

# Course Booklet

Spring Semester 2024

19.02.2024 - 31.05.2024



Artwork by Sergey Tyukanov

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## Welcome from Head of Department

Dear students, dear colleagues,

Welcome to the Spring Semester of 2024. After what hopefully has been a peaceful and relaxing winter break, I hope you're all ready to tackle this new semester – and I think it offers a wide array of events, courses, and talks that the English Department has put together for you.

I think it is safe to say that the FM Lecture „Thinking – Writing – Speaking Community“, and the topic of said community holds center stage this semester, as we have not only managed to put together what looks like an exciting program for this lecture – comprising contributions from our own staff as well as renowned scholars from abroad – as well as an enticing choice of satellite seminars draped around it, such as the seminars by Dave Britain and Hannah Hedegard (*Language on Love Island*), Hannah Piercy (*Medieval Women's Literary Communities*), Bea Lorente (*English and the American Empire*) and a block seminars offered by Marijke Denger (*Community in (Post)Colonial Literatures*). And as the cover illustration by Sergey Tyukanov makes sufficiently clear: Community comes in a large variety of ways...

The Department is also proud of some extraordinary exploits by our younger staff. Among many others, two deserve mentioning: Thus Lara Portmann – who will be leaving the Department much to our regret – has received the prize for best PhD thesis in 2023; and Andrin Büchler received the Teacher of the Year prize at the Annual Dies Academicus. I think this goes to show that we are indeed a vibrant and excelling Department!

The Department welcomes Lucy Fleming, who joins Mary Flannery's 'Canonicity, Obscenity, and the Making of Modern Chaucer (COMMode)' project as a PostDoc. We have to say good-bye to Roman Bischof, Elijah King and Alberto Tondello, wishing them all the best for their academic future.

Finally, a heartfelt thanks to Dave Britain for stepping in for me for the first months of the last semester as HoD. I certainly hope to be at the helm full throttle starting 1 January.

All best,



Thomas Claviez

Bern, December 2023

## Key Dates & Deadline

### Course Registration & Deregistration

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

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

DEADLINES COURSE REGISTRATION

Autumn Semester	15 October
Spring Semester	15 March

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

### Assessment Registration & Deregistration

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

### Advanced Readings (examination)

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

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/deadlines/index\\_eng.html](https://www.ens.unibe.ch/studies/deadlines_and_ksl_registration/deadlines/index_eng.html)

Advanced Readings: see

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

## BA Thesis Registration

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

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

### SUBMISSION IN SPRING 2024

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

### SUBMISSION IN AUTUMN 2024

Project propositions	30 March '24
Supervisor deadline	30 April '24
Study counsellor and secretariat deadline	14 October '24
Thesis submission deadline	20 December '24

## MA Thesis Registration

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

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

### GRADUATION IN AUTUMN 2024

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

### GRADUATION IN SPRING 2025

Department registration deadline	10 June '24
Dean's Office registration deadline	10 June '24
Thesis submission deadline	02 December '24

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

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

## **General Information**

### **KSL Registration: General information**

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

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

#### **LANGUAGE MODULES:**

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

#### **FOCUS MODULES:**

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

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

#### **BA COLLOQUIA:**

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

#### **MA COLLOQUIA:**

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

#### **MA Requirements**

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

#### **Attendance**

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

#### **Communicating with the Secretariat and Study Counsellors**

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

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

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

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

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

One of the challenges we regularly face in our classrooms is the informed decision to teach about materials (e.g., texts, topics, and ways of speaking) from different historical moments and cultural contexts. Sometimes this material can be troubling, especially when assessed against current social values. Discussions about physical or sexual violence and suicide can also be

personally upsetting for some people, just as pejorative or taboo language can be distressing for people who have been at the receiving end of hateful speech.

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

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

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\* See the UL's equality statement:  
[https://www.unibe.ch/university/portrait/self\\_image/equal\\_opportunities/index\\_eng.html](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](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 this process 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 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. Sannie 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.

### **Access Arrangements (Nachteilsausgleich)**

Following the UniBe's [equal opportunities policy](#), students with disabilities or chronic illnesses are entitled to certain [Access Arrangements](#) which means proportionate adjustments to study and examination conditions. The kinds of arrangements available are those listed on the central administration website (see links above). Putting these arrangements in place can take time so students should contact their study counsellor at least three months in advance of any exam or assessment, bringing with them relevant medical/specialist documentation. (It might not be possible to accommodate later applications for the semester.) Ideally, this documentation should indicate what access arrangements might be appropriate to the particular disability or chronic illness; wherever possible, these will be taken into consideration. The counsellor and Head of Department will work with the student to prepare a fixed-term Access Arrangement agreement, which will have to be renewed on a regular basis. (Note: UniBe policy is informed by guidelines established by the [Netzwerk Studium und Behinderung Schweiz](#).)

### **Advisory Services**

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

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

## Who to Ask – Spring Semester 2024

*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

<b>For information about staff consultation times please consult the departmental website.</b>
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## Academic Staff (SS24)

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

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

*\* Teaching this semester*

## **Administrative Staff (SS24)**

### **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 Support & Web Administration**

Fayaz Ali Khan  
André Argollo Pitta  
Milad Rezaei

By appointment  
By appointment  
By appointment

### **Librarian**

Sabrina Mutti

By appointment

<p><b>Information is subject to change. Please consult the notice boards and the departmental website regularly.</b></p>
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### **The Students' Committee**

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

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

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

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

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

#### **Instagram**



@StudentsCommitteeUniBe eng\_sc\_unibe

#### **WhatsApp**



(info group) <https://bit.ly/2DACLqS>

## **A week in the life of your instructor**

by Professor Crispin Thurlow

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

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

### **Teaching/mentoring-related activities\***

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

### **Admin-related activities**

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

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

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

### **Research-related activities**

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

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

**Spring Semester 2024**

## 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 lecture slides and exercise 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 (semester week 7 and 13) and another two in the second semester (semester week 6 and 12). 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 (students choose *one* out of  
the six possible slots)

**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. The students gain insight into the goals of the environmental humanities and cultural sustainability.

**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 pass the class over all.

- 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:** **Malaika Sutter / Zoë Lehmann / Viola Marchi /  
Nicole Nyffenegger**

**Times:** Monday 12-14, Tuesday 12-14, Wednesday 10-12,  
Thursday 10-12, (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 [LibRomania](#) book shop.

**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 10-12 on Friday 17 May 2024. Passing rate 60%

**Resit Date:** 10-12 on Friday 31 May 2024

## Focus Module Language & Linguistics and Literature: Thinking – Writing – Speaking Community

**BA Lecture:** Thinking – Writing – Speaking Community

**Instructors:** Thomas Claviez / Kellie Gonçalves / Sofie Behluli /  
Hannah Piercy / Zoe Lehmann / Viola Marchi / Craig  
Welker / Martin Paviour-Smith

**Time:** Wednesday 10-12

**Credit Points:** 3 ECTS

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

**Course Description:** The concept of community seems ever so often self-explanatory: It is what people have 'in common': Language, values, goals, a location. However, quite a few things remain open in such a definition: What if people don't share any or all of these? That is, what mechanisms of exclusion are being evoked through such criteria? And does community also by default demand a certain temporal duration to be considered as such? These and other aspects of this term are being shed light upon by an exciting group of scholars from our own department and from abroad in this lecture series.

**Required Reading:** All the material for this lecture will be uploaded on ILIAS. **The texts must be read before the lecture they are assigned to; your knowledge of it may be subject to examination.**

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

- Will be able to critically engage with, and reflect upon, different approaches to the concept of community;
- Will be able to do this within an interdisciplinary framework;
- Will be able to discuss basic texts relevant to the topic.

**Assessment (pass/fail or graded):** \* 60% required to secure a 4.0/pass

**Exam date:** 15 May

**Resit date:** 22 May

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

**BA Seminar Linguistics:** Language on Love Island

**Instructors:** David Britain / Hannah Hedegard

**Times:** Monday 10-12 (weeks 1-7, and week 11)  
Monday 10-16 (week 14 = 27 May) (students need to be able to attend for at least 2 hours on this day)

**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:** Building on previous studies that have taken advantage of reality TV's ability to provide insight into actual language use (e.g., Levon & Holmes-Elliott 2013; Lorenzo-Dus & Blitvich 2013; Sonderegger et al 2017), this seminar explores what sociolinguists can learn from the most watched TV show in Britain: *Love Island UK*. On the show, a few dozen contestants from around the country live together in a Spanish villa for 8-weeks, cultivating conditional solidarity and other complex group dynamics observable in their linguistic behaviour. Besides this community-of-practise aspect ("moving mad", "factor 50" and "grafting" are amongst the colourful phrases that uniquely characterise the islanders' lexicon), the show offers many other rich opportunities for variationist linguistic research, such as short to mid-term accent accommodation, stylistic variation, linguistic identity performance, language attitudes, metalinguistic awareness and language ideologies, due to its laboratory-like setting and the diversity of dialects shown.

A largely independent project-based seminar, students will investigate a chosen research question using a pre-prepared corpus of video/audio from Season 10 of *Love Island UK*. The course will start with 6-weeks of theoretical and methodological framing and training, after which students will work individually for the second half of the semester. The projects will then be presented in a conference day - a special extended final session.

**Required Reading:** All obligatory reading will be made available before the start of the course.

**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;
- will, through both formal input and their own empirical practice, have engaged with central themes in current sociolinguistic enquiry.

**Coursework (pass/fail):** Attendance, Reading, Participation, presentation of project on 27 May

**Assessment (graded):\*** Written report

**Deadline for Assessed Work:** 15 June 2024

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

**BA Seminar Linguistics:** English & the American empire  
**Instructor:** Beatrice Lorente  
**Time:** Friday 10-12  
**Credit Points:** 4 ECTS (+ 3 ECTS for graded assessment)  
**Open to students from other departments as Wahlbereich?** ☐ Yes ☒ No  
This course is only open to students studying in the Department of English.

**Course Description:** The United States is supposedly exceptional for being a world power without having been an empire. And yet, between 1898 to 1900, as part of its territorial expansion, the United States absorbed the bulk of Spain's remaining overseas empire (the Philippines, Puerto Rico and Guam) and annexed the non-Spanish lands of Hawai'i, Wake Island and American Samoa. This course examines how English was a 'perfect instrument' in this period of expansion of the American colonial empire, especially through the systems of education and schooling that the United States established in these lands. The launching point of the course will be the westward expansion of the country which led to the displacement of Native Americans. There will be a focus on three cases: Hawai'i which became an American state, Puerto Rico which continues to be an unincorporated American territory and the Philippines which was 'granted' independence in 1946.

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

**Learning outcomes:** Students will:

- Engage critically with the central role of language in colonialism;
- Understand how English language education was a tool in the expansion of the American colonial empire;
- Become familiar with the use of historical sources in sociolinguistic research.

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

**Assessment:** \* As above for pass/fail, plus a written assignment (up to 3,000 words) for graded assessment

**Deadline for Assessed Work:** 21 June 2024

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

**BA Seminar Literature:**

**Community in (Post)Colonial Literatures**

**Instructor:**

**Marijke Denger**

**Time:**

Block course on Fridays 10:15-11.45 & 12.15-13.45  
23 February, 01 and 22 March, 12 and 19 April, 03 and  
17 May

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

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Yes

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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 in history, encompassing a vast range of peoples, cultures, and landscapes. In this course, we will explore, firstly, 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 community. How has community been defined and (re)imagined at different points in time? How has it been used as a mechanism of inclusion and exclusion? And how have colonialism and its aftermath shaped the way we experience community to this day? While our main focus will be on literature related to the British Empire, we will also at times take a comparative approach, exploring for example how French and Dutch colonialism differed from that of the British, and how community became a tool for defining national identity during the heyday of empire.

**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 community as a tool for literary analysis;
- have evaluated the continued relevance of studying colonial texts and contexts;
- have gained insight into the goals of the environmental humanities and cultural sustainability.

**Coursework (pass/fail):** Regular attendance and active participation, 1000 word mini-essay (to be presented and discussed in class)

**Assessment (graded):\*** Regular attendance and active participation, 1000 word mini-essay (to be presented and discussed in class), 4000 word seminar paper

**Deadline for Assessed Work:** 08 July 2024

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

**BA Seminar Literature:**

**Medieval Women's Literary Communities**

**Instructor:**

**Hannah Piercy**

**Time:**

Tuesday 14-16

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

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

**Course Description:** *we swive we margery we marry we burn*: so writes Pattie McCarthy in *wifthing*, her lyrical reimagining of *The Book of Margery Kempe*, often described as the earliest autobiography by a woman in English. This course focuses on the 'we' imagined by McCarthy, exploring the communities that medieval women wrote in and for, and how they imagined community within their works. The course will range widely across medieval women's literary communities from the early medieval period to the fifteenth century, encompassing romances, mysticism, and letters, amongst other genres. One seminar will focus on *The Tale of Genji* (in translation), an eleventh-century Japanese novel written by a woman, to offer a wider perspective on medieval women's literary communities. We will conclude the course by thinking about medievalism, examining how women in the modern world creatively adapt the work of medieval women, and the ideas about community they draw upon and depict in so doing. The course will define women in an inclusive, non-essentialist way throughout and will explore gender as a social construct.

**Required Reading:** Please read the texts uploaded on ILIAS for the first session. In addition, you are welcome to make a start on the reading uploaded for later sessions.

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

- will have explored literature by and for medieval women across a wide range of genres;
- will have examined the role of community as depicted within literary works;
- will have considered the role communities play in the composition of medieval literature;
- will have practiced textual analysis and academic discussion;
- will have explored a range of theoretical perspectives on medieval women's literary communities;
- will have engaged with collaborative and communal methods of scholarship.

**Coursework (pass/fail):** regular attendance, thorough preparation of set texts, active participation. In keeping with the theme of the course, there will be an emphasis on collaborative and communal activities; the nature of these will depend on student numbers but they are likely to include short collaborative writing/creative assignments and/or short presentations.

**Assessment (graded):\*** All of the above plus a 1500 word single-authored paper (worth 50% of the grade) and a 1500 word collaborative paper written jointly by two students (worth 50% of the grade). Exceptions permitting students to write one longer paper individually will be possible upon discussion.

**Deadline for Assessed Work:** 01 July 2024

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

## Free-Standing Lectures and Seminars

**BA Lecture Linguistics:** English World-Wide

**Instructors:** David Britain / Danielle Tod

**Time:** Tuesday 16-18

**Credit Points:** 3 ECTS

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

**Course Description:** This course attempts to provide an overview of the main varieties – accents and dialects - of English spoken around the world, looking at how these varieties emerged, and the main structural characteristics of them – their phonologies, grammars and lexicons. We will look at both L1 and nativising L2 Englishes, as well as English-lexified creoles, and consider a number of theories that have attempted to classify varieties of English into different types. Our tour of the Englishes of the world will take us from the British Isles (the UK, and the Republic of Ireland), to North America (the US and Canada), to South Africa, Australia and New Zealand, to the Pacific, the Caribbean, Africa and Asia, as well as to lesser-known varieties spoken in more isolated and remote sites.

**Required Reading:** Readings will be provided in advance of each session on ILIAS.

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

- Will have an understanding of the contemporary structure of many different varieties of English spoken around the world;
- Will be able to identify key aspects of their historical development and understand how contemporary varieties have emerged as a result of dialect as well as language contact;
- Will understand different theoretical approaches both to classifying different varieties of English as well as to assessing the commonalities of their trajectories over time.

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

**Exam date:** 14 May 2024

**Resit date:** 21 May 2024

**BA Lecture Literature:** **Into the Blue: Aquatic Approaches to Literature**

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

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

**Credit Points:** **3 ECTS**

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

**Course Description:** This lecture series introduces a range of approaches to water and aquatic space (beaches, islands, ports, marshes, oceans, rivers, sewers, and so on) in literary and cultural studies. It considers human encounters with different forms of water – solid (ice), liquid (lakes, rivers, the sea; rain), and gaseous (vapour, steam, fog) – and examines the forms of contact and the interactions that these shape, enable, or enforce. We will look at a variety of texts from different periods and genres to ask how water is represented aesthetically, whether specific forms of water invite specific literary strategies, and whether we can even determine a ‘water aesthetics’. The course will also address how current societal concerns (for instance, about migration and flight, or about sea level rise and climate change) are conveyed through literary engagements with water. At the same time, by focussing on different historical periods, we will also consider changes and developments in humanity’s relationship with water and the cultural representation of such shifts.

**Required Reading:** Texts will be available on ILIAS two weeks before the beginning of term.

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

- the students gain insight into the goals of the blue humanities and cultural sustainability;
- the students have an overview of blue humanities scholarship;
- the students can conceptualise water, its cultural function and literary resonances beyond the liquid;
- the students gain insight in water and its many manifestations as a salient site for literary an enquiry;
- the students are familiar with literary concepts that relate to blue humanities research.

**Assessment (pass/fail or graded):** \* Exam (60% required to secure a 4.0/pass)

**Exam date:** 16 May 2024 (14-16 or 18-20, tbc)

**Resit date:** 23 May 2024

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

**BA Seminar Linguistics:**

**Discourse Methods**

**Instructor:**

**Gwynne Mapes**

**Time:**

Tuesday 10-12

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

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

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Yes

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No

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

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

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

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

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

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

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

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

**Coursework (pass/fail):** In order to satisfy the basic (4 ECTS) academic requirements for this seminar, students will be expected to follow a schedule of independent reading each week which will be discussed and elaborated in class. To help structure these discussions, ahead of each meeting students will be required to complete a reading quiz based on an assigned case-study (11 in total). Additionally, each week students will complete an in-class exercise (12 in total) which will be designed to facilitate the application of key concepts/methods.

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

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

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

**BA Seminar Linguistics:**

**Intra-speaker variation**

**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:** Speakers have more than one way of saying more or less the same thing. This course will examine the ways in which individual speakers vary their language according to the person he or she is speaking with, where they are speaking, what they are speaking about and according to the goals of the interaction. We will examine the choices that speakers make, ranging from subtle differences in the pronunciation of individual vowels to choices among whole languages by bilingual or multilingual speakers. We will also look at how individuals use language to construct social styles, personas and identities. Topics to be covered include variation within the Labovian framework, communication accommodation theory, audience design, stylisation, crossing, politeness theory, code-switching / shifting and styling social identities.

**Required Reading:** Readings will be made available on ILIAS.

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

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

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

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

**Deadline for Assessed Work:** Friday 28 June 2024

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

**BA Seminar with subsidized  
three-day study trip to Oxford:**

**Chaucer's *Canterbury Tales*: Creative Responses 1400-2023**

**Instructor:**

**Annette Kern-Stähler**

**Time:**

Thursday 12-14 on 29 February, 14, 21 and 28 March, 25  
April 23 and 30 May. Three-day study trip to Oxford in  
April (date tbc). First session 29 February

**Credit Points:**

4 ECTS (ungraded) / 7 ECTS (graded)

**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:** Feminist or misogynist? Conservative or radical? Catholic or Protestant? English or multicultural? Father of the English nation or poet of travel and displacement? Since his death in 1400, Chaucer has been imaged in diverse, often conflicting, ways and has inspired creative responses in a variety of media, including illustrated manuscripts, cartoons, games, and television and film.

In this seminar, we will discuss the rich variety of Chaucer's storytelling art in *The Canterbury Tales* and some of the creative responses this collection of tales has inspired, including our own. In April, we will visit the exhibition 'Chaucer Here and Now', currently held at the Bodleian Library, Oxford, which explores a wide range of interpretations of and responses to Chaucer's works, from the earliest known manuscript of *The Canterbury Tales* to contemporary adaptations (among them the cartoons by the artist Kristen Haas Curtis, one of our PhD students!). You will have the rare opportunity to see the Hengwrt Manuscript, written around the time of Chaucer's death, as well as some of the richly illustrated Chaucer manuscripts, which are rarely on display to the public. You will also get to see a wide variety of postmedieval adaptations, illustrations, and translations of Chaucer's works. During the study trip, we will explore medieval Oxford and discuss the Oxford setting of Chaucer's *Miller's Tale*.

We will read Chaucer in Middle English; interlinear translations are available on ILIAS.

The exact dates for the study trip will be communicated by 20 January. PLEASE SIGN UP by 30 January: [melina.hauri@unibe.ch](mailto:melina.hauri@unibe.ch)

**Preliminary Reading:** available on ILIAS

**Before the first session, please read:** Geoffrey Chaucer, The 'General Prologue' to *The Canterbury Tales* (ILIAS); Excerpt from Marion Turner, *Geoffrey Chaucer. A European Life* (ILIAS); Excerpt from Paul Strohm, *Chaucer's Tale: 1386 and The Road to Canterbury* (ILIAS)

**NOTE:** As we will be reading a lot of Chaucer, please buy a copy of *The Riverside Chaucer* (ISBN-10: 0199552096; ISBN-13: 978-0199552092) prior to the seminar. Copies are available at the [LibRomania](#) book shop.

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

- have a detailed knowledge of several of Chaucer's *Canterbury Tales* and some of the most important creative works these tales have inspired;
- have an understanding of the variety of different 'Chaucers' which readers have imagined between 1400 and today;
- have acquired a critical understanding of adaptation studies;
- are familiar with medieval Oxford;
- have honed their analytical and interpretive skills;
- have improved their writing and presentation skills.

**Coursework (pass/fail):** Regular attendance and preparation of set texts; active seminar participation; participation in the study trip; short presentation.

**Assessment (graded):** Regular attendance and preparation of set texts; active seminar participation; participation in the study trip; short presentation; seminar paper (BA: ca. 1500-2000 words; MA: ca. 2500-3000 words)

**Deadline for assessed work:** Seminar paper 01 July 2024

**BA Seminar Literature:** Reading *Paradise Lost*

**Instructor:** Zoë Lehmann

**Time:** Monday 12-14

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

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

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

**Course Description:** We are often told that John Milton's *Paradise Lost* is one of the greatest epic poems ever written in English literature. In this course you will find out why. We will embark on a close reading of *Paradise Lost*, taking the time to tease out the intricacies and poetics of the text. Our main focus will be on the primary text, with any secondary reading offering context. This will help us to unpick some of the controversies of reading Milton. Why for instance, do some consider him a puritan and others a radical? Why is *Paradise Lost* read as both a feminist and misogynist poem? Why did Milton nearly get his head cut off? In this course we'll look for the answers in Milton's most enduring poem.

**Required Reading:** The texts must be read before the first session; your knowledge of it may be subject to examination. Please read *at least* Books I and II of *Paradise Lost* before the first class.

John Milton, *Paradise Lost*, ed. Orgel and Goldberg, Oxford World Classics (Oxford University Press), ISBN 978-0199535743

Please purchase this edition. There are some significant variations in different editions.

Further reading will be made available on ILIAS.

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

- will have an in-depth familiarity with *Paradise Lost*, including its historical, religious and social context, and its significance in the English literary tradition;
- development of close-reading skills through sustained practice, particularly poetry.

**Coursework (pass/fail):** Regular attendance and participation in seminars. Contribution to weekly tasks such as forum entries. Essay abstract (ca. 500 words) at end of course.

**Assessment (graded):\*** Coursework plus 4000 word essay.

**Deadline for Assessed Work:** 26 July 2024

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

**BA Seminar Literature:**

**Medieval Drama**

**Instructor:**

**Nicole Nyffenegger**

**Time:**

**Friday 10-12**

**Credit Points:**

**4 ECTS (+ 3 ECTS for graded assessment)**

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

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

**Course Description:** Have you been wondering what English drama was like before Shakespeare? It was rich and varied, and it came in different genres, different spaces, and different traditions. The materials were often religious, for instance in the so-called Mystery-Cycles, full-day performances of Biblical history by guilds drawing their pageant wagons through town, or in the so-called Morality Plays, which mixed allegorical personifications of vices and virtues with religious questions. The earliest Robin Hood plays, however, are also medieval, and were most probably first performed in the context of rural spring festivals. In this course, we will explore medieval drama in all its breadth, analysing, discussing, and acting out short scenes from plays of the different genres. Our discussions will be informed by critical literature concerned with the origin and development of medieval drama, performance practices, textual transmission, and the social roles and contexts of the plays.

**Required Reading:** All our primary and secondary texts will be uploaded or linked on Ilias.

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

- analysed a selection of medieval plays of different genres;
- gained an understanding of the origins and development of medieval drama;
- as well as of performance practices and textual transmission;
- and the social and historical contexts of medieval drama;
- further honed their skills of academic analysis and discussion.

**Coursework (pass/fail):** Thorough preparation of the set texts, active participation in class, regular presence (no more than two absences!), short writing exercises and presentations, depending on class-size.

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

**Deadline for Assessed Work:** 15 June 2024

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

**BA Seminar Literature:** Laughing about Londoners: Early Modern City Comedies

**Instructor:** Nicole Nyffenegger

**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:** The early modern “City Comedies” are a genre made popular by Ben Jonson, Thomas Dekker, and Thomas Middleton, among others. In these plays, Shakespeare’s contemporaries poked fun at their city’s inhabitants: Characters with names such as Brain-Worm, Kno’Well, and Sir Amorous la Foole stumble in and out of the everyday adventures (thieving, trickery, and adultery...) of Early Modern London. We will start our explorations of this genre with Dekker and Middleton’s *Roaring Girl*, a play that portrays the historical transvestite Mary Frith that allegedly appeared on stage in person to embody the fictional alter ego. Further, we will analyse and act out short scenes from Jonson’s *Everyman in his Humour* and Chapman, Johnson, and Marston’s *Eastward Ho*. Our discussions will be informed by recent critical literature providing us with the historical and cultural background for the plays.

**Required Reading:** Please buy the following, inexpensive collection (make sure to order it as early as possible!): Knowles, James, ed. *The Roaring Girl and other City Comedies*. Oxford World’s Classics. Oxford: Oxford University Press, 2008. You are expected to have read *Roaring Girl* by the second session of term.

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

- Explored several Early Modern city comedies from different perspectives (one of which is the acting of short scenes);
- gained an understanding of a specific, then very popular subgenre of drama;
- become aware of the richness of early modern drama aside from Shakespeare;
- explored Renaissance London and its inhabitants from a new perspective;
- further honed their skills of academic analysis and discussion.

**Coursework (pass/fail):** Thorough preparation of the set texts, active participation in class, regular presence (no more than two absences!), short writing exercises and presentations, depending on class-size.

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

**Deadline for Assessed Work:** 15 June 2024

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

## Optional Courses

**BA Workshop:** Ethnographic Methods

**Instructor:** Kellie Gonçalves

**Time:** Thursday 12-14

**Credit Points:** 3 ECTS

### THIS WORKSHOP HAS BEEN CANCELLED

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

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

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

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

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

- identify the theoretical and methodological challenges in employing ethnographic methods as well as identifying the societal relevance of it;
- be able to critically engage with diverse theoretical and methodological concepts with regards to different kinds of ethnographic methods;
- describe and discuss different types of ethnographic methods and the different contexts in which they are used;
- engage directly with ethnographic methods and research design;

- gain research competencies through conducting empirical work and keeping a fieldnote journal;
- practice discursive competencies during class discussions.

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

**Deadline for Assessed Work:** Thursday, 30 May 2024

**BA Workshop:** **The Anthology Project**

**Instructor:** **Axel Stähler**

**Time:** Thursday 14-16

**Credit Points:** 3 ECTS

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

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

**Course Description:** Derived from the Greek and literally meaning “a collection of blossoms”, in a literary context, the term anthology typically designates a published collection of literary works compiled by an editor. As such, anthologies are invested with significant influence with regard to the shaping of public perception of specific texts gathered for a particular purpose and to the formation of literary canons. In western literature, anthologies began to flourish in particular since the early seventeenth century, but it was really since the early twentieth century that they have significantly contributed to, and intervened in, the creation of schools and generations of poets. Anthologies are moreover a phenomenon which reflects commercial interests: they are popular as handy digests; they are more profitable than the publication of individual poets’ works; they offer themselves as presents for specific occasions, such as confirmations and bar mitzvahs. Robert Graves and Laura Riding rejected the concept of anthologies already in 1928 in their co-authored *Pamphlet against Anthologies* because they supposedly facilitated the commodification of literature. In this workshop, we will discuss the cultural and socio-political productivity and ideological impact of anthologies, dissect some specific examples, and – eventually – produce our own anthologies.

**Required Reading:** Relevant excerpts will be provided on ILIAS.

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

- have achieved a critical understanding of anthologies and their literary and cultural impact;
- appreciate the structure of anthologies;
- have familiarized themselves with paradigmatic anthology projects;
- have gained practical knowledge of creating an anthology project of their own.

**Coursework (pass/fail):** Regular attendance and active seminar participation; creation of an individual anthology project.

**BA / MA Workshop:** The Contemporary Resurgence of Antisemitism in Context

**Instructor:** Axel Stähler

**Times:** Tuesday 23 April 2024: 10-12  
Thursday 2 May 2024: 10-18  
Tuesday 7 May 2024: 10-12

**Credit Points:** 3 ECTS

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

This course is open to all students.

**Course Description:** The disconcerting recent proliferation of antisemitism in western societies, not only after the terrorist attack of Hamas on Israel and the subsequent war in Gaza, undermines the free democratic order and its fundamental values. It reflects the reiteration and adaptation of age-old patterns of discrimination which, in particular within the Christian cultural context but more recently also in other cultural contexts, have led since antiquity time and again to the exclusion and the violent persecution of Jewish communities and individuals: to expulsions, pogroms, and the Holocaust.

Responding to student queries, the objective of this interdisciplinary workshop (which consists of a preparatory session, a day-long workshop session with speakers from the University of Bern and from abroad, and a wrapping-up session) is to expose these patterns and the baseless accusations from which they result. The workshop moreover seeks to address, and redress, the widespread uncertainty experienced in this context by many in the face of the proliferation of frequently false information in the social media.

**Required Reading:**

Excerpts (to be provided) from: Wistrich, Robert (ed.). *Anti-Judaism, Antisemitism, and Delegitimizing Israel* (Lincoln and London: University of Nebraska Press, 2016). Lassner, Phyllis and Lara Trubowitz. *Antisemitism and Philosemitism in the Twentieth and Twenty-First Centuries: Representing Jews, Jewishness, and Modern Culture* (Newark: University of Delaware Press, 2008) Bauman, Zygmunt. "Allosemitism: Premodern, Modern, Postmodern", in: *Modernity, Culture and 'the Jew'*, edited by Bryan Cheyette and Laura Marcus (Cambridge: Polity, 1998), pp. 143–56.

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

- have gained a critical awareness of antisemitic stereotypes in historical and contemporary perspective;
- have developed a critical understanding of the middle east conflict and its historical roots;
- appreciate the need for critical engagement with information on social media.

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

**BA Workshop (Excursion):**

**Shakespeare in London**

**Instructor:**

**Nicole Nyffenegger**

**Time:**

Friday 14-16 biweekly, with 4-day study trip to London from 20 until 23 May

**Credit Points:**

3 ECTS

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

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

**Course Description:** In this course, we will discuss and analyse two to three Shakespeare plays that we then go see together at the Globe in London in early May (exact dates tbc, depending on the Globe's summer programme). Specifically, we will focus on key scenes and explore those by careful textual analyses, dramatic readings, and watching previous productions. In addition, students will prepare short talks on London locations for a "Shakespeare's London" walking tour.

This course will have to be capped at 20 students: please make sure to sign up early to secure your place.

**Required Reading:** Two to three Shakespeare plays, tba via Ilias in early February.

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

- Read and discussed two to three Shakespeare plays;
- explored key scenes from these plays in depth;
- acquired some knowledge of their performance history;
- gone to London to see the Globe productions;
- and explored the remainders of Shakespeare's London.

**Coursework (pass/fail):** Thorough preparation of the set texts, active participation in class, regular presence, presence on excursion, short presentation on site in London.

**BA Workshop:****Thinking with the Seabed****Instructors:****Giulia Champion / Marion Troxler****Time:**Block course Friday, 26 April, 9:15 to 16:00  
Preliminary meeting via Zoom, date tba**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:** In this workshop, we propose to look at policy, industry and scientific documents alongside literary forms as speculative narratives discursively creating the seabed and the ocean. Our aim is twofold; first to consider the colonial and imperial underpinnings of ocean science and law and how these permeate current negotiations on a so-called mining code. These plans can be read as speculative narratives of the seabed and deep ocean ecosystems, though ones where they do not have a voice. Thus, the second part of this session asks how these underpinnings can be unlearned with speculative fiction, music and narratives, and how we can decolonially think with the seabed. We will draw on works by the clipping, Alexis Pauline Gumbs and Rivers Solomon's novella *The Deep* in tackling these questions.

*The Deep* imagines the deep sea as a repository for history, and proposes an underwater society which destabilises binary notions of past/present, gender, species and sexuality. Speculative fiction imagines alternative realities and potential futures with no claim to real feasibility. Looking at both literary and political as well as scientific speculative narratives can help us understand how attempts to imagine a way of "better" living depends on which values, ideals, hopes and anxieties are projected onto an unknown future.

**Required Reading:** Solomon, Rivers et al. *The Deep* (2019), the clipping.'s song "The Deep", 2017 (youtube). Other material will be uploaded on ILIAS.

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

- the students gain insight into the goals of the blue humanities and cultural sustainability;
- the students can connect literary studies to political and scientific discourses;
- the students practice close reading and communication in writing.

**Coursework (pass/fail):** Active participation in both the preliminary meeting and the workshop, a small written task in preparation.

**Wahlbereich Lecture and Seminar:** **BMZ lecture 'Essen und Trinken im Mittelalter: Zwischen Hungersnot und Schlaraffenland'**

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

**Times:** Thursday 16.15-17.45 and three seminars starting at 17.45. Preliminary meeting on 22 February 18.15-19.00

**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:** Die Nahrungsaufnahme ist eine physiologische Notwendigkeit. Aber die Art und Weise, wie wir essen und die Zusammensetzung dessen, was wir essen und trinken, sowie die Gründe für die Wahl der Lebensmittel und ihre Zubereitungsart sind in hohem Maße kulturell, historisch, technologisch, religiös, ideologisch und von der uns umgebenden Umwelt bestimmt. Je nach sozialer Gruppe kennt die kulturelle Praxis des Essens Gebote und Verbote, die sich am Tages- und Jahreszyklus orientieren. Essen kann auch ein Unterscheidungsmerkmal zwischen sozialen Schichten sein.

Bestimmten Lebensmitteln kommt in verschiedenen Regionen und Kulturen eine besondere Bedeutung zu, sei es das Lamm zu Ostern oder die Dattel zum Fastenbrechen im Ramadan. Lebensmittel sind auch bestimmten Moden unterworfen, die zeittypische Werte vermitteln. Auch das Klima mit seinen Schwankungen spielt eine nicht zu unterschätzende Rolle.

Wir fragen, wie und was im Mittelalter gegessen wurde, welche regionalen Unterschiede es gab, welche Verbote und Einschränkungen es gab und wie sich diese veränderten. Wie hat der Mangel an Nahrung die Geschichte geprägt, und welche Bedeutung hatte der bewusste Verzicht auf Nahrung, das Fasten?

Wir fragen aber auch, wie sich das Essen in Kunst und Literatur, in der Geschichtsschreibung und in der Stadt- und Landschaftsplanung niedergeschlagen hat. Unsere Quellen sind vielfältig: Rezeptbücher, Bilder, Knigge-Regeln, die Tischsitten beschreiben, literarische und musikalische Werke, die sich mit dem Essen beschäftigen, oder die Lesungen und die Musik, die die Mahlzeiten in Refektorien und Hofgesellschaften begleiteten.

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

**Learning Outcomes:** Nach Besuch der Vorlesung:

- erhalten die Studierenden einen Einblick in die Ziele der ökologischen Geisteswissenschaften und der kulturellen Nachhaltigkeit;
- können die Studierenden den mittelalterlichen Umgang mit Essen und Trinken erklären;
- ein Forschungsthema aus verschiedenen fachlichen Perspektiven betrachten;
- Zusammenhänge selbständig beurteilen.

**Wahlbereich Lecture:** Erschütterungen

**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.

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

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

**Anrechenbarkeit für Studierende: KSL**

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

## Research Module

<b>BA Colloquium:</b>	<b>Language and Linguistics</b>
<b>Instructors:</b>	<b>David Britain / Kellie Gonçalves / Crispin Thurlow</b>
<b>Time:</b>	Monday 14-16
<b>Dates:</b>	19 and 26 February, 11 March, 08 and 15 April + one-day conference <u>Friday</u> 17 May 11-15
<b>Credit Points:</b>	2 ECTS

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

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

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

- All students are expected to attend five foundation sessions: General Introduction (Week 1, 19 February), What is a thesis? (Week 2, 26 February), Writing Skills (Week 4\*, 11 March), Analysis Workshop (Week 7, 8 April) and Presentation Skills (Week 8\*, 15 April).
- Students in their final semester must attend an Analysis Workshop (Week 7), bringing a research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 12: Friday 17 May, 14-17. Students in their first colloquium semester must submit their *Project Propositions* (see below) by 30 March – one month before the supervisor registration deadline.

\*Weeks 4 and 8 are online only. More information will be provided in the introductory session.

**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  
**Instructor:** Sofie Behluli  
**Time:** Thursday 10-12  
**Dates:** 22 February, 07 and 28 March, 18 April, 02 and 23 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:** 22 February, 07 and 28 March, 18 April, 02 and 23 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 / Zoë Lehmann  
**Time:** Thursday (see times below)  
**Dates:** 29 February 09-10, 14 March 09-11, 18 April 09-11,  
02 May 09-12  
**Credit Points:** 2 ECTS

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

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

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

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

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

**Deadline for Assessed Work:** Throughout semester

## Advanced Readings Examinations in Language and Linguistics and Literature

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

**Supervisors:** Danielle Tod / Viola Marchi

**Dates:** Introductory Q&A session: Tuesday 27 February  
Exam: Monday 13 May; Resit: Monday 02 September

**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:

[https://www.ens.unibe.ch/studies/course\\_types\\_and\\_modules/arل advanced reading list/index\\_eng.html](https://www.ens.unibe.ch/studies/course_types_and_modules/arل advanced reading list/index_eng.html)

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

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

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

## MA STUDIES

### Inter-sectional Lecture

**MA Lecture:** Thinking – Writing – Speaking Community

**Instructors:** Thomas Claviez / Kellie Gonçalves, Sofie Behluli,  
Hannah Piercy / Zoe Lehmann / Viola Marchi, Craig  
Welker / Martin Paviour-Smith

**Time:** Wednesday 10-12

**Credit Points:** 3 ECTS

**Course Description:** The concept of community seems ever so often self-explanatory: It is what people have 'in common': Language, values, goals, a location. However, quite a few things remain open in such a definition: What if people don't share any or all of these? That is, what mechanisms of exclusion are being evoked through such criteria? And does community also by default demand a certain temporal duration to be considered as such? These and other aspects of this term are being shed light upon by an exciting group of scholars from our own department and from abroad in this lecture series.

**Required Reading:** All the material for this lecture will be uploaded on ILIAS. **The texts must be read before the lecture they are assigned to; your knowledge of it may be subject to examination.**

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

- Will be able to critically engage with, and reflect upon, different approaches to the concept of community;
- Will be able to do this within an interdisciplinary framework;
- Will be able to discuss basic texts relevant to the topic.

**Assessment (pass/fail or graded):** \* 60% required to secure a 4.0/pass

**Exam date:** 15 May

**Resit date:** 22 May

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

## Specialisation Language and Linguistics

<b>MA Lecture:</b>	<b>English World-Wide</b>
<b>Instructors:</b>	<b>David Britain / Danielle Tod</b>
<b>Time:</b>	Tuesday 16-18
<b>Credit Points:</b>	3 ECTS

**Course Description:** This course attempts to provide an overview of the main varieties – accents and dialects - of English spoken around the world, looking at how these varieties emerged, and the main structural characteristics of them – their phonologies, grammars and lexicons. We will look at both L1 and nativising L2 Englishes, as well as English-lexified creoles, and consider a number of theories that have attempted to classify varieties of English into different types. Our tour of the Englishes of the world will take us from the British Isles (the UK, and the Republic of Ireland), to North America (the US and Canada), to South Africa, Australia and New Zealand, to the Pacific, the Caribbean, Africa and Asia, as well as to lesser-known varieties spoken in more isolated and remote sites.

**Required Reading:** Readings will be provided in advance of each session on ILIAS.

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

- Will have an understanding of the contemporary structure of many different varieties of English spoken around the world;
- Will be able to identify key aspects of their historical development and understand how contemporary varieties have emerged as a result of dialect as well as language contact;
- Will understand different theoretical approaches both to classifying different varieties of English as well as to assessing the commonalities of their trajectories over time.

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

**Exam date:** 14 May 2024

**Resit date:** 21 May 2024

<b>MA Seminar:</b>	<b>Language across the Lifespan</b>
<b>Instructors:</b>	<b>David Britain / Hannah Hedegard</b>
<b>Times:</b>	Tuesday 10-12 (weekly until 08 April, then 07 May, then 9-13 on 28 May)
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Do our accents change over our lifetime? Labov's (1966) apparent-time model assumes relative linguistic stability after adolescence. Eckert (1997: 152), meanwhile, argues that 'progress through the lifecourse involves changes in family status, gender relations, employment status, social networks, place of residence, community participation, institutional participation, engagement in the marketplace ... It is unlikely that speakers pass through all the identity changes of a lifetime without making any changes in their use of sociolinguistic variables'. In an attempt to address this question, sociolinguistics has recently witnessed an upsurge in 'real-time' analyses of linguistic change through so-called *panel studies*, where the speech of the same speakers is compared at different points in time. This seminar investigates real-time studies to search for evidence of lifespan change, through students' own panel study analyses. The course will begin with an assessment of the existing literature on apparent- and real-time approaches to the study of linguistic change, as well as evidence of lifespan change from panel studies in real-time. Graded students will then conduct their own analyses of a linguistic variable across real-time in their own panel study. Detailed guidance and support on how to conduct such an analysis will be given in the seminar.

**Required Reading:** All students should read the following text, to be found on ILIAS, before the course starts: Gillian Sankoff (2018) Language Change across the Lifespan. *Annual Review of Linguistics* 4: 297-316. Other material will be uploaded to ILIAS.

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

- will understand the strengths and weaknesses of contemporary models for the investigation of linguistic change
- will understand how language changes across the lifespan of an individual, and the implications of this for how we investigate linguistic change
- will gain insight into the goals of cultural sustainability through a recognition of the importance of the archiving of human voice;

Additional learning outcomes for graded students:

- Will have learnt how to investigate real-time linguistic change through their own empirical analyses of speakers at two or more different points in time;
- Will have gained experience in presenting their own research in conference format.

**Coursework (pass/fail):** Class presentation, critical summaries of 3 presentations at the semester-end conference, attendance and participation

**Assessment (graded):\*** Class presentation, attendance, participation, an end of semester conference presentation and subsequent written report (4000 words).

**Deadline for Assessed Work:** 17.00 on 07 June 2024

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

<b>MA Seminar:</b>	<b>Everyday Multilingualism: from theory to practice</b>
<b>Instructor:</b>	<b>Kellie Gonçalves</b>
<b>Time:</b>	Monday 12-14
<b>Credit Points:</b>	4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** According to the *Linguistic Society of America* (2022):

A bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations). Multilingualism isn't unusual; in fact, it's the norm for most of the world's societies. It's possible for a person to know and use three, four, or even more languages fluently.

This course traces the historical development of bi- and multilingual studies from the 1960s up until the present day. The course offers students an array of theoretical frameworks and methodological approaches, which have been used to study bilingual and multilingual language production of individuals both orally as well as in written mode in everyday settings. Students will become familiar with topics such as, “what are the social motivations for code-switching (Myers-Scotton 1993) and lexical choice on the micro level” to encountering more recent debates about “translanguaging and the ways in which bilinguals utilize their various linguistic resources”. As such, this course is intended for students to engage directly and critically with past and current debated theoretical frameworks and methodological trends. The course will focus on a range of different contexts, some of which include: bi-and multilingualism within families and family language policy (FLP); bi-and multilingualism, literacy, policy and education; bi- and multilingual workplaces; and bi-and multilingual scripts and orthography both online and offline. Students are expected to carry out a small empirical study of their choice based on a theme covered in class. Students will then present their findings to the class in the form of a poster presentation at the end of term.

**Required Reading:** All texts will be made available on ILIAS. Please read De Houwer & Ortega (2019) for the first session.

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

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

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

**Assessment (graded):** Regular attendance, active participation in class discussions, fieldwork, poster presentation, and a written seminar paper of approximately 4000 words

**Deadline for Assessed Work:** Friday 21 June 2024

<b>MA Seminar:</b>	<b>English on the Isle of Skye</b>
<b>Instructor:</b>	<b>Hannah Hedegard</b>
<b>Time:</b>	Tuesday 14-16 (Weeks 1-5, 9, 10), May 28 <sup>th</sup> (Week 14) 14-18
<b>Credit Points:</b>	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 Skye; we will undertake fine-grained investigation of a speech corpus collected on the island the previous semester by 20 students. Students who did not take the fieldwork course are welcome to enroll in this one, however.

A picturesque English and Gaelic-speaking island in the Scottish Inner Hebrides, the Isle of Skye is home to around 13,000 people. The sociolinguistic effects of its geo-cultural isolation and bilingual status make it a valuable site for language variation and change scholarship. Despite this, the English spoken on *An t-Eilean Sgitheanach* (the island's Gaelic name) remains a relatively under-researched variety. This course will work towards filling 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. Five preliminary sessions will cover fundamental sociolinguistic frameworks and concepts, cutting-edge methodologies, as well as a refresher on the Skye 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 extended conference.

**Required Reading:** Will be uploaded to ILIAS prior to the start of term.

**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):** consistent class attendance, independent/paired work, final oral presentation

**Assessment (graded):**\* Graded assessment: consistent class attendance, independent/paired work, final oral presentation, and a written report of 4000 words (=/- 10%) based on your presentation

**Deadline for Assessed Work:** 18:00, 30 June 2024

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

## Center for the Study of Language and Society (CSLS)

The Center for the Study of Language and Society (CSLS) at the University of Bern is dedicated to research and advocacy on the intersection between language and society. We conceive of this intersection in its widest sense. As a result, our work focuses on exploring how social changes affect languages and language use, how social beliefs and ideologies are reproduced and transmitted through language, and how, conversely, beliefs about language and language users have lasting social impacts. In particular, we aim to foster studies of the relationship between language, inequality and social (in)justice in all of its forms. We support and enable research and training on these topics at the postgraduate and postdoctoral levels, and work to promote the importance of language and language issues to a broad public, both within and outside of academia.

<b>CSLS Seminar:</b>	<b>Styling the Self: Language and Identity</b>
<b>Instructor:</b>	<b>Erez Levon</b>
<b>Time:</b>	Tuesdays 14:15-15:45
<b>ECTS:</b>	4 (w/o seminar paper) 7 (w/ seminar paper)
<b>Language:</b>	English, Deutsch, français, italiano

**Course description:** In this course, students develop an in-depth understanding of "style" as it has been treated in sociolinguistics and related disciplines. We cover the major frameworks that have been proposed for conceptualizing language style (including those by Allan Bell, Nik Coupland, Penny Eckert, Erving Goffman, Bill Labov, Ben Rampton, Barbara Johnstone, Scott Kiesling, Deborah Tannen and Mary Bucholtz, among others). We consider how patterns of individual language use relate to larger social structures, how people vary their presentations of self depending on context and interlocutor, the ways linguistic practices get bundled together with other forms of social behaviour, and how people negotiate their own understandings of self in both offline and online contexts. Through the course, students will gain a deep understanding of linguistic indexicality and intra-speaker variation, and of how these concepts relate to the study of language, social meaning and identity more broadly.

**Assessment:** Attendance and participation in class discussions – 10%; 2 short data analysis assignments – 4 ECTS: 90%, 7 ECTS: 40%  
Seminar paper (only for 7 ECTS): 50%

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

- understand the various ways in which "style" has been conceptualized in the sociolinguistics;
- literature and the relationship between these conceptualizations and the study of language and social meaning more broadly
- have the methodological tools required to engage in original examinations of stylistic variation;
- in practice be able to critically interrogate existing claims in the literature on language style;
- understand the theoretical connection between studies of individual variation and group-wide patterns
- develop a fuller understanding of the history and progression of sociolinguistic theory.

**CSLS Seminar:** Experimental Sociolinguistics

**Instructor:** Marie-Anne Morand

**Time:** Thursdays 10:15-12:00

**ECTS:** 4 (w/o seminar paper) 7 (w/ seminar paper)

**Language:** English

**Course description:** This seminar offers students an overview of and practical experience with experimental methods for investigating speech production, speech perception, and language ideologies from a sociolinguistic perspective. We will practice formulating (testable) research questions and talk about practicalities when running experiments. Further topics to be covered include experimental designs as well as how to conduct, analyse, and interpret them.

**Assessment:** Students taking the course for 4 ECTS (pass/fail) participate fully in all in-class discussions and present alone or in pairs an experimental design/method. In addition, students taking the course for 7 ECTS (graded) write a 5000-word seminar paper on a mock experiment.

**Learning outcome:** By the end of the seminar students will be able:

- to describe various experimental designs used in sociolinguistics to study speech production, speech perception, and language ideologies, including theoretical implications;
- to explain the practicalities of conducting, analyzing, and interpreting a sociolinguistic experiment;
- to design their own mock experiment;
- and to assess the methodology of sociolinguistic experiments.

## Specialisation Literature

**MA Lecture:** Conceptualizing Cosmopolitanism and World Literature

**Instructor:** Thomas Claviez

**Time:** Wednesday 16-18

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

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

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

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

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

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

**Exam Dates:** Last three weeks of the semester

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

<b>MA Lecture:</b>	<b>Into the Blue: Aquatic Approaches to Literature</b>
<b>Instructors:</b>	<b>Virginia Richter / Ursula Kluwick</b>
<b>Time:</b>	<b>Thursday 14-16</b>
<b>Credit Points:</b>	<b>3 ECTS</b>

**Course Description:** This lecture series introduces a range of approaches to water and aquatic space (beaches, islands, ports, marshes, oceans, rivers, sewers, and so on) in literary and cultural studies. It considers human encounters with different forms of water – solid (ice), liquid (lakes, rivers, the sea; rain), and gaseous (vapour, steam, fog) – and examines the forms of contact and the interactions that these shape, enable, or enforce. We will look at a variety of texts from different periods and genres to ask how water is represented aesthetically, whether specific forms of water invite specific literary strategies, and whether we can even determine a ‘water aesthetics’. The course will also address how current societal concerns (for instance, about migration and flight, or about sea level rise and climate change) are conveyed through literary engagements with water. At the same time, by focussing on different historical periods, we will also consider changes and developments in humanity’s relationship with water and the cultural representation of such shifts.

**Required Reading:** Texts will be available on ILIAS two weeks before the beginning of term.

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

- the students gain insight into the goals of the blue humanities and cultural sustainability;
- the students have an overview of blue humanities scholarship;
- the students can conceptualise water, its cultural function and literary resonances beyond the liquid;
- the students gain insight in water and its many manifestations as a salient site for literary an enquiry;
- the students are familiar with literary concepts that relate to blue humanities research.

**Assessment (pass/fail or graded):** \* Exam (60% required to secure a 4.0/pass)

**Exam date:** 16 May 2024 (14-16 or 18-20, tbc)

**Resit date:** 23 May 2024

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

**MA Seminar:**

**Shakespeare in America**

**Instructor:**

**Axel Stähler**

**Time:**

Monday 10-12

**Credit Points:**

4 ECTS (+ 3 ECTS for graded assessment)

**Course Description:** Shakespeare is a global phenomenon. His works are not only performed across the world, but have inspired many other writers as intertexts or, in the context of adaptation, as pre-texts. In this seminar, we will examine adaptations of the ‘Bard’ originating within the North American context. Altogether, we will focus on three of Shakespeare’s plays – *The Merchant of Venice* (1596), *Othello* (1603), and *King Lear* (1606) – and will discuss in relation to each of these pre-texts two different adaptations as post-texts, including plays but also novels and a memoir. Mark Leiren-Young’s *Shylock* (1996) offers a critical reflection on *The Merchant of Venice* in relation to the perennial, and pernicious, issue of antisemitism; Sarah Mantell’s as yet unpublished “Everything that Never Happened” (2027) enquires into questions of gender raised by the play. Toni Morrison and Rokia Traoré’s *Desdemona* (2012) also challenges gender conceptions as well as notions of racism in relation to *Othello*. In the historical novel *I, Iago* (2012), Nicole Galland develops a background story to one of the most memorable villains of Shakespeare. *A Thousand Acres* (1991) by Jane Smiley transposes the story of *King Lear* into the American Midwest. The British actor Michael Pennington’s memoir, *King Lear in Brooklyn* (2016), finally, is a reflection on the acclaimed 2014 production of the play at the Polonsky Shakespeare Center in Brooklyn which includes elements of analysis and of an adventure story.

**Required Reading:**

Galland, Nicole. *I, Iago* (2012)

Leiren-Young, Mark. *Shylock: A Play* (1996)

Mantell, Sarah. “Everything that Never Happened” (2017; unpublished, PDF will be provided)

Morrison, Toni and Rokia Traoré. *Desdemona* (2012)

Pennington, Michael. *King Lear in Brooklyn* (2016)

Shakespeare, William. *King Lear* (Arden edition recommended)

*Othello* (Arden edition recommended)

*The Merchant of Venice* (Arden edition recommended)

Smiley, Jane. *A Thousand Acres* (1991)

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

- have developed a critical understanding of the concept of intermediality and processes of literary adaptation;
- appreciate the politics and practices of adaptations of Shakespeare’s works within the North American context;
- have gained detailed knowledge of interpretive approaches to selected plays by Shakespeare;
- have consolidated and improved their analytical and interpretive skills with the scrutiny of the literary adaptations of Shakespeare’s works discussed in the course;
- have explored creative approaches to literary adaptation.

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

**Assessment (graded):\*** One creative adaptation or concept of an adaptation (1500 words; 25%) and one essay (3000 words; 75%).

**Deadline for Assessed Work:** 3 May 2024 (creative adaptation or concept) 28 June 2024 (essay)

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

**MA Seminar study trip to Oxford: Chaucer's *Canterbury Tales*: Creative Responses 1400-2023**

**Instructor:** Annette Kern-Stähler

**Time:** Thursday 12-14 fortnightly and three-day subsidised study trip to Oxford in April (date tbc). First session: 29 February

**Credit Points:** 4 ECTS (ungraded) / 7 ECTS (graded)

**Course Description:** Feminist or misogynist? Conservative or radical? Catholic or Protestant? English or multicultural? Father of the English nation or poet of travel and displacement? Since his death in 1400, Chaucer has been imaged in diverse, often conflicting, ways and has inspired creative responses in a variety of media, including illustrated manuscripts, cartoons, games, and television and film.

In this seminar, we will discuss the rich variety of Chaucer's storytelling art in *The Canterbury Tales* and some of the creative responses this collection of tales has inspired, including our own. In April, we will visit the exhibition 'Chaucer Here and Now', currently held at the Bodleian Library, Oxford, which explores a wide range of interpretations of and responses to Chaucer's works, from the earliest known manuscript of *The Canterbury Tales* to contemporary adaptations (among them the cartoons by the artist Kristen Haas Curtis, one of our PhD students!). You will have the rare opportunity to see the Hengwrt Manuscript, written around the time of Chaucer's death, as well as some of the richly illustrated Chaucer manuscripts, which are rarely on display to the public. You will also get to see a wide variety of postmedieval adaptations, illustrations, and translations of Chaucer's works. During the study trip, we will explore medieval Oxford and discuss the Oxford setting of Chaucer's *Miller's Tale*.

We will read Chaucer in Middle English; interlinear translations are available on ILIAS.

The exact dates for the study trip will be communicated by 20 January. PLEASE SIGN UP by 30 January: [melina.hauri@unibe.ch](mailto:melina.hauri@unibe.ch)

**Preliminary Reading:** available on ILIAS

**Before the first session, please read:** Geoffrey Chaucer, The 'General Prologue' to *The Canterbury Tales* (ILIAS); Excerpt from Marion Turner, *Geoffrey Chaucer. A European Life* (ILIAS); Excerpt from Paul Strohm, *Chaucer's Tale: 1386 and The Road to Canterbury* (ILIAS)

**NOTE:** As we will be reading a lot of Chaucer, please buy a copy of *The Riverside Chaucer* (ISBN-10: 0199552096; ISBN-13: 978-0199552092) prior to the seminar. Copies are available at the [LibRomania](#) book shop.

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

- have a detailed knowledge of several of Chaucer's *Canterbury Tales* and some of the most important creative works these tales have inspired;
- have an understanding of the variety of different 'Chaucers' which readers have imagined between 1400 and today;
- have acquired a critical understanding of adaptation studies;

- are familiar with medieval Oxford;
- have honed their analytical and interpretive skills;
- have improved their writing and presentation skills.

**Coursework (pass/fail):** Regular attendance and preparation of set texts; active seminar participation; participation in the study trip; short presentation.

**Assessment (graded):** Regular attendance and preparation of set texts; active seminar participation; participation in the study trip; short presentation; seminar paper (BA: ca. 1500-2000 words; MA: ca. 2500-3000 words)

**Deadline for assessed work:** Seminar paper 1 July 2024

**MA Seminar:**

**Prize Winners**

**Instructor:**

**Axel Stähler**

**Time:**

**Monday 14-16**

**Credit Points:**

**4 ECTS (+ 3 ECTS for graded assessment)**

**Course Description:** The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such, it is of crucial relevance to the study of contemporary literature. The award of literary prizes reflects the beginnings of the successful, or potentially abortive, formation of a literary canon. It affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes. It also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer. Literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces, of which literary prizes become indicators or even 'enforcers.'

In this seminar, students will investigate with the methods of literary and cultural studies the culture and politics of literary awards in the US with particular focus on a cross section of the different categories of the Pulitzer Prize. We will discuss the winners of the year 2023 of the categories of Fiction, Drama, Poetry, Memoirs or Autobiography, and General Non-Fiction. Practical elements will be included in the module with the composition of a literary review and presentations in preparation of the concluding debate in the seminar in which students will decide which text will be winner of their own "Prize Winners Student Choice Award."

**Required Reading:**

Diaz, Hernan. *Trust* (2022) – Pulitzer Prize for Fiction 2023

Hsu, Hua. *Stay True* (2022) – Pulitzer Prize for Memoir or Autobiography 2023

Phillips, Carl. *Then the War: And Selected Poems 2007–2020* (2022) – Pulitzer Prize for Poetry 2023

Samuels, Robert and Toluse Olorunnipa. *His Name is George Floyd* (2022) – Pulitzer Prize for General Non-Fiction 2023

Toossi, Sanaz. *English* (2022) – Pulitzer Prize for Drama 2023

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

- recognize and analyze the cultural contexts from which notions of literary quality emerge;
- appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;
- follow critical debates in the most influential national (and international) feuilletons and form an opinion of their own by critically engaging with them;
- understand the politics of literary production and marketing as well as the economic, social, and cultural forces by which it is driven;
- demonstrate confidence in talking about recent literary texts and in joining literary debates;
- deploy accurately established techniques of the analysis of literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);
- apply conceptual understanding of literary and cultural theories relating to the study of literature;
- demonstrate coherent and detailed knowledge of the history of the discipline of literary studies.

**Coursework (pass/fail):** One oral presentation (group work) of 15–20 mins, regular attendance, and active seminar participation.

**Assessment (graded):\*** One literary review essay (1000 words; 25%) and one essay (3500 words; 75%).

**Deadline for Assessed Work:** 03 May 2024 (literary review), 28 June 2024 (essay)

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

## Other Courses

**MA / BA Workshop:** The Contemporary Resurgence of Antisemitism in Context

**Instructors:** Axel Stähler

**Times:** Tuesday 23 April 2024: 10-12  
Thursday 2 May 2024: 10-18  
Tuesday 7 May 2024: 10-12

**Credit Points:** 3 ECTS

**Course Description:** The disconcerting recent proliferation of antisemitism in western societies, not only after the terrorist attack of Hamas on Israel and the subsequent war in Gaza, undermines the free democratic order and its fundamental values. It reflects the reiteration and adaptation of age-old patterns of discrimination which, in particular within the Christian cultural context but more recently also in other cultural contexts, have led since antiquity time and again to the exclusion and the violent persecution of Jewish communities and individuals: to expulsions, pogroms, and the Holocaust.

Responding to student queries, the objective of this interdisciplinary workshop (which consists of a preparatory session, a day-long workshop session with speakers from the University of Bern and from abroad, and a wrapping-up session) is to expose these patterns and the baseless accusations from which they result. The workshop moreover seeks to address, and redress, the widespread uncertainty experienced in this context by many in the face of the proliferation of frequently false information in the social media.

### Required Reading:

Excerpts (to be provided) from:

Wistrich, Robert (ed.). *Anti-Judaism, Antisemitism, and Delegitimizing Israel* (Lincoln and London: University of Nebraska Press, 2016).

Lassner, Phyllis and Lara Trubowitz. *Antisemitism and Philosemitism in the Twentieth and Twenty-First Centuries: Representing Jews, Jewishness, and Modern Culture* (Newark: University of Delaware Press, 2008)

Bauman, Zygmunt. "Allosemitism: Premodern, Modern, Postmodern", in: *Modernity, Culture and 'the Jew'*, edited by Bryan Cheyette and Laura Marcus (Cambridge: Polity, 1998), pp. 143–56.

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

- have gained a critical awareness of antisemitic stereotypes in historical and contemporary perspective;
- have developed a critical understanding of the middle east conflict and its historical roots;
- appreciate the need for critical engagement with information on social media.

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

**Wahlbereich Lecture and Seminar:** BMZ lecture 'Essen und Trinken im Mittelalter: Zwischen Hungersnot und Schlaraffenland'

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

**Times:** Thursday 16.15-17.45 and three seminars starting at 17.45. Preliminary meeting on 22 February 18.15-19.00

**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:** Die Nahrungsaufnahme ist eine physiologische Notwendigkeit. Aber die Art und Weise, wie wir essen und die Zusammensetzung dessen, was wir essen und trinken, sowie die Gründe für die Wahl der Lebensmittel und ihre Zubereitungsart sind in hohem Maße kulturell, historisch, technologisch, religiös, ideologisch und von der uns umgebenden Umwelt bestimmt. Je nach sozialer Gruppe kennt die kulturelle Praxis des Essens Gebote und Verbote, die sich am Tages- und Jahreszyklus orientieren. Essen kann auch ein Unterscheidungsmerkmal zwischen sozialen Schichten sein.

Bestimmten Lebensmitteln kommt in verschiedenen Regionen und Kulturen eine besondere Bedeutung zu, sei es das Lamm zu Ostern oder die Dattel zum Fastenbrechen im Ramadan. Lebensmittel sind auch bestimmten Moden unterworfen, die zeittypische Werte vermitteln. Auch das Klima mit seinen Schwankungen spielt eine nicht zu unterschätzende Rolle.

Wir fragen, wie und was im Mittelalter gegessen wurde, welche regionalen Unterschiede es gab, welche Verbote und Einschränkungen es gab und wie sich diese veränderten. Wie hat der Mangel an Nahrung die Geschichte geprägt, und welche Bedeutung hatte der bewusste Verzicht auf Nahrung, das Fasten?

Wir fragen aber auch, wie sich das Essen in Kunst und Literatur, in der Geschichtsschreibung und in der Stadt- und Landschaftsplanung niedergeschlagen hat. Unsere Quellen sind vielfältig: Rezeptbücher, Bilder, Knigge-Regeln, die Tischsitten beschreiben, literarische und musikalische Werke, die sich mit dem Essen beschäftigen, oder die Lesungen und die Musik, die die Mahlzeiten in Refektorien und Hofgesellschaften begleiteten.

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

**Learning Outcomes:** Nach Besuch der Vorlesung

- erhalten die Studierenden einen Einblick in die Ziele der ökologischen Geisteswissenschaften und der kulturellen Nachhaltigkeit;
- können die Studierenden den mittelalterlichen Umgang mit Essen und Trinken erklären;
- ein Forschungsthema aus verschiedenen fachlichen Perspektiven betrachten.

## Research Module

**MA Colloquium:** Language and Linguistics

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

**Time:** Monday 14-16

**Sessions:** 19 and 26 February, 11 and 25 March, 15 and 22 April  
+ one-day conference Friday 17 May 09:00-12:00

**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 five foundation sessions: General Introduction (Week 1, 19 February), What is a thesis? (Week 2, 26 February), Writing Skills (Week 4\*, 11 March), Analysis Workshop (Week 6, 25 March) and Presentation Skills (Week 8\*, 15 April).
- Students in their penultimate colloquium semester are required to attend an additional Poster Design session (week 9, 22 April).
- 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 12 – Friday 17 May 09:00-12:00.
- Students in their first colloquium semester must submit Project Propositions (see below) by the time of the colloquium conference.

\*Weeks 4 and 8 are online only. More information will be provided in the introductory session.

**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.

<b>MA Colloquium:</b>	<b>North American Literature I</b>
<b>Instructor:</b>	<b>Sofie Behluli</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	29 February, 14 March, 11 April, 25 April, 16 May, 30 May
<b>Credit Points:</b>	2 ECTS

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

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

**Coursework (pass/fail):** Cumulative coursework

**Deadline for Assessed Work:** Throughout semester

<b>MA Colloquium:</b>	<b>North American Literature II</b>
<b>Instructors:</b>	<b>Thomas Claviez / Axel Stähler</b>
<b>Time:</b>	Thursday 10-12
<b>Sessions:</b>	29 February, 14 March, 11 April, 25 April, 16 May, 30 May
<b>Credit Points:</b>	2 ECTS

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

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

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

**Deadline for Assessed Work:** Throughout semester

**MA Colloquium:**

**Medieval and Modern English Literature**

**Instructors:**

**Annette Kern-Stähler / Zoë Lehmann**

**Time:**

Thursday (see times below)

**Dates:**

29 February 10-11, 21 and 28 March 09-11, 25 April 09-12

**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:**                                        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 14-16

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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. visibility; space/place; material culture); language and globalization; language and new media; youth and adolescent communication; sex/uality; class inequality.

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

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

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

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

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

## Staff Address List Spring Semester 2024

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## Footnotes to Timetable

### Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral students

⑮ denotes lectures with pre-1800 content

### Language Module:

Writing Skills II

Grammar II

### Focus Module (FM):

Thinking – Writing – Speaking Community

### BA Core Curriculum:

Analysing Language and Linguistics (Seminar)

Analysing Literature (Seminar)

Literary History (Lecture)

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

<sup>[2]</sup> Britain/Gonçalves/Thurlow/**Levon** BA and **MA Colloquium** Language and Linguistics  
BA: 19 and 26 February, 11 March, 08 and 15 April + one-day conference **Friday 17 May 11-15**  
**MA: 19 and 26 February, 11 and 25 March, 15 and 22 April + one-day conference Friday 17 May 09 -12**

<sup>[4]</sup> Kern-Stähler/Lehmann: BA Colloquium and **MA Colloquium** Medieval and Modern English Literature  
BA: 29 February 09-10, 14 March 09-11, 18 April 09-11, 02 May 09-12  
**MA: 29 February 10-11, 21 and 28 March 09-11, 25 April 09-12**

<sup>[7]</sup> Kern-Stähler: Chaucer's Canterbury Tales: Creative Responses 1400-2023 (Seminar with study trip to Oxford)  
Thursday 12-14 on 29 February, 14, 21 and 28 March, 25 April 23 and 30 May. and three-day study trip to Oxford in April (date tbc).

<sup>[8]</sup> BMZ: Kern-Stähler: Essen und Trinken im Mittelalter: Zwischen Hungersnot und Schlaraffenland ⑮  
Preliminary meeting on 22 February 17.45. Further dates to be announced.

<sup>[9]</sup> Champion/Troxler: Thinking with the Seabed (BA Workshop Block course)  
Block Course on 26 April 09.15 – 16.00

<sup>[10]</sup> Denger: Community in (Post)Colonial Literatures (BA Block Seminar)  
Block course on Fridays 10.15-11.45 & 12.15-13.45 23 February, 01 & 22 March, 12 and 19 April, 03 & 17 May

<sup>[11]</sup> Nyffenegger: Shakespeare in London (BA Workshop with Excursion)  
Biweekly with study trip to London from 20 until 23 May

<sup>[12]</sup> Stähler: The Contemporary Resurgence of Antisemitism in Context (BA and MA Workshop)  
Tuesday 23 April 2024: 10-12, Thursday 2 May 2024: 10-18, Tuesday 7 May 2024: 10-12

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

<sup>[1]</sup> Britain/Hedegard: Language on Love Island (BA FM Seminar Thinking – Writing – Speaking Community)  
Monday 10-16 in week 14 = 27 May. Students need to be able to attend for at least 2 hours on this day.

<sup>[3]</sup> **Britain/ Hedegard: Language across the Lifespan (MA Seminar Linguistics)**  
**Tuesday 10-12 weekly until 09 April, then 07 May. Conference 09-13 on 28 May**

<sup>[5]</sup> Behluli: BA Colloquium and **MA Colloquium** North American Literature I  
BA Colloquium: 22 February, 07 & 28 March, 18 April, 02 & 23 May  
**MA Colloquium: 29 February, 14 March, 11 April & 25 April, 16 & 30 May**

<sup>[6]</sup> Claviez/Stähler: BA and **MA Colloquium** North American Literature II  
BA Colloquium: 22 February, 07 & 28 March, 18 April, 02 & 23 May  
**MA Colloquium: 29 February, 14 March, 11 April & 25 April, 16 & 30 May**