graded):* pass/fail or graded, passing grade is 70%

Exam date: 24 May 2023

Resit date: 31 May 2023

* 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 Seminar:	English on the Isle of Man: Data Analysis
Instructors:	Hannah Hedegard
Times:	Thursday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This hands-on course aims to equip students with the theoretical and practical skills to independently undertake *analysis* of fresh dialect data, the most critical stage in variationist research. This course constitutes the second half of a two-part seminar series focusing on the Isle of Man; we will undertake fine-grained investigation of a speech corpus collected on the island the previous semester by a dozen MA students. Students who did not take the fieldwork course are welcome to enroll in this one, however.

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. 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; this course will fill this research gap.

The course is structured in a way that sets students up with the tools to handle and examine the speech data appropriately, but also allows them the free-reign and time to execute a fully-fledged professional linguistic study of a chosen grammatical or phonological variable. Preliminary sessions will cover fundamental sociolinguistic frameworks and concepts, cutting-edge methodologies, as well as a refresher on the Manx English speech community, after which students will be expected to work independently on their respective projects. At the end of the semester, students will present their research at a final course conference.

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

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

- Are able to confidently undertake a linguistic variable analysis from start to finish on their own;
- Understand important sociolinguistic principles such as data accountability and sampling;
- Can utilise up-to-date digital techniques and basic statistical modelling, as well as sensitively interpret their output.

Coursework (pass/fail): Class participation and conference presentation

Assessment (graded):** Class participation, conference presentation, and a 3000-4000-word paper.

Deadline for Assessed Work: 6pm, 14 July 2023

* 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:	Embodied Sociolinguistics
Instructor:	Kellie Gonçalves
Time:	Monday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course description: The relevance of body comportment within gesture studies, second language acquisition, and studies of multimodality is not new nor is the fact that we communicate by utilizing semiotic means beyond language novel from an integrationist perspective (Harris 1998). Currently, there is a rising interest in the body and thus embodied interaction within the field of sociolinguistics (Bucholtz and Hall 2016), which according to Busch 2021 is experiencing a renewal of Gumperz' well-known notion of the verbal repertoire. This paradigm shift within sociolinguistics questions positivist assumptions about language as *stable* and *countable* and conceptualizes language as a "social practice with speakers drawing on all kinds of linguistic resources for their own purposes" (Bell 2014: 9) in order for communication to be "successfully" achieved. These resources and repertoires have been understood as communicative (Rymes 2014), semiotic (Kusters et al 2017), and embodied, able to be carried out (and performed) by individuals and/or materializing from specific spatial arrangements. As such, "the basic unit of embodied interaction is neither the utterance, the turn at talk, nor the action sequence, but the overall activity or course of action [...] where body parts, body movements, and sensory modalities participate in sense-making and social organization" (Streeck 2019). In this course, students will be introduced to an array of theoretical frameworks and methodological approaches used to understand and analyze embodied interaction from an interdisciplinary perspective. Throughout the course, students will gain a better understanding of how to study bodily and emotionally lived experience of communicative interaction offline as well as in advanced, technological-mediated environments. Topics to be covered in the course include sports, workplaces, tourism, fashion, education, art, and gaming.

Required reading: All texts will be made available on ILIAS

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

- identify the theoretical and methodological challenges in studying embodied interaction as well as the societal relevance of it;
- be able to critically engage with theoretical concepts and current debates within embodied sociolinguistics;
- describe and discuss different types of communicative interaction and embodiment in diverse contexts;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and poster presentations.

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

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.

Deadline for Assessed Work: Friday, 14 July 2023

Specialisation Literature

Lecture: Conceptualizing Cosmopolitanism and World Literature

Instructor: Thomas Claviez

Time: Tuesday 14-16

Credit Points: 3 ECTS / 4 ECTS for WL students

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

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

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

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

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

Exam Date: Last week of the semester

* 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: **An Introduction to Medieval English Literature: Texts, Authors, Concepts**

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

Time: Tuesday 12-14 (Starting on 28 February 2023)

Credit Points: 3 ECTS

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

Course Description: Aimed primarily at BA students and MA students with little preliminary exposure to Old and Middle English literature, this lecture offers an introduction to medieval literature (7th to 15th centuries). You will re-encounter, and engage further with, some of the texts you studied in your Earlier Englishes class and Literary History lecture, such as *Beowulf*, selected Middle English romances, the *York Mystery Play*, *The Book of Margery Kempe*, and some of Chaucer's *Canterbury Tales*. The lecture will also introduce you to some of the more recent approaches to medieval literature and culture and to the burgeoning field of medievalism, which is interested in the ways in which the medieval period has been imagined in subsequent periods.

Required Reading: Texts will be uploaded on ILIAS. Please purchase your own copy of the *Riverside Chaucer*.

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

- have acquired an overview of Old and Middle English literature;
- are familiar with some of the more recent approaches to medieval literature;
- have deepened their knowledge of Old and Middle English.

Assessment (pass/fail or graded):*

Exam date: 16 May 2023

Resit date: 23 May 2023

* 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 Seminar: Tracing 'Da Blues': The Blues in Music, Society, Literature and Film

Instructors: Thomas Claviez / Britta Sweers

Time: Tuesday 10-12

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

Course Description: The seminar will address the Blues in all its facets: Musicologically (syncopation, blue notes, tunings, slide guitar, blues harp), music-historically (African roots, Slavery, subgenres of the Blues), music-sociologically/linguistically (protest, signifying', "dirty" blues, white and black Blues), in film/documentary (FEEL LIKE GOING HOME, THE ROAD TO MEMPHIS), literature (Blues poetry, Sherman Alexie's *Reservation Blues*), myth/cult (BLUES BROTHERS, CROSSROADS), and as regards questions of gender (Blues singers, Josephine Baker). **We will deepen these impressions by doing a one-excursion to Mississippi and Chicago. Financial support for those who join the excursion will be provided.**

Required Reading: Books: Sherman Alexie, *Reservation Blues*; Paul Oliver, *Story of the Blues*; Further essays will be uploaded on ILIAS

Learning Outcomes: To familiarize the students with the roots, and the enormous cultural-historical influence and interdisciplinary significance (in music, literature, sociology, and film) of the phenomenon of the Blues

Coursework (pass/fail): Presentation in the seminar

Assessment (graded):* Presentation plus MA paper

Deadline for Assessed Work: 15 July 2023

* 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 and Deadlines*.

MA Seminar:	Islands
Instructor:	Virginia Richter
Time:	Wednesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Since Odysseus's voyages in the Aegean Sea, islands have always been a favourite setting in Western literature. Depending on period and genre, islands have taken on the most varied literary functions: sites of model societies (More's *Utopia*), dystopias of isolation (Defoe's *Robinson Crusoe*), or settings for human regression (Golding's *Lord of the Flies*). Especially in the writings of Robert Louis Stevenson, H.G. Wells, Joseph Conrad, D.H. Lawrence, Virginia Woolf and others, islands provided the topography for examinations of the human condition in modernity – in Lukacs's words, human transcendental homelessness. In the seminar, we will focus on texts from the 20th and 21st centuries that explore the tensions of islands as places of isolation, sanctuary, leisure and recreation, as well as myth, mystery, and death. The theoretical framework will be drawn from Island Studies and the Blue Humanities.

Required Reading: This will be a reading-intensive course! Shorter texts (short stories, poems) will be provided on ILIAS by 31 January. Please purchase and read before the beginning of term: Virginia Woolf, *To the Lighthouse* (1927). Ed. Stella McNichol. Penguin Modern Classics, 2000; Agatha Christie, *And Then There Were None* (1939). HarperCollins 2003; Amy Sackville, *Orkney*. Granta Books 2013. **The texts must be read before the first session; your knowledge of them may be subject to examination.**

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- become familiar with spatial frameworks of interpretation;
- activate their skills in textual analysis.

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

Assessment (graded):* Written seminar paper

Deadline for Assessed Work: 31 July 2023

* 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 and Deadlines*.

MA Seminar:	Adapting Troy from the Middle Ages to the Present
Instructors:	Mary Flannery / Kristen Haas Curtis
Time:	Thursdays, 12–14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: Writers from every period have found inspiration in the stories of the past, remaking and responding to those stories in adaptations. This course explores medieval and modern adaptations of a particularly famous story: that of the Trojan War, a popular subject for many medieval texts. Chaucer experimented with it in the form of *Troilus and Criseyde*, an account of the doomed love affair between a Trojan prince and the beautiful widow Criseyde that he derived from Giovanni Boccaccio's more satirical *Il Filostrato*. After exploring Chaucer's poem in Middle English (with the assistance of modern English translations where necessary), the course looks at later adaptations in the medieval and modern periods. In order to better engage with these texts, the course will also delve into adaptation theory, which students will be invited to apply to their interpretations of the set texts in written assessments.

Please note that this is a reading- and writing-intensive course. You will be asked to respond to your weekly readings and to our classroom discussions with short composition tasks that will allow you to practice writing as a craft and hone your skills in preparation for your term paper.

You will need to register for the course on KSL. We also recommend getting a head start on *Troilus and Criseyde* before the semester begins, if you can, but it is not required.

Required Reading: While some secondary reading will be made available on ILIAS, students will also need copies of each of the following books:

the Norton critical edition of Chaucer's *Troilus and Criseyde*, with Facing Page "Il Filostrato etc. (Norton, 2006); Francesca Abbate, *Troy, Unincorporated* (University of Chicago Press, 2012); Lavinia Greenlaw, *A Double Sorrow* (Faber and Faber, 2015)

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

- have got to know various genres and forms of medieval and modern literature (classical romance; novel; narrative poetry; performance);
- have explored medieval conceptions of the classical past, and modern conceptions of the medieval;
- have become familiar with adaptation theory;
- and have engaged with current scholarly approaches to medieval and modern adaptations.

Coursework (pass/fail): Regular attendance according to departmental policy, weekly reading, contribution to discussions, a series of short writing and creative exercises, plus one short mid-term essay (1500 words) due the week after the Easter holiday.

Assessment (graded):* The same as for pass/fail, plus a longer term paper (4000 words) which will determine your grade for the seminar.

Deadline for Assessed Work: Friday, 16 June 2023

MA Seminar:	Death and Modernism
Instructor:	Zoë Lehmann Imfeld
Time:	Mondays 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This course will explore British modernist approaches to writing about death, and examine how these equipped writers to respond to the trauma of the First World War. Through a range of material including novels, short stories, autobiography and poetry, we will see how modernist writers approached death through myth making, the grotesque and even humour. For the modernists provided a language for an era that not only faced physical death on a scale seldom seen, but the death of innocence and idealism.

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

The Penguin Book of First World War Poetry, ed. George Walter,
ISBN 978-0-14-118190-5

Jacob's Room, Virginia Woolf (Oxford World's Classics),
ISBN 978-0-19-953658-0

Further material will be made available on ILIAS. (For instance Eliot's 'The Waste Land', further critical material)

It is recommended that you do not wait until the start of the course to begin reading. I suggest that you begin with *Jacob's Room* before the course begins, and get a head start on the longer material (such as *The Waste Land*) well ahead of the relevant class.

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

- can explore the way in which modernist techniques of the early twentieth century shaped and influenced discourse about death and mourning.;
- will gain a better understanding of (and *hopefully* appreciation of) some texts that are often considered inaccessible.

Coursework (pass/fail): Regular and active participation in seminars. Abstract/Outline for a proposed seminar paper at the end of the course (both graded and ungraded students)

Assessment (graded):* In addition to coursework above, Seminar paper of 5000-6000 words

Deadline for Assessed Work: Abstract/Outline: 16 June 2023; Seminar Paper 28 July 2023

* 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 and Deadlines*.

MA Seminar:	Jewish American Short Stories
Instructor:	Axel Stähler
Time:	Monday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: “The first short stories ever written were of course Jewish short stories.” The confident, if controversial, claim of the British Jewish writer Gerda Charles posits the historical Jewish affinity with the short story. This affinity manifests itself in legends, fables, and parables from the Bible to the Talmud and Rabbinic literature to more recent folk tales and, eventually, the Jewish contribution to the cultural production of the modern nations in languages other than Hebrew or Yiddish. The focus of this seminar is (with one exception) on the Jewish American short story in English. By looking at a range of texts from the 1920s to the present – including, among others, short stories by Anzia Yezierska, Ludwig Lewisohn, Saul Bellow, Grace Paley, Cynthia Ozick, Steve Stern, and Nathan Englander – we will trace traditions, developments, and thematic preoccupations in Jewish American short stories as one of the many strands of minority writing in American literature of the twentieth and twenty-first centuries.

Required Reading: A text reader will be provided; individual texts must be read as advertised on ILIAS in preparation of respective seminar sessions.

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

- have developed a critical understanding of the genre of the short story;
- have attained a judicious understanding of the specifically Jewish contribution to the American short story;
- become critically aware of the shifting thematic preoccupations of Jewish American short stories since the 1920s;
- have honed their analytical and interpretive skills;
- demonstrate a critical awareness of the short story in its function as a vehicle of cultural self-reflection.

Coursework (pass/fail): Regular attendance and active seminar participation; mini presentations; individual research tasks.

Assessment (graded):* Mini-Project (40%; 1,500 words): brief introduction and annotations to an anthology of Jewish American short stories (max. 5) of your choice; Essay: (60%; 2,500 words: critical essay with reference to relevant secondary literature.

Deadline for Assessed Work: Mini-Project: 05 May 2023; Essay: 16 June 2023

* 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 and Deadlines*.

MA Seminar: On Walking: American Literature on the Move

Instructor: Viola Marchi

Time: Tuesday 12-14

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

Course Description: This course will explore walking as an everyday cultural, social and political practice, from the perspective of literary and cultural studies and with a focus on the U.S. American context. We will analyze the changing theoretical grounds and artistic deployments of this theme (from the philosopher wandering through the wilderness in search of a contact with nature, to the quintessentially modern urban flaneur, to the collective protest march, to the subversive trajectories of the aimless stroller), in order to consider its intersections with issues of gender and race, colonialism and capitalism, as well as with the formation of diasporic and transcultural identities. While reading, writing and thinking are often considered as solitary activities to be performed indoors, during this seminar we will also engage in practical exercises of walking as a critical methodology to question the ways in which we navigate our social and political landscapes and to reflect on how bodies and spaces mutually produce and transform each other.

Required Reading: The main literary texts we will be reading over the course of the seminar are listed below and will be made available for purchase at the Bugeno bookstore. 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.

Hustvedt, Siri. *The Blindfold*. New York: Picador, 1992. ISBN: 0-312-42275-X

Hausman, Blake M. *Riding the Trail of Tears*. Lincoln and London: University of Nebraska Press, 2011. ISBN: 978-0-8032-3926-5

Cole, Teju. *Open City*. New York: Random House, 2012. ISBN: 978-0-8129-8009-7

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

- can engage with central key aspects and theoretical perspectives on walking as a cultural, social and political practice;
- develop their skills of close reading and textual analysis;
- improve their writing and presentation skills.

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

Assessment (graded):* The same as for pass/fail, plus a final seminar paper (5000 words).

Deadline for Assessed Work: 31 July 2023

* 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 and Deadlines*.

Other Courses

MA Workshop: **Presentation Techniques and Student Conference**

Instructors: **Axel Stähler / Jo Pettitt (Kent)**

Times: 2 block seminars (Friday 9-13) + student conference (all day),
Dates: 21 April 2023, 9-11; 5 May, 9-13; 26 May 11-13;
Student conference: 12 May, 9-17

Credit Points: 3 ECTS

Course Description: Supported by two block sessions, this workshop will provide MA students with an opportunity to conduct independent research or to review and revise earlier work for presentation. Following on the block workshops, a student conference – organised jointly with the Department of Comparative Literature at the University of Kent in Canterbury (UK) – will give students a chance to hone their presentation skills as well as to discuss their and their fellow students' work in an international setting and to test some of their ideas in a larger context. If possible, the concluding conference will be convened at the University of Kent (tbc); otherwise, it will be held in a hybrid format, simultaneously at Bern and Kent.

Recommended Reading:

- Bradbury, Andrew. *Successful Presentation Skills*, 2nd edn (2000; London: Kogan Page, 2005).
- McCarthy, Patsy and Caroline Hatcher. *Presentation Skills: The Essential Guide for Students* (London: SAGE, 2002).
- Further texts corresponding to individual subjects.

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

- acquired skills in preparing a manuscript for presentation;
- developed and enhanced their presentation skills in a formal setting;
- attained experience in intercultural communication and specific forms of international academic discourse.

Coursework (pass/fail): Regular attendance and active participation.

MA Workshop:	Reading <i>The Satanic Verses</i>
Instructor:	Ursula Kluwick
Time:	Wednesday, 8.30-10.00, biweekly (22 Feb, 8 March, 22 March, 5 April, 19 April, 3 May, 17 May, plus excursion to Zurich, <i>tbd</i>)
Credit Points:	3 ECTS

Course Description: Following the stabbing of Sir Salman Rushdie on 12 August 2022, this workshop invites students to read Rushdie's novel *The Satanic Verses*, the book which has earned its author the death sentence his attacker was apparently trying to execute. Published in 1988, as Rushdie's fourth novel, *The Satanic Verses* is both a critically highly acclaimed and a highly controversial book. Its publication led to protests and book burnings, it was banned in several countries, and on Valentine's Day of 1989, the situation escalated when Ayathollah Khomeini issued a fatwa, calling for the death of Salman Rushdie and everyone involved in the publication and dissemination of the book.

In this workshop, we will ask what all the fuss is about, and we will do so by reading the book and historical documents as well as critical evaluations of the controversy surrounding its publication. We will engage in close textual analysis as well as in cultural and historical contextualisation. We will also ask what reading and not reading might mean in relation to the "Rushdie affair" and the frequently voiced opinion that protestors had "not even read" the book.

The workshop will take place every other week. It also includes an excursion to the Museum Straufhof in Zurich, where an exhibition on "Forbidden Books" will open in March. Exact date to be announced.

Required Reading: Salman Rushdie, *The Satanic Verses*. 1988. Please buy any copy (no digital texts, please!) **The novel must be read before the first session; your knowledge of it may be subject to examination.**

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

- have acquired detailed knowledge of *The Satanic Verses* and honed their analytical reading skills;
- be familiar with the cultural and historical contexts of the Rushdie affair and able to critically assess interpretations of the novel in these contexts;
- have developed critical awareness of concepts of reading, misreading, and not reading.

Coursework (pass/fail): Active participation in class, thorough preparation of the set text, oral presentation or written assignment.

BMZ Lecture:**Spielen im Mittelalter – Mittelalter in Spielen****Instructors:****Annette Kern-Stähler and other Medievalists of the University of Bern****Times:**

Thursday 17:15-19

Preliminary meeting 23 February 16:15

Three debriefing sessions 17-19

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: „Homo ludens“, so wird eine Grundkategorie menschlichen Verhaltens benannt. Der Blick wird dabei auf jene Aktivitäten und Praktiken gelenkt, die wir zwar um ihrer selbst willen tätigen, die aber gleichzeitig auch eine Probesthüne für das Zwischenmenschliche darstellen, unsere Beziehung zu den existentiell notwendigen Rahmenbedingungen ausdrücken und als Training dienen, um diese zu begreifen und zu bewältigen. Spiel kann Vieles sein: sinnfreie Blödelei, Ersatzwettkampf, wie beim Turnier oder Sport, Ort für verdichtete Expressivität und emotionale Verausgabung wie bei Theater und Musik, Überwältigungsstrategie wie bei Lichtspielen oder Feuerwerk.

Wir fragen dieses Semester danach, wie im Mittelalter gespielt wurde: was, von wem und wozu? Wie wurde das Spielen im Bild, der Chronistik und Literatur dargestellt und kommunikativ funktionalisiert? Doch das Mittelalter ist längst auch zu einer Kulisse für heutige Spiele geworden. Wie in der Filmgeschichte haben traditionelle Brettspiele, populäre Reenactments von mittelalterlichen Spielen und computeranimierte Spiele das Mittelalter als Fluchtpunkt entdeckt. Welches Mittelalterbild zeichnen diese modernen Annäherungen nach? Weshalb ist das fiktionale Mittelalter so populär? Was wollen diese Spiele mit dem Bezug zum Mittelalter erreichen?

Required Reading: Johan Huizinga. *Homo Ludens. Vom Ursprung der Kultur im Spiel*. Mit einem Nachwort von Andreas Flitner. Reinbek b. Hamburg 1994 (= Rowohlt's Enzyklopädie). Helmut Birkhan: *Spielendes Mittelalter*. Böhlau: Wien, Köln, Weimar 2018.

Preliminary meeting: Am Donnerstag, 23. Februar 2022, findet um 16.15 Uhr eine obligatorische Vorbesprechung in Raum 215, Uni Hauptgebäude, statt. In dieser werden u.a. die Termine für die ebenfalls obligatorischen Nachbesprechungen dreier Vorträge festgelegt.

Location: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung können die Studierenden:

- mediävistische Ansätze zum Spiel verstehen und erklären;
- Rezeptionsformen des Mittelalters in gegenwärtigen Spielen erkennen;
- Zusammenhänge eigenständig beurteilen.

Assessment: Essays due: 30 June 2023

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Kellie Gonçalves / Erez Levon / Crispin Thurlow
Time:	Monday 14-16
Sessions:	20 and 27 February, 13, 20 and 27 March, 24 April + one-day conference <u>Friday</u> 12 May
Credit Points:	2 ECTS

Course Description: The colloquium is for students who are either planning to write or are already in the process of writing their MA theses. The colloquium is also taught in collaboration with the Center for the Study of Language & Society (CSLS), with students from the MA Sociolinguistics programme also participating. Generally speaking, the colloquium expects students to be working on projects in the broadly defined field of “sociocultural linguistics” – most notably, sociolinguistics, discourse studies and/or linguistic anthropology. The colloquium offers students the chance to learn about general academic communication practices; to present their own work or to learn about other people’s work; and to get feedback on their ideas from established researchers and peers.

- All students are expected to attend four foundation sessions: *General Introduction* (Week 1), *What is a thesis?* (Week 2), *Writing Skills* (Week 4), *Presentation Skills* (Week 5).
- Students in their penultimate colloquium semester are required to attend an additional *Poster Design* session (Week 9).
- Students in their final semester must attend an *Analysis Clinic* (Week 6), 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 Week 11 – Friday 12 May.
- Students in their first colloquium semester must submit Project Propositions (see below) by the time of the colloquium conference.

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

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

Coursework (pass/fail): To pass, all colloquium students must be present for the whole conference whether or not they are presenting their work. All students must also attend the four foundation sessions. Students should always attend the first session in each colloquium semester, but do not have to do the other sessions more than once during their MA studies.

Students presenting their research 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.

Project Propositions (previously “research exercise”)

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

Failure to attend the foundation sessions, the poster design session (if relevant), the analysis workshop (if relevant), or any part of the one-day conference will result in extensive make-up tasks (e.g., a six-page annotated bibliography; typed reports on three or more conference presentations).

Deadline for Assessed Work: All work should be completed by the time of the conference; this includes the Project Propositions for students in the first colloquium semester.

MA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	02, 16 and 30 March, 20 April, 04 and 25 May
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:

North American Literature II

Instructors:

Thomas Claviez / Axel Stähler

Time:

Thursday 10-12

Sessions:

02, 16 and 30 March, 20 April, 04 and 25 May

Credit Points:

2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Virginia Richter
Time:	Thursday (see times below)
Dates:	23 February 11-12, 23 March 09-13, 04 May 09-13
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

DOCTORAL STUDIES

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

Instructor: **David Britain**

Time: Tuesday 14-16

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

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

PhD and Research Colloquium: Language and Communication

Instructor: Crispin Thurlow

Time: Monday 14-16

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

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

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

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

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

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

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

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

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

PhD and Research Colloquium: **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 practise their academic writing and conference presentation skills.

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

Instructor: **Gabriele Rippl**

Time: Thursday 17-19

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

Staff Research Interests and Professional Activities

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

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

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

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

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

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

Andrin Büchler: Variationist sociolinguistics, language and dialect contact, Swiss dialectology, language minorities, phonetics, phonology.

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

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

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

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.

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

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

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

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

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

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

Gwynne Mapes: Media discourse; language ideology; class and elitist discourse; food studies; consumption studies; preferred method: critical discourse analysis of written and/or spoken language.

Viola Marchi: Literary theory; contemporary American literature; Native American literature; ethics and literature; postmodern fiction and aesthetics.

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

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

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

ethnography.

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

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

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

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

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

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

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

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

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

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

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

Staff Address List Spring Semester 2023

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

Name	Email Address
Secretary's Office	gabriela.burkhart@unibe.ch / sannie.germann@unibe.ch
Ali Khan, Fayaz	fayaz.alikhan@unibe.ch
Behluli, Sofie	sofie.behluli@unibe.ch
Biber, Olivia	olivia.biber@unibe.ch
Bischof-Vegh, Roman	roman.bischof@unibe.ch
Boog, Michael	michael.boog@unibe.ch
Britain, David	david.britain@unibe.ch
Brockbank, William	william.brockbank@unibe.ch
Brown, Amy	amy.brown@unibe.ch
Büchler, Andrin	andrin.buechler@unibe.ch
Claviez, Thomas	thomas.claviez@unibe.ch
Curtis, Kristen	kristen.curtis@unibe.ch
Denger, Marijke	marijke.denger@unibe.ch
Droz-dit-Busset, Olivia	olivia.droz-dit-busset@unibe.ch
Flannery, Mary	mary.flannery@unibe.ch
Gonçalves, Kellie	kellie.goncalves@unibe.ch
Hedegard, Hannah	hannah.hedegard@unibe.ch
Í Jákupsstovu', Guðrun	gudrun.jakupsstovu@unibe.ch
Kern-Stähler, Annette	annette.kern-staehler@unibe.ch
Kluwick, Ursula	ursula.kluwick@unibe.ch
Lehmann Imfeld, Zoë	zoe.lehmann@unibe.ch

Lorente, Beatriz	beatriz.lorente@unibe.ch
Mapes, Gwynne	gwynne.mapes@unibe.ch
Marchi, Viola	viola.marchi@unibe.ch
Mutti, Sabrina	sabrina.mutti@unibe.ch
Nyffenegger, Nicole	nicole.nyffenegger@unibe.ch
Piercy, Hannah	hannah.piercy@unibe.ch
Portmann, Lara	lara.portmann@unibe.ch
Rhyn-Holzer, Bettina	bettina.rhyn@unibe.ch
Richter, Virginia	virginia.richter@unibe.ch
Rippl, Gabriele	gabriele.rippl@unibe.ch
Ritzmann, Martin	martin.ritzmann9@unibe.ch
Sarfin, Jonathan	jonathan.sarfin@unibe.ch
Stähler, Axel	axel.staehler@unibe.ch
Students' Committee	fsanglistik@sub.unibe.ch
Sutter, Malaika	malaika.sutter@unibe.ch
Thurlow, Crispin	crispin.thurlow@unibe.ch
Tod, Danielle	danielle.tod@unibe.ch
Tondello, Alberto	alberto.tondello@unibe.ch
Troxler, Marion	marion.troxler@unibe.ch
Von Rütte, Sabine	sabine.vonruette@unibe.ch
Whitehead, Christiania	christiania.whitehead@unibe.ch

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Footnotes to Timetable

Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral students

⑮ denotes classes with pre-1800 content

Language Module:

Writing Skills II

Grammar II

Focus Module (FM):

Language & Linguistics and Literature: The Senses

BA Core Curriculum:

Analysing Language and Linguistics (Seminar)

Analysing Literature (Seminar)

Literary History (Lecture)

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

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

BA Colloquium on 20 & 27 February, 13 March, 03 and 17 April + one-day conference Friday 26 May

MA Colloquium on 20 and 27 February, 13, 20 and 27 March, 24 April + one-day conference Friday 12 May

^[2] **Claviez/Sweers: Tracing 'Da Blues' (MA Seminar Literature with excursion)**

Excursion to the US April / May one week

^[3] **Kluwick: Reading The Satanic Verses (BA Workshop and MA Workshop with excursion Literature)**

Wednesday, 8.30-10.00, biweekly (22 Feb, 8 March, 22 March, 5 April, 19 April, 3 May, 17 May, plus excursion to Zurich, *tbd*)

^[4] **Kern-Stähler/Richter: BA and MA Colloquium** Medieval and Modern English Literature

BA Colloquium on 23 February 10-11, 16 March 09-13 and 27 April 09-13

MA Colloquium on 23 February, 11-12; 23 March 09-13 and 04 May 09-13

^[7] **Stähler/Pettitt: Presentation Techniques and Student Conference (MA Workshop)**

21 April 9-11, 5 May 9-13 and 26 May 9-11, Student conference 12 May 9-17

^[8] **Kern-Stähler/Brockbank/Hesse/Schürch: Christianising the North: Medieval Literature in Context (BA Workshop with excursion)**

Study trip to Northumbria with students of the dept of English and students of the dept of history. 23 February, 13:30–18:00, and 24 February, all day (colloquium); 09 – 15 May(excursion)

Additional information for regular courses (see Course Booklet for more information):

^[5] **Rippl/Behluli: BA Colloquium and MA Colloquium** North American Literature I

BA Colloquium: 23 February, 9 and 23 March, 6 and 27 April, 11 May

MA Colloquium: 02, 16 and 30 March, 20 April, 04 and 25 May

^[6] **Claviez/Stähler: BA and MA Colloquium** North American Literature II

BA Colloquium: 23 February, 9 and 23 March, 6 and 27 April, 11 May

MA Colloquium: 02, 16 and 30 March, 20 April, 04 and 25 May