

Course Booklet

Autumn Semester 2024

16 September – 20 December 2024



Department of English
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Welcome from the Head of Department

Dear students, dear colleagues,

the course booklet introduction is a moment when we welcome new members of staff and say goodbye to others. Dr. Hannah Hedegard will be on maternity leave this semester. We are happy to announce that Prof. Madsen and Dr. Tikhonova will offer two exciting seminars in our department this semester. We are excited to welcome Michael Boog as PhD researcher who - following a very successful stint as DA - will be working with Prof. Dr. Gabriele Rippl in the section of North American Literature and Culture. We also welcome new student assistant: Travis McNaught, who will work in the Modern English Literature section.

Most importantly, however, Prof. Virginia Richter will be leaving the Department – but not the University of Bern. She will become Rector of the University, and I would like to express my congratulations for her achievement, and well as my gratitude for years of devoted work – both administratively and intellectually – for us; and we are proud that one of ours will be leading the University of Bern for the coming years.

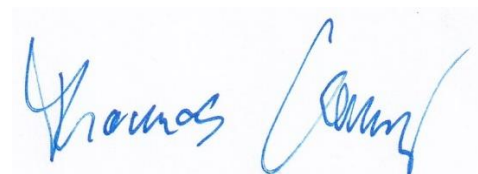
The schedule for the next semester offers again an exciting array of seminars, lectures and workshops. The focus module lecture 'Literature and Other Media in the Age of (Cultural) Sustainability' holds center stage this semester and will tackle the interrelations between different media and art forms. This lecture series will allow students to understand how literature responds to the rise of new types of media and how the development of technologies transforms both literary production as well as our understanding of the literary text; a timely topic, as the rise of AI offers both chances and dangers, specifically for the humanities. That is why I'd like to use this opportunity to urge you

to familiarize with the rules and regulations that we have put into place. The focus module lecture is accompanied by an enticing choice of satellite seminars offered by Prof. Dr. Axel Stähler (Antisemitism and/in American Literature), Dr. Ursula Kluwick (Visualising Nineteenth-Century Literature), Dr. Nicole Nyffenegger (Macbeth: Text, Stage, Screen), and Dr. Hannah Piercy (Pain in Medieval Literature and Culture). All these satellite seminars will equip students with necessary critical tools to analyse and evaluate various forms of cultural production.

As we have recently been overrun by cases with special requirements: A gentle reminder to students to inform and familiarize yourself with KSL rules, specifically as regards changes and de-registrations. Everyone at the Department is doing the extra mileage to accommodate every student; but please be aware that we have to – and will – enforce the rules and guidelines in existence. Our main aim is to prepare you for a successful professional life, and I think that the English Department is doing an outstanding job in this regard. But it is your responsibility to show us that you're living up to it.

Best,

Bern, June 2024



Prof. Dr. Thomas Claviez
Head of Department

Key Dates & Deadline

Spring Semester	15 April
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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).

DEADLINES COURSE ASSESSMENT

Autumn Semester	15 November
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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. Students who take excursions in other Departments that overlap with the exam period need to decide whether to do the course with the excursion or the course in the English Department. No special allowances will be made for students missing exams for these reasons.

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.

Notes:

How to register and deregister in KSL: see

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

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

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 AUTUMN 2024

Project propositions	30 March '24
Supervisor deadline	30 April '24
Study counsellor and secretariat deadline	14 October '24
Thesis submission deadline	03 January '25

SUBMISSION IN SPRING 2025

Project propositions	15 October '24
Supervisor deadline	15 November '24
Study counsellor and secretariat deadline	15 March '25
Thesis submission deadline	30 May '25

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 SPRING 2025

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

GRADUATION IN AUTUMN 2025

Department registration deadline	29 November '24
Dean's Office registration deadline	29 November '24
Thesis submission deadline	10 June '25

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.

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

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

Conduct and Correspondence Guidelines

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

General conduct

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

name; but please advise staff to address you by family name, if you prefer. In all written communication we ask that you use professional titles along with names – this applies to emails as well.

Absences

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

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

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

Written correspondence

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

Openings and closings

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

OPENING

On a separate first line:

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

Dear Alison,
Dear Timothy,

CLOSING

On a separate penultimate line:

Yours sincerely,
Sincerely,

Best wishes,
Kind regards,

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

Introducing yourself/stating the subject

Please always give clear, specific information in the subject line of

emails or in the reference line of letters.

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

Register and style

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

Name changes

We are keen to support and help facilitate students who have decided to change their name. We are aware that the central administration can sometimes make things complicated because 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). In order to accommodate your needs in the best manner possible we ask students to send an email to the study counsellor and to the respective course instructor(s) three months in advance of any exam or assessment. The email should include the relevant medical/specialist documentation and the duration of the arrangement. (It might not be possible to accommodate later applications for the semester). Ideally, this documentation should also 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 – Autumn Semester 2024

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

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

Dr. Kellie Gonçalves / D 205
kellie.goncalves@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

Federico Erba

031 684 37 56 / D 202
federico.erba@unibe.ch

Enrolment for Theses and Exams

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

Library Enquiries

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

For information about staff consultation times please consult the departmental website.
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Academic Staff (AS24)

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
Michael Boog, M.A.
North American Literature and Culture
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 (AS24)

Administrators

Gabriela Burkhart Sannie Germann	Please see the website for office hours
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Drittmittel Administration

Bettina Rhyn-Holzer	By appointment
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Directors' Assistant

Federico Erba	By appointment
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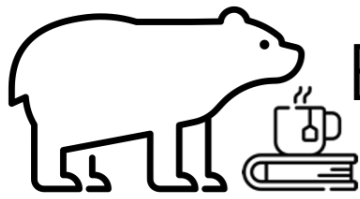
ICT Support & Web Administration

Fayaz Ali Khan	By appointment
André Argollo Pitta	By appointment
Milad Rezaei	By appointment
Philipp Lammerskitten	By appointment

Librarian

Sabrina Mutti	By appointment
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Information is subject to change. Please consult the notice boards and the departmental website regularly.



English Department **Students' Committee**

The Students' Committee

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

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

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

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

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

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)

* 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.

Autumn Semester 2024

BA STUDIES

Language Module

Course: Modern English Grammar I

Instructor: Beatriz Lorente

Time: Tuesday 10-12

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

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

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

Course Description: This is the first 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: Materials will be posted on ILIAS.

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

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

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

Assessment (graded): Four quizzes: two quizzes in Modern English Grammar I and two quizzes in Modern English Grammar II. This course cannot be taken ungraded.

Course: Writing Skills I

Instructor: Beatriz Lorente

Times: Tuesday 12-14, 16-18, Wednesday 12-14, 14-16, Thursday 10-12 and 12-14 (attend one of the sessions weekly)

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

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

Course Description: This is the first of a two-part intensive, 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. During the first semester, our focus will be on writing the literary essay. You will write short papers which will allow you to focus on the development of cohesion and logical structure, as well as the appropriate and clear use of language.

Required Reading: Materials will be posted on ILIAS.

Learning Outcomes: Students will learn how to:

- Analyze how authors problematize what other authors say and how they position and argue their responses;
- enter the scholarly conversations between these authors by problematizing their arguments and arguing why one's position is reasonable with available evidence;
- organize ideas to help readers understand a line of reasoning;
- document sources so readers can check one's use of the ideas of others; and
- revise the content, organization and wording of the paper, as well as surface features such as spelling and punctuation.

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

Deadline for Assessed Work: Throughout the semester

Core Curriculum

Lecture: Earlier Englishes

Instructors: William Brockbank / Christiania Whitehead

Time: Tuesday 14-16

Credit Points: 3 ECTS

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

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

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

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

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

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

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

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

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

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

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

Assessment (graded): The exam is graded. Students who need to attend the course ungraded should contact the lecturer. 50% required to secure a 4.0.

Exam Date: The exam takes place during the regular class times on the twelfth semester week.

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

Substitute Resit (e.g. for cases of illness): The exam takes place in the fourteenth semester week.

Lecture: Introduction to Language and Linguistics

Instructor: David Britain / Crispin Thurlow

Time: Monday 10-12

Credit Points: 3 ECTS

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

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

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

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

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

Learning Outcomes: By attending this course students will:

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

Coursework (pass/fail): This course is not eligible for required optional credits. All participants have to pass the graded exam. 60% required to secure a 4.0.

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

Exam Date: The exam takes place in the twelfth semester week during the regular course hours.

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

Substitute Resit Date (for case of illness): The exam takes place in the fourteenth semester week.

Lecture: Introduction to Literature

Instructor: Nicole Nyffenegger

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

Required Reading: All students must have read **Shakespeare's *Hamlet* by the second week of term**. The recommended edition is Shakespeare, William. *Hamlet*. Edited by Anne Thompson and Neil Taylor. Arden Shakespeare Third Series. Bloomsbury, 2016. A limited number of copies will be available at LibRomania.

References will be made also to other texts on the departmental reading list. Please make sure you have a personal copy of all "core texts for literature" on that list by the beginning of term: https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html

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

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

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

Exam Date: 05 December 2024

Resit Date: 12 December 2024

Second Resit Exam: 19 December 2024

Focus Module Literature: Literature and Other Media

BA Lecture: Literature and Other Media in the Age of (Cultural) Sustainability

Instructors: Gabriele Rippl / Sofie Behluli / Viola Marchi

Time: Wednesday 14-16

Credit Points: 3 ECTS

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

Course Description: This lecture introduces students to the history, theory, and practice of intermediality, equipping them with the essential critical tools to analyze and evaluate various forms of cultural production in the contemporary period. The course will focus on the interrelations between different media and artforms to understand how literature responds to the rise of new types of media configurations, and how medial landscapes and technologies transform both literary production and our understanding of the literary text. Through the analysis of a variety of intermedial cultural artifacts, we will consider how the text, the visual, and the digital combine and interact in aesthetic configurations and affective forms, and we will attend to the ways in which the crossing of media boundaries can shape and contest the representation of issues of race, ethnicity, and gender in the age of (cultural) sustainability.

Required Reading: All readings (primary and secondary sources) will be uploaded to Ilias by the beginning of September. Please make sure you carefully prepare all the uploaded material before the respective sessions, as all readings will be subject to examination.

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- familiarize themselves with key concepts and approaches to intermediality studies;
- develop a critical awareness of the relations between the text, the visual, and the digital;
- gain a comprehensive understanding of a variety of intermedial cultural artifacts and forms.

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

Exam date: Wednesday, 4 December 2024

Resit date: Wednesday, 11 December 2024

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

BA Seminar: Antisemitism and/in American Literature

Instructor: Axel Stähler

Time: Monday 14-16

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

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

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

Course Description: The current resurgence of antisemitism necessitates a reflection on its origins and manifestations in order to expose its pervasiveness and to safeguard democratic and cultural values. In this seminar, we will analyze American literary texts and films which either engage thematically with antisemitism or are (sometimes oblique) articulations of antisemitic sentiments. Approaching the subject from a historical perspective, we will seek to scrutinize literary and cinematic texts from the latter half of the nineteenth century to the first decade of the new millennium which, more or less openly, participate in different discursive configurations of antisemitism.

Required Reading: thorough seminar preparation of all texts is mandatory.

Hobson and Roth are compulsory reading for all students; in acknowledgement of the overall reading load, students must additionally choose to read **any one** of Wallace, Donnelly, and Norris, but they need to confer with the course convenor which of these they will read and prepare for discussion during the seminar so that all three texts are sufficiently covered. If students wish to read two or all of the latter, they are of course welcome to do so.

Literary texts:

Lewis Wallace, *Ben-Hur: A Tale of the Christ* (1880; PDF provided).

Edmund Boisdilbert (i.e., Ignatius Donnelly), *Caesar's Column: A Story of the Twentieth Century* (1890; PDF provided).

Frank Norris, *McTeague: A Story of San Francisco* (1899; PDF provided).

Laura Z. Hobson, *Gentleman's Agreement* (1947; PDF provided).

Philip Roth, *The Plot against America* (2004).

Films:

Erich von Stroheim (dir.), *Greed* (1924; silent film adaptation of *McTeague*; on ILIAS).

Fred Niblo (dir.), *Ben-Hur: A Tale of the Christ* (1925; on ILIAS).

Elia Kazan (dir.), *Gentleman's Agreement* (1947).

William Wyler (dir.), *Ben-Hur* (1959).

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

- familiarized themselves with the racist phenomenon of antisemitism;
- developed a critical awareness and understanding of antisemitic utterances in context;

- acquired a critical appreciation of the concept of intermediality and processes of cinematic adaptation;
- consolidated and improved their analytical and interpretive skills;
- gained insight into the goals of cultural sustainability.

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

Assessment (graded):* Seminar paper (4000 words)

Deadline for Assessed Work: 20 January 2025

* 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: Visualising Nineteenth-Century Literature: Text, Illustration, Adaptation

Instructor: Ursula Kluwick

Time: Wednesday, 10-12: Tuesday 22 October, Tuesday 29 October and Friday 29 November

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: Much nineteenth-century literature is inter-, multi-, or transmedial by nature. Many novels pair text with illustrations and/or were serialised, i.e. published in magazines or monthly parts before they were published in book form. Not only did these texts, therefore, appear over a period of many months, but individual instalments were also placed in the context of different texts and images in the course of their publication. In addition, writers occasionally re-wrote their own works for different media (turning a novel into a play, or vice versa). Finally, many nineteenth-century literary texts have had transmedial afterlives and have been adapted in different media, such as film and music. Such adaptations can also be conceptualised as a form of cultural sustainability. In this course, we will look at several of these phenomena to explore a range of relations between literature and other media in the nineteenth century.

Important Dates:

Milena Michalek's stage adaptation of *Wuthering Heights*, *Sturmhöhe*, is playing at Bühnen Bern this autumn (in German). We will watch this on **Tuesday, 22 October**. There will also be a film evening where we will watch different film adaptations of our various set texts together (**Tuesday, 29 October**). And there will be a mini conference on **Friday, 29 November**. Attendance of these events is compulsory.

Required Reading:

Emily Brontë, *Wuthering Heights*. 1847. Preferred edition: Norton Critical Edition, 2003 (4th ed., ed. Richard J. Dunn)

Charles Dickens, *The Old Curiosity Shop*. 1841. Preferred edition: Penguin, 2000 (ed. Norman Page)

A selection of Romantic poems will be available on ILIAS at the beginning of September.

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

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

- have a sound knowledge of the texts on the reading list, including formal as well as contextual aspects;
- have further developed their analytical and interpretive skills, and have acquired medium-specific terminology;
- can distinguish between inter-, multi-, and transmediality;

- have gained insight into the goals of cultural sustainability.

Coursework (pass/fail): thorough preparation of all set texts, active participation in class, contribution to weekly tasks, attendance at theatre and film evenings as well as participation in the mini conference, short mid-term essay

Assessment (graded):* coursework plus written reflection on the project or seminar paper (c. 3000 words)

Deadline for Assessed Work: 15 January 2025

* 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: *Macbeth: Text, Stage, Screen*

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: *Macbeth* was never just a text, but from the very moment of its creation just as much a performance on stage, and the media of literature and performance (both on stage and in film) thus remain closely connected to this day. What makes the protagonists, too, extends far beyond the confines of the early modern stage Shakespeare wrote them for, quite in contrast to Macbeth's own musing on life in Act 5 ("a walking shadow, a poor player, that struts and frets his hour upon the stage, and then is heard no more."). Instead, the characters resonate through countless adaptations and interpretations in all literary genres, in graphic novels and art, and in productions of the play on stage and in film. In this Focus Module seminar, we will explore the interplay of literature and other media, and especially performance and film, in the creation of *Macbeth* and *Lady Macbeth*. Our discussions will be informed by critical texts on intermediality and adaptation.

Required Reading: Please buy the following edition of the play: Shakespeare, William. *Macbeth*. Edited by Pamela Mason and Sandra Clerk. Arden Shakespeare Third Series. Bloomsbury 2015. A limited number of copies will be available at the Libromania. Alternatively, you may read the play online at <https://www.folger.edu/explore/shakespeares-works/>. We will access one *Macbeth* novel as audiobook, but you may be interested in getting it in print as well: A.J. Hartley and David Heweson's *Macbeth. A Novel*.

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

- explored Shakespeare's *Macbeth* through both the play's text and (some of) its many adaptations and interpretations into other media and genres;
- discussed specifically the intermedial issues between text and stage (and filmed versions), both in early modern times and today;
- gained an insight into the vibrant fields of intermediality and adaptation studies;
- further honed their skills of academic analysis and discussion.

Coursework (pass/fail): Thorough preparation of the set readings and viewings, active participation in class discussion, presence, short presentations and writing tasks, depending on student numbers.

Assessment (graded):* All of the above plus a paper of 3000-4000 words (tbc)

Deadline for Assessed Work: 15 January 2025

* 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: Pain in Medieval Literature and Culture: Media, Ethics, Feeling
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: From the tragedies of classical antiquity to Taylor Swift's *The Tortured Poets Department*, pain is a recurrent preoccupation of the creative arts. But what is pain? How do we express it in language and art? And how do we respond to others' pain when we read about it, look at it, or witness it? This course explores these urgent ethical questions by examining depictions of pain in medieval literature, art, and culture. From the wounds inflicted on knights in battle to psychological pain, from animals' pain to depictions of Purgatory and Hell, we will interrogate the practical and ethical implications of writing, reading, seeing, and witnessing pain through various media. The course will be divided into different sections, each of which will focus on the representation of a different kind of pain across multiple media. These sections will focus on Christ's pain; penance and suffering; childbirth and illness; wounding and injury; and psychological suffering (including the popular theme of lovesickness). We will also read and discuss theoretical works that explore what pain is and how it can (or cannot) be expressed in literature and other media.

Required Reading: Please read the texts uploaded to ILIAS under the first seminar date in advance.

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

- will have read medieval literature from a variety of different genres
- will have considered how we can compare literature and other media, particularly art, architecture, and music
- will have explored a range of theoretical perspectives, particularly disability studies, the medical humanities, the history of emotions/sensation, and the interdisciplinary field of pain studies
- will have practiced textual analysis and academic discussion.

Coursework (pass/fail): regular attendance, thorough preparation of set texts, active participation. Depending on course numbers, short collaborative writing/creative assignments and student-led activities. I place significant emphasis on active learning in my seminars, supporting all students to contribute to small group discussions and plenary activities.

Assessment (graded):* All of the above plus a 3500 word paper.

Deadline for Assessed Work: 27 January 2025

* 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: Spanish in contact with English

Instructors: David Britain / Craig Welker

Time: Tuesday 14-16

Credit Points: 3 ECTS

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

Course Description: Both English and Spanish are languages that have been spread around the globe as a result of colonialism, imperialism, and a diverse range of other migratory movements of speakers. In this lecture, we look at a range of language and dialect contact phenomena that have resulted from contact between Spanish and English as legacies of these forms of migration, with a focus on modern examples from across the Anglo- and Hispanophone worlds. During the course, we will review what we know about Spanish-English language contact, through journeys to the Pacific, the Americas, the South Atlantic, and Africa, as well as in multiple locations around Europe. The contact phenomena we focus on will include new dialect formation, second dialect acquisition, creolization, code-switching, language shift, interference and transfer, and lexical borrowing, as well as the identity-, ideology- and linguistic landscape-shaping practices that this contact has brought about.

Required Reading: Relevant readings will be uploaded to ILIAS for each week of the course.

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

- Will understand how English and Spanish have spread around the world and come into intensive contact, in the past and, especially, in the present;
- Will understand a wide range of different linguistic contact phenomena in a diverse range of settings around the globe;
- Will understand some of the implications of this contact for ideologies, identities, and linguistic landscapes.

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

Exam date: 03 December 2024

Resit date: 10 December 2024

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

BA Lecture Linguistics:

Language and Symbolic Power: Reading Bourdieu

Instructor:

Crispin Thurlow

Time:

Tuesday 12-14

Credit Points:

3 ECTS

Open to students from other departments as Wahlbereich?

☒ Yes ☐ No

Course Description:

Symbolic power – as a power of constituting the given through utterances, of making people see and believe, of confirming or transforming the vision of the world and, thereby, action on the world and thus the world itself ... What creates the power of words and slogans, a power capable of maintaining or subverting the social order, is the belief in the legitimacy of words and of those who utter them. And words alone cannot create this belief.

Pierre Bourdieu (1991: 170)

Given the zeitgeist, it feels like a very good moment to engage with the scholarship of Pierre Bourdieu (1930-2002). One of the most important social scientists of the C20th, Bourdieu was not only an academic but a major cultural critic and also, somewhat reluctantly or undecidedly, a political activist. Born into a working-class family in the southwest of France, Bourdieu went on to study philosophy and anthropology before settling as a sociologist. He was a prolific writer with an enormous oeuvre of more than 25 books and 300 articles or essays.

Not without his detractors and critics, Bourdieu's influence has been vast. Ranked as world's most cited sociologist, for example, he is also ranked as the second most cited author in social sciences and the humanities (after Michel Foucault).^{*} His work has certainly had an undeniable impact on sociocultural linguistics which, like Bourdieu, is centrally concerned with the powerful, power-filled role of language in everyday cultural, social and political life.

In this reading-intensive lecture course we will survey a selection (sic) of Bourdieu's most enduring conceptual interventions – most notably, *cultural capital*, *cultural reproduction*, *habitus*, *field*, and *symbolic violence*. By way of *reflexive practice*, we will also consider Bourdieu's thinking about the role of scientists/academics in public life and his complex, contradictory views on political intervention. The course in no way offers a comprehensive overview of Bourdieu's scholarship; the goal is rather to highlight – and by way of case-study examples – how his ideas are typically taken up by sociolinguistics, discourse analysts, and other sociocultural linguists.

Required Reading: The lecture is organized as a “guided reading” course which means it hinges on a series of readings to be completed before each session. These readings will be

^{*} Inevitably, much of Bourdieu's popularity has to do with the translation of his work into English from the original French which itself is a quintessential manifestation of symbolic power. For obvious reasons, but not without irony, this course will rely exclusively on English translations of Bourdieu's work.

posted as PDFs on ILIAS. Your success depends on your having demonstrated an engagement with and core understanding of the readings (see Assessment).

After Week 1, the course is divided into five fortnightly modules. In the first week of each module there will be a piece of Bourdieu's own work to read – a *framing reading* – and a short pre-lecture survey to complete. In the second week of each module there will be a *case-study reading* and a reading quiz to complete (started at home and then finished in the session).

For Week 1, there is both a framing reading and a case-study reading to complete before coming to the first session. For the framing reading you will need to complete the online pre-lecture survey by 17:00 on Friday 13 September; for the case-study reading you will need to print out a quiz template, answer four or five questions, and then bring it to the first session for completion and submission.

Bourdieu, Pierre. (1999). *The Weight of the World: Social Suffering in Contemporary Society* [trans. P. P. Ferguson et al.]. Stanford University Press. (extracts only)

Swartz, David L. (2003). From critical sociology to public intellectual: Pierre Bourdieu and politics. *Theory and Society*, 32, 791-823.

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

- will have a good foundational understanding of Bourdieu's major concepts and approaches to the analysis of culture, and power;
- will have a strong appreciation for the impact of Bourdieu's work on sociocultural linguistics; and,
- will have a first-hand understanding of the way sociolinguists and discourse analysts deploy Bourdieu's work for studying contemporary language use.

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

1. six credit/no-credit *pre-lecture surveys* based on the framing readings;
2. six graded *reading quizzes* based on the case-study readings; and,
3. six credit/no-credit *in-class exercises*.

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

Exam date: Coursework should be completed by 07 December.

Resit date: 17 December (for failed or absented coursework)

*Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

BA Lecture Literature: **Imagining America**

Instructor: **Axel Stähler**

Time: Monday 10-12

Credit Points: 3 ECTS

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

Course Description: 'America', in addition to its physical manifestation, is very much an imagined space. As such, its imaginary has been determined over the course of the centuries by different, and frequently competing, conceptions which include articulations of specific traditions, practices, and cultural values (cultural sustainability). The first of two interconnected lectures which seek to explore imaginaries of urban America and of the American West, respectively, this lecture focuses on the imaginary of the American West.

Originating in the Western American territory's discovery, colonization, and settlement, the myth of the 'American West' has been shaped, among others, by images of cowboys, gunslingers, and card sharpers; of the gold rush and the majestic natural beauty of the Rocky Mountains and the Grand Canyon, stark deserts and endless plains; of the stage coach, covered wagon trains, and of 'Red Indians' – as noble, or infernal, savages.

This lecture offers in conjunction with a historical perspective on the westward expansion of the white settlers of the eastern board in particular since the 1820s, a discussion of key concepts, such as the frontier, manifest destiny, and American exceptionalism. More specifically, it explores representations of the West in literature, film, music, and popular culture (ranging from Wild West shows to museums and advertisements) which crucially contributed to, and were shaped by, the emerging myth from its inception to the present day.

Required Reading: A selection of texts discussed in this lecture will be made available on ILIAS.

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

- recognize and critically discuss patterns of the imaginary of the American West in cultural production;
- demonstrate systematic understanding of the terms and mechanisms of American expansion in the West (including the frontier, American exceptionalism, and manifest destiny);
- reflect critically on the different historical and cultural contexts of constructions of the American West;
- critically appreciate the diversity of cultural production about the American West (including Native American and Latina/o);
- gained insight into the goals of cultural sustainability.

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

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

Exam date: 02 December 2024

Resit date: 09 December 2024 (second resit: 16 December 2024)

BA Seminar Linguistics: Language in outer space, the final frontier?

Instructor: Martin Paviour-Smith

Time: Wednesday 12-14

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

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

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

Course Description: As we learn more about and venture further into outer space, humans increasingly see themselves as living in a vast and complex universe. But space is not a neutral or culture-free object that simply surrounds us. It has been and will continue to be interpreted through ways of thinking about and talking about humanity, more often than not in a culturally specific context. In this course, we explore how we talk about and represent outer space. We will examine the uses we have put space to. These include space as a screen for projecting cultural and moral information through the construction of constellations and the representation of myths. We will explore how the Space Race reconstructed space as a battleground for ideologies as well as its current role as potential economic resource. We will also identify features of and problems with the popular communication of astronomy. We will examine human attempts to communicate (about ourselves) to those who might be out there. We will explore how linguists and others might imagine what non-human languages might be like. Lastly we will explore the alien in popular culture and broadcast media and the narrative construction of aliens and alien abduction testimonies.

Required Reading: A library of readings will be provided on the ILIAS online learning platform. Readings will be classified as required reading and further reading. Students will be expected to read the required readings, marked with an asterisk (*). Reading guides and questions will be provided for each reading to check understanding and discussion on ILIAS.

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

- will be knowledgeable about anglophone cultural astronomy;
- will demonstrate understanding of the ideological, political and economic functions of space;
- will be able to discuss the key issues in xenolinguistics;
- will be able to interpret discourses and mediated discourse regarding space, humanity and aliens;
- will be able to identify the genre features of alien narratives.

Coursework (pass/fail): As well as participation in class activities, students will post a 10 minute podcast or narrated slideshow to ILIAS which explores one or more of the themes of the course. Students must also answer 3 questions about their project posed by the course leader or their peers.

Assessment (graded):* As above as well as an additional written data-based assignment, 2500 words (10% leeway)

Deadline for Assessed Work: 21 January 2025

* 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: Language and Waste
Instructors: Laura Wohlgemuth, Charmaine Kong, Alessandro Pellanda
Time: Monday 10–12
Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)

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

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

Course Description: For some time, scholars in the humanities and social sciences have been addressing waste – as stuff, as value system, as political economy, and as ecological problem. It is only recently, however, that sociocultural linguists have also begun exploring ways to contribute to the interdisciplinary field of discard studies.

In the spirit of deepening and expanding this emerging “sociolinguistics of waste,” this seminar examines how language shapes or even makes waste and, as such, how language helps structure the wider political-cum-symbolic economies of consumerism and environmental collapse. The kinds of empirical questions we will be asking together include the following: What does “waste” mean to people? How is waste defined and represented in everyday and/or official talk and texts? How is waste mediatized (e.g., in newspapers, advertisements, etc.)? How are children socialized into the meanings of waste?

The seminar is designed as a “laboratory course” which means it hinges on student-driven, project-based learning experiences where you will be actively engaged in producing new knowledge for the field. In this regard, the seminar will orient concretely to the ongoing SNSF-funded project *Articulating Rubbish*: <https://www.crispinthurlow.net/articulating-rubbish/>. The seminar will be organized around five biweekly modules: discard studies, consumption, politics, value, and space; in each module, one week will be theory-driven, the second will be dedicated to case-studies and student-driven data collection.

Note: On Saturday 09 November there will be an excursion from 10:00 to 12:30 where we will do fieldwork in Bern with Rosie Oliver, founder of *Dotmaker Tours* in London. This excursion is mandatory and there is no make-up available. If you cannot be certain of your participation in this excursion, please do not register for the seminar.

Required Readings:

The following short articles must be read before the first session; your knowledge of both will be assessed:

Cavanaugh, Jillian R. (2022). Trash talk: Language as waste practice. *Journal of Sociolinguistics*, 26(3), 404–410.

Reno, Joshua. (2022). Does waste make language? *Journal of Sociolinguistics*, 26(3), 418–425.

These two articles are posted on ILIAS together with all other required reading (see weekly schedule). For the most part, this material takes the form of articles or chapters from a range of different disciplinary perspectives; this is how you will begin to appreciate the inherently

interdisciplinary nature of discard studies and, in doing so, better understand the contribution sociocultural linguists might make.

Learning Outcomes:

This seminar will be structured around five superordinate academic practices which are central to just about all academic work: observing, describing, explaining, evaluating, and critiquing. By the end of this course, it is expected that you will:

- have a foundational understanding of the links to be made between sociocultural linguistics, discard studies and contemporary issues in sustainability;
- have an appreciation for the way waste is approached in fields such as history, cultural studies, geography, fine arts, anthropology, sociology, and economics;
- understand how the “sociolinguistics of waste” may be conceptually organized and motivated;
- have a more specialist knowledge about the way waste is discursively framed and produced in a number of social domains and sociolinguistic contexts; and
- have more advanced primary and secondary research skills, as well as presentation and academic writing skills.

Coursework (pass/fail): Depending on the size of the class, you will likely be organized into pairs or research clusters, each charged with doing primary and secondary research. The initial outcomes of this work will be presented to the rest of the class in the form of a “data demo” in Week 12 of the teaching term. In order to pass the seminar and earn the 4 ECTS, you must satisfactorily undertake the following coursework: engaging fully with all in-class discussions, data-driven sessions and fieldwork; completing (with a 75% average) graded quizzes based on the required readings; satisfactorily complete the preliminary excursion on Saturday 09 November and fieldwork exercise; present to other students a summary of two or three additional academic research papers organized around the demonstration of some indicative empirical evidence (hence “data demos”). This work will be assessed as credit/no credit.

Assessment (graded):*If you are seeking a grade for the seminar (7 ECTS), you will, in addition to the basic coursework above, be expected to implement and write up the research project presented for your data demo. This will take the form of a 3000- to 4000-word research paper, following conventional *Journal of Sociolinguistics* format and style. The deadline for this work will be 17:00 on Monday 06 January 2025.

* 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:**Multimodal Methods****Instructors:****Laura Wohlgemuth, Charmaine Kong, Alessandro Pellanda****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: *In the era of multimodality semiotic modes other than language are treated as fully capable of serving for representation and communication. Indeed, language, whether as speech or as writing, may now often be seen as ancillary to other semiotic modes: to the visual for instance.* (Kress & van Leeuwen, 2001: 46)

Following the initial introduction in *Analysing Language*, this seminar offers students a chance to deepen their understanding of multimodal discourse analysis. As foundational scholars in the field, Gunther Kress and Theo van Leeuwen (quoted above) note how a critical, well-informed understanding of multimodality is not only an important scientific concern but is also essential for understanding contemporary life. It is also by knowing how other semiotic modes work which can help us better understand how language works.

The seminar will be structured around five modules, each focusing on a different mode of meaning-making: images, things, bodies, spaces, and written/spoken discourse. In this way, you will learn how discourse (aka communication) “works” through a range of scholarly approaches to different multimodal research methods, such as semiotics, cultural studies, social semiotics, and visual anthropology.

Required Readings: The following short article must be read before the first session; your knowledge will be assessed:

Jewitt, C. (2009). An introduction to multimodality. In *The Routledge handbook of multimodal analysis* (pp. 14-27). Routledge.

This chapter is posted on ILIAS together with all other required reading (see weekly schedule). For the most part, reading for this seminar takes the form of articles or chapters from a range of different disciplinary perspectives.

Learning Outcomes:

By the end of this course, it is expected that you will:

- have a reasonable understanding of some of the major academic approaches to multimodal discourse analysis;
- be able to make connections between these approaches and a range of “real world” applications and contexts;
- understand how scholars from different traditions use certain methods for analyzing different aspects of multimodal discourse;
- be able to apply a number of these multimodal research methods to areas of your own life and to contemporary life more generally; and
- understand better how communication works and how language interacts with other communicative modes.

Coursework (pass/fail): Depending on the size of the class, you will likely be organized into pairs or research clusters, each charged with doing primary and secondary research. The initial outcomes of this work will be presented to the rest of the class in Week 14 of the teaching term. In order to pass the seminar and earn the 4 ECTS, you must satisfactorily undertake the following coursework: engaging fully with all in-class discussions and data-driven sessions; completing (with a 75% average) graded quizzes based on the required readings; present a case study based on one of the multimodal methods discussed in class. This work will be assessed as credit/no credit.

Assessment (graded):* If you are seeking a grade for the seminar (7 ECTS), you will, in addition to the basic coursework above, be expected to implement and write up the research project presented during the semester (i.e., data demos). This will take the form of a 3000-4000 word research paper, following the conventional *Journal of Sociolinguistics* format and style. The deadline for this work will be 17:00 on Tuesday 07 January 2025.

* 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: Gender, sexuality, and sociolinguistic variation

Instructor: Craig Welker

Time: Monday 12-14

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

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

Course Description: The social relevance of gender and sexuality has contributed to sociolinguists' interest in the relationship between gender, sexuality, and variation from the field's earliest days. In this seminar, I will trace the development of this interest and present the most important findings arising out of this research, starting with older studies that narrowly focused on "sex" (understood as "male" or "female"), moving on to feminist-inspired second and third wave perspectives of "gender", and ending with the most recent approaches that take various non-binary genders and non-heterosexual sexual orientations into account. To make this thematic journey comprehensible, students will learn at the beginning of the course how gender, sexuality, sex, and, most importantly, variation have been conceptualized in variationist sociolinguistics. After surveying the current and historical work on gender, sexuality, and variation, students will apply their knowledge to evaluate a variationist study. They will identify which perspective the article takes toward the variation, evaluate the expectedness of the findings, and apply other perspectives toward the patterns of variation to determine alternate interpretations of the results and to identify limitations of the study.

Required Reading: Relevant readings will be uploaded to ILIAS for each week of the course.

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

- Will understand how gender, sexuality, and variation are related to each other, as well as how these concepts have been conceptualized and studied by sociolinguists interested in language variability and language change;
- Will be familiar with the most important findings and ongoing trends of work on gender, sexuality, and variation;
- Will be able to evaluate the findings of, theoretical framework behind, and overall quality of an academic paper on gender (or sexuality) and variation.

Coursework (pass/fail):

Attendance, student presentations, and class participation

Assessment (graded):

Written report and graded student presentations.

Due Date: For the written report is 15 December 2024

BA Seminar Literature: The English Canon and the Child Reader
Instructor: Lucy Fleming
Time: Wednesdays 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: Today, the retelling of canonical works 'for children' is so commonplace that we may forget how bizarre a genre it truly is. Many works in 'traditional' English literature brim with so-called *adult themes*, which are carefully changed, erased, or obscured in order to cater to a young and allegedly innocent audience. As we will see, bawdiness, violence, sex, toilet humour, and even sexual violence have been adapted for child readers in a wide variety of forms from the early nineteenth century to the present day. But given the difficulties involved, why retell the canon for children at all? What forces shape the resulting adaptations? And who exactly is the 'child reader' for whom such changes are apparently necessary? This course explores these questions through both scholarly and creative approaches. The first half considers the children's adaptation in historical, economic, and aesthetic terms, reading extracts from widely adapted source-texts such as Chaucer's bawdy *Canterbury Tales* and the plays of Shakespeare. In the course's second half, each student will focus on a source-text of their choice, as we explore aspects of the canon that specific children's adaptations must confront, such as obscenity, nationalism, race, and sexuality.

Content Warning: Some of this course's discussions will cover topics such as racialisation, sexual violence, and physical violence.

Required Reading:

Shorter pieces for weekly reading will be made available on ILIAS, and a syllabus will be distributed in the first class. Before the first session, students are expected to read the following:

Geoffrey Chaucer, *The Miller's Tale*

- The standard Middle English, with a modern English translation, is available online here: <https://chaucer.fas.harvard.edu/pages/millers-prologue-and-tale> and follows the Middle English text of *The Riverside Chaucer*, 3rd edition, edited by Larry D. Benson (Oxford: Oxford University Press, 2008).
- In addition, students are welcome to read another modern English translation for any audience; please bring that translation to the first class.

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

- Developed a nuanced and critical approach to defining the 'child reader';
- Gained familiarity with the history of Anglophone children's literature as a genre;
- Strengthened their own research and close reading skills through detailed analysis of a single source-text in children's adaptation;
- Explored the boundaries, benefits, and limitations of the term 'English canon'.

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

Assessment (graded):* Same as ungraded, plus a seminar paper of 3000 to 4000 words. For the final paper, students will have the option of submitting a children's adaptation of their own alongside a 2000- to 2500-word analysis of their adaptational choices.

Deadline for Assessed Work: 10 January 2025

* 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: **Chaucer's *Troilus and Criseyde*: Romancing War**

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: "Of harmes two the lesse is for to chese" (*Troilus and Criseyde* II, 470). Although Criseyde's line is not directly about choosing tragic love over war, it does relate to the ways in which Chaucer imagined a love story to unfold against the backdrop of the Trojan War: The female protagonist, wooed by Troilus before, falls in love with him when he returns from battle, as a battered but victorious hero; Troilus conspires with Criseyde's uncle to win her over; and just as the two finally find love, they learn that they will be parted because of a prisoner exchange. We will put Chaucer's "other masterpiece" at the center of this course and in our reading discuss war and love, medieval gender roles, and social expectations and constraints. Our discussions will be informed by critical texts concerned with the historical context of the work as well as Chaucer's use of his sources, his pushing against generic boundaries, and his conceptualizations of authorship.

Required Reading: A pdf of *Troilus and Criseyde* (Riverside edition) will be uploaded on Ilias by term start and copies of the Riverside Chaucer (complete works of Chaucer) will be available for purchase at the LibRomania. Please note that the base text for all discussions will be the Middle English one, but that you are of course welcome to consult translations in your preparation.

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

- read and analysed another major work by Geoffrey Chaucer;
- discussed the historical and literary context of the work;
- practiced their skills at careful textual analysis and academic discussion;
- as well as the writing of short texts.

Coursework (pass/fail): Thorough preparation of the set reading, active participation, presence in class, short presentations and writing tasks, depending on student numbers.

Assessment (graded):* All of the above plus a paper of 3000-4000 words (tbc)

Deadline for Assessed Work: 15 January 2025

* 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: The North American Short Story
Instructor: Malaika Sutter
Time: Thursday 12 – 14
Credit Points: 4 ECTS (+ 3 ECTS for graded assessment)
Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

Course Description: This seminar will explore the North American (Canadian and American) short story from the nineteenth to the twenty-first century. This chronological approach will allow us to make sense of the short story as a genre and its developments while strengthening our understanding of literary periods. We will begin with early writers such as Edgar Allan Poe, Kate Chopin, and Mavis Gallant and conclude with contemporary writers such as Teju Cole, Ken Liu, and Alice Munro. During this ‘literary journey,’ we will examine romantic, realist, naturalist, modernist, postmodernist, and contemporary elements and themes within the short stories while constantly paying attention to the historical and cultural contexts from which the authors wrote. Thematic blocks centered around cultural sustainability will enable us to dive into a more diverse corpus and enable a critical understanding and discussion of the canon formation process. In addition, secondary texts covering diverse theoretical and methodological approaches (entailing, amongst many others, feminist, queer, postcolonial, intermedial, and intersectional theories) will further enhance our critical understanding of the short stories.

Required Reading: All texts will be provided as PDF scans on Ilias.

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

- will be able to identify influential writers and landmark works of North American short fiction;
- will be able to analyze short stories using a variety of literary criticism models;
- can define the formal elements of the literary periods we discuss;
- can employ academic sources as part of literary research;
- will have strengthened their close reading skills and can come up with an original interpretation of a short story based on their observations and secondary texts;
- will have improved their critical thinking, discussion, moderation, and writing skills;
- will have gained insight into the goals of cultural sustainability (race and gender).

Coursework (pass/fail): Thorough preparation of the texts, regular attendance, active participation in class, presentation and moderation of one session, one 4–5-page handout to be uploaded one week before the moderation, and/or writing exercises, depending on student numbers.

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

Deadline for Assessed Work: 31 January 2025

* 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: **Statistics for sociolinguistics**

Instructor: **Danielle Tod**

Time: Block course: Monday 14-18 on 18 and 25 November, and 2, 9 and 16 December

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 hands-on workshop introduces students to statistical concepts and methods used for the analysis of quantitative data in sociolinguistic research. We will cover basic terminology in statistics, learn how to do descriptive statistics and how to select and carry out statistical tests for testing hypotheses. We will also focus on interpreting and understanding the results of statistical tests in the context of research questions using case studies in sociolinguistics, and learn how to present the results of statistical analyses in research papers. Students will become familiar with several tools for doing statistics including Excel and R. No previous experience with statistics is required for participation. By the end of the course, students will be able to independently select and carry out statistical tests for the analysis of quantitative data in their own projects, making this course particularly suitable for those planning to conduct research using quantitative data in future assignments.

Required Reading: There is no required reading for this course, but optional reading will be made available on Ilias.

Learning Outcomes:

By the end of this workshop, students will be able to:

- understand basic terminology and concepts in statistics;
- independently select and carry out appropriate statistical tests for a given data set;
- report and present the results of statistical tests;
- interpret the output of statistical tests.

Coursework (pass/fail): Active participation in class, completion of exercises and regular attendance

BA Workshop:

Decadence and the Fin de Siècle in British Literature

Instructor:

Zoë Lehmann

Time:

Tuesday 12-14

Credit Points:

3 ECTS

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

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

Course Description: This course will introduce you to the Fin-de-Siècle ('end of the century') in British literature, and will explore the status of the Fin-de-Siècle as an 'in-between' period that transversed major literary periods between Victorian literature and Modernism in British literature. Fin-de-Siècle writing, or the Aesthetic movement as it was known in Britain, embraced decadence, extreme symbolism and a sense of stylised despair. We will familiarise ourselves with the high-artistic consciousness of some exemplary Fin-de-Siècle writers, and see how their style responded to a sense that the society and culture of the Victorian period was ending, and also anticipated Modernism. We will have a particular (although not exclusive) focus on supernatural and weird fiction, and further material will include works by Friedrich Nietzsche, Vernon Lee, George Moore, Walter Pater and the illustrations of Aubrey Beardsley.

Required Reading: Machen, Arthur, *The White People and Other Stories*, Penguin, 978-0143105596

Wilde, Oscar, *The Picture of Dorian Gray*, Penguin, 978-0141439570

Further texts will be made available on ILIAS

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

- Understand the position of the Fin-de-Siècle and Decadence as inheritors of 'high Victorian' literature and as anticipating Modernism;
- Can articulate the key characteristics of major aesthetic movements of the period (Decadence, Symbolism, Modernism);
- Can reflect on the relationship between literature and social/cultural transitions.

Coursework (pass/fail): Full participation in the seminar, and completion of small written tasks during the course, such as forum entries; Essay proposal for a hypothetical essay.

Deadline for Assessed Work: Monday 13 January 2025 (Essay proposal)

BA Workshop: Reading the Bible
Instructor: Nicole Nyffenegger
Time: Tuesday 14-16
Credit Points: 3 ECTS

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

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

Required Reading: Students are asked to buy the following edition: *The Bible. Authorized King James Version with Apocrypha*. Introduction and Notes by Robert Carroll and Stephen Prickett. Oxford World Classics. Oxford 1997. It will be much easier if we all work with the same edition. A limited number of copies will be available at the LibRomania.

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

- have gained a basic understanding of the Bible and its history;
- have read and discussed several key Biblical texts;
- have a good grasp of how they can use these texts in their academic engagement with literature and language;
- know how to use relevant (online) reference works;
- and know how to reference and quote the Bible in their papers.
- Finally, students will have gained some insight of the goals of cultural sustainability.

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

Wahlbereich Lecture and Seminar: BMZ lecture 'Reisen im Mittelalter und Mittelaltertourismus'

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

Times: Thursday 16.15-17.45. In addition: three post-lecture seminars starting at 17.45 and a preliminary meeting

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 Menschen im Mittelalter waren viel beweglicher und reisefreudiger als wir es uns vorstellen wollen und können, und dies trotz prekärer Verkehrswege: kein Zug, keine Autobahn, kein Auto, kein Flugzeug. Stattdessen unzuverlässige Wasserwege, ungesicherte Feldstrassen, gefährliche Bergpässe, schlechtes Schuhwerk, Piraterie und Raubritter. Kaiser und Könige regierten vom Sattel aus, Geistlichen, Studenten, Pilgernden und Kaufleuten standen unterschiedliche Möglichkeiten zur Verfügung, sich zwischen den Institutionen, etwa Klöstern und Universitäten, aber auch Handelsniederlassungen zu bewegen. Eroberer gelüstete es in der Regel nach fremden Gebieten, zu denen sie mitsamt ihren Heerschaaren zogen; die sogenannten Kreuzritter fielen im Namen der Kirche in Jerusalem ein. Aber auch 'Normalsterbliche' unternahmen Reisen. Kriegswirren und Hungersnöte vertrieben ganze Bevölkerungsgruppen aus ihren angestammten Gebieten; Pilgerschaften in ferne Länder versprachen einen Beitrag zum Seelenheil zu leisten. Auch der Wunsch nach exotischen Gewürzen, Kuriositäten, Seidenstoffen und anderen, Luxuswaren sowie die Abenteuerlust von Händlern, Gelehrten und Missionaren zählten im Mittelalter zu den Motivationen für das Reisen.

Was das Reisen heute angeht, so übt das Mittelalter eine grosse Anziehungskraft aus. Mittelalterliche Städte und Bauten und zeitgenössische Reenactments mittelalterlicher Praktiken wie Turniere in Freilichtmuseen, gastronomische Angebote, die mittelalterliche Menüs auftragen oder Mittelaltermärkte, in denen man sich «wie im Mittelalter» fühlen soll (allerdings mit der Möglichkeit, alles mit der Kreditkarte zu bezahlen), zählen heute zu beliebten Touristenattraktionen. Die Mittelalter-Faszination ist ungebrochen.

Wir fragen in diesem Semester nach Reiseformen, nach Infrastrukturen sowie nach den Motivationen mittelalterlichen Reisens. Wir wollen mehr über Reiseerlebnisse erfahren und Erfahrungen mit dem Fremden, mit Fernweh und Heimweh beleuchten. Welche Handels- und Pilgerrouten gab es? Welche Transportmittel bestanden? Welche Gefahren erwarteten Reisende? Was waren die Erträge aus der Handelstätigkeit? Wie konnte man sich in der Fremde verständigen? Und seit wann, wie und weshalb wird das «Mittelalter» durch den modernen Tourismus gestaltet und vermarktet?

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung:

- kennen die Studierenden Formen und Funktionen des mittelalterlichen Reisens;
- kennen die Studierenden mittelalterliche Handels- und Pilger Routen
- können die Studierenden mittelalterliche Fremdheitserfahrungen erörtern;
- ein Forschungsthema aus verschiedenen fachlichen Perspektiven betrachten;
- Zusammenhänge selbständig beurteilen.

Deadline of assessed work: 10 January 2025

Wahlbereich Lecture:	Afrika, Africa, Afrique
Instructors:	Collegium generale
Time:	Wednesday 18:45-19:45
Credit Points:	3 ECTS

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

Anrechenbarkeit für Studierende: KSL

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

Research Module

BA Colloquium:	Language and Linguistics
Instructors:	David Britain / Kellie Gonçalves / Crispin Thurlow
Times:	Monday 14-16 (and 16-18 on 25 September)
Dates:	16 and 23 and 30 September, 21 October, 04 November + one-day conference <u>Friday</u> 06 December
Credit Points:	2 ECTS

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

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

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

- All students are expected to attend five foundation sessions: *General Introduction* (Week 1, 16 Sept), *What is a thesis?* (Week 2, 23 Sept), *Writing Skills* (Week 4, 07 Oct), and *Presentation Skills* (Week 6, 21 Oct).
- Students in their final semester must attend an *Analysis Workshop* (Week 8, 04 Nov), bringing a research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 12: Friday 06 December.
- Students in their first colloquium semester must submit their *Project Propositions* (see below) by 15th October – one month before the supervisor registration deadline.

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

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

Coursework (pass/fail): To pass, all colloquium students must attend the whole conference whether or not they are presenting their work. All students must also attend the five foundation sessions. Students should always attend the *General Introduction* 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 15th October which is one month in advance of the supervisor registration deadline.

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

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

BA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	26 September, 10 and 24 October, 07 and 21 November and 05 December
Credit Points:	2 ECTS

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

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:	North American Literature II
Instructors:	Thomas Claviez / Axel Stähler
Time:	Thursday 10-12
Sessions:	26 September, 10 and 24 October, 07 and 21 November and 05 December
Credit Points:	2 ECTS

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

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium: Medieval and Modern English Literature

Instructors: Annette Kern-Stähler / Zoë Lehmann

Time: Thursday

Sessions: 19 September 09-10:30, 17 October 09:15-12,
14 November 09:15-12 and 05 December 09:15-12

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: 16-17 Tuesday 24 September
Exam Date: 16-17 Tuesday 03 December
Resit Date: 09-10 Friday 07 February 2025

Credit Points: 3 ECTS

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

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

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

Texts: The core reading list has three parts:

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

Please consult the Reading List on the Department Webpage:

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

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

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

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

MA STUDIES

Specialisation Language & Linguistics

MA Foundation Lecture: Language and Society

Instructor: David Britain

Time: Tuesday 10-12

Credit Points: 4 ECTS

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

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

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

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

Assessment (graded): a 90 minute exam for 4 ECTS (graded). Pass rate is 58%.

Exam Date: 10 December 2024 at 10:00

Resit Date: Friday, 10 January 2025 at 14:00

MA Lecture: Spanish in contact with English

Instructors: David Britain / Craig Welker

Time: Tuesday 14-16

Credit Points: 3 ECTS

Course Description: Both English and Spanish are languages that have been spread around the globe as a result of colonialism, imperialism, and a diverse range of other migratory movements of speakers. In this lecture, we look at a range of language and dialect contact phenomena that have resulted from contact between Spanish and English as legacies of these forms of migration, with a focus on modern examples from across the Anglo- and Hispanophone worlds. During the course, we will review what we know about Spanish-English language contact, through journeys to the Pacific, the Americas, the South Atlantic, and Africa, as well as in multiple locations around Europe. The contact phenomena we focus on will include new dialect formation, second dialect acquisition, creolization, code-switching, language shift, interference and transfer, and lexical borrowing, as well as the identity-, ideology- and linguistic landscape-shaping practices that this contact has brought about.

Required Reading: Relevant readings will be uploaded to ILIAS for each week of the course.

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

- Will understand how English and Spanish have spread around the world and come into intensive contact, in the past and, especially, in the present;
- Will understand a wide range of different linguistic contact phenomena in a diverse range of settings around the globe;
- Will understand some of the implications of this contact for ideologies, identities, and linguistic landscapes.

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

Exam date: 03 December 2024

Resit date: 10 December 2024

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

MA Lecture: Language and Symbolic Power: Reading Bourdieu

Instructor: Crispin Thurlow

Time: Tuesday 12-14

Credit Points: 3 ECTS

Course Description:

Symbolic power – as a power of constituting the given through utterances, of making people see and believe, of confirming or transforming the vision of the world and, thereby, action on the world and thus the world itself ... What creates the power of words and slogans, a power capable of maintaining or subverting the social order, is the belief in the legitimacy of words and of those who utter them. And words alone cannot create this belief.

Pierre Bourdieu (1991: 170)

Given the zeitgeist, it feels like a very good moment to engage with the scholarship of Pierre Bourdieu (1930-2002). One of the most important social scientists of the C20th, Bourdieu was not only an academic but a major cultural critic and also, somewhat reluctantly or undecidedly, a political activist. Born into a working-class family in the southwest of France, Bourdieu went on to study philosophy and anthropology before settling as a sociologist. He was a prolific writer with an enormous oeuvre of more than 25 books and 300 articles or essays.

Not without his detractors and critics, Bourdieu's influence has been vast. Ranked as world's most cited sociologist, for example, he is also ranked as the second most cited author in social sciences and the humanities (after Michel Foucault).^{*} His work has certainly had an undeniable impact on sociocultural linguistics which, like Bourdieu, is centrally concerned with the powerful, power-filled role of language in everyday cultural, social and political life.

In this reading-intensive lecture course we will survey a selection (sic) of Bourdieu's most enduring conceptual interventions – most notably, *cultural capital*, *cultural reproduction*, *habitus*, *field*, and *symbolic violence*. By way of *reflexive practice*, we will also consider Bourdieu's thinking about the role of scientists/academics in public life and his complex, contradictory views on political intervention. The course in no way offers a comprehensive overview of Bourdieu's scholarship; the goal is rather to highlight – and by way of case-study examples – how his ideas are typically taken up by sociolinguistics, discourse analysts, and other sociocultural linguists.

Required Reading: The lecture is organized as a “guided reading” course which means it hinges on a series of readings to be completed before each session. These readings will be posted as PDFs on ILIAS. Your success depends on your having demonstrated an engagement with and core understanding of the readings (see Assessment).

^{*} Inevitably, much of Bourdieu's popularity has to do with the translation of his work into English from the original French which itself is a quintessential manifestation of symbolic power. For obvious reasons, but not without irony, this course will rely exclusively on English translations of Bourdieu's work.

After Week 1, the course is divided into five fortnightly modules. In the first week of each module there will be a piece of Bourdieu's own work to read – a *framing reading* – and a short pre-lecture survey to complete. In the second week of each module there will be a *case-study reading* and a reading quiz to complete (started at home and then finished in the session).

For Week 1, there is both a framing reading and a case-study reading to complete before coming to the first session. For the framing reading you will need to complete the online pre-lecture survey by 17:00 on Friday 13 September; for the case-study reading you will need to print out a quiz template, answer four or five questions, and then bring it to the first session for completion and submission.

Bourdieu, Pierre. (1999). *The Weight of the World: Social Suffering in Contemporary Society* [trans. P. P. Ferguson et al.]. Stanford University Press. (extracts only)

Swartz, David L. (2003). From critical sociology to public intellectual: Pierre Bourdieu and politics. *Theory and Society*, 32, 791-823.

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

- will have a good foundational understanding of Bourdieu's major concepts and approaches to the analysis of culture, and power;
- will have a strong appreciation for the impact of Bourdieu's work on sociocultural linguistics; and,
- will have a first-hand understanding of the way sociolinguists and discourse analysts deploy Bourdieu's work for studying contemporary language use.

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

4. six credit/no-credit *pre-lecture surveys* based on the framing readings;
5. six graded *reading quizzes* based on the case-study readings; and,
6. six credit/no-credit *in-class exercises*.

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

Exam date: Coursework should be completed by 07 December.

Resit date: 17 December (for failed or absented coursework)

* Lectures are ungraded and graded. Please make sure to register correctly:
BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

MA Seminar:	Advanced Discourse Analysis: Interactional Sociolinguistics
Instructor:	Gwynne Mapes
Time:	Tuesday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: This course is designed to give students the theoretical background and hands-on training necessary for successful analysis of spoken conversation. The introductory part of the course will focus on pragmatic theory, including its origins; implicature and Gricean pragmatics; speech act theory; and facework/politeness. From this more philosophical/structural understanding of conversation we will then move into interactional sociolinguistics, which entails application and methods training. Students will read seminal works by leading scholars from a variety of approaches to the analysis of conversational discourse. Additionally, they will carry out small-scale analyses of talk-in-interaction related to theories of conversational involvement; transcription theory and practice; discourse markers; discourse topic; turn-taking; adjacency pairs; conversational repair; repetition; constructed dialogue; conversational style; framing; positioning; and identity construction. Time in class will be spent comparing and contrasting analytical approaches, identifying strengths and weaknesses of the readings, and applying aspects of these readings to transcripts within small-group workshops.

Required Reading: The course will rely on a series of articles and chapters made available on ILIAS.

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

- understand the key theoretical principles of interactional sociolinguistics;
- demonstrate an increased awareness of the intricacies of everyday talk;
- are familiar with a range of foundational theorists and can successfully apply their approaches;
- can accurately transcribe spoken conversation;
- learn how to reflect critically on various discourse analytic concepts and conversational phenomena.

Coursework (pass/fail): In order to satisfy the basic (4 ECTS) academic requirements for this seminar, students will be expected to audio- or video-record a naturally-occurring conversation and select a 5-minute segment to transcribe (within the first 3 weeks of the semester). In addition, they must follow a schedule of independent reading each week which will be discussed and elaborated in class. To help structure these discussions, ahead of each meeting students will be required to complete either 1) a reading quiz; or 2) an applied analysis of a short extract from their recorded conversation (and/or transcript).

Assessment (graded):* In order to satisfy the additional workload for earning 7 ECTS, students must complete a final paper based on their recorded conversation. Students can elaborate on analyses they performed for their homework assignments, or choose an

* 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*.

entirely new focus. In both cases, they must use core literature from the course, as well as a minimum of 3 additional sources.

Deadline for Assessed Work: This seminar is designed around cumulative (i.e. week-by-week) coursework which must be completed by the last day of the seminar. Final papers will be due one week later.

MA Seminar:	Language attitudes
Instructor:	Danielle Tod
Time:	Wednesday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: In this course, we will examine key issues in the domain of language attitudes research. We will reflect on how attitudes and beliefs about language emerge and develop in various social contexts, and the ways in which individuals evaluate others based on language use. The course will cover language attitudes theory, methodological approaches to studying language attitudes, and topics such as: the role of attitudes in second language learning; the role of attitudes in language maintenance and language shift; and language attitudes towards newly emerging varieties. In addition, participants will develop analytical skills to critically examine attitudes through hands-on exercises completed in class and the planning and execution of their own small-scale study, the results of which will be presented in a class conference in the final week.

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 language attitudes from a theoretical perspective;
- have acquired a sound knowledge of key methodological approaches to studying language attitudes;
- be able to critically reflect on recent and traditional theories and methodologies used for analysing language attitudes; and
- be able to independently carry out a small-scale study on language attitudes.

Coursework (pass/fail): Active participation in class, independent reading, completion of an independent project, and a presentation on the findings of this project.

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

Deadline for Assessed Work: Friday 24 January 2025

* 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.

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.

MA Seminar:	Qualitative Methods in Sociolinguistics
Course classification:	Sociolinguistics Methods
Instructor:	Erez Levon
Time:	Tuesdays / 14.15 – 16.00
Credit points:	ECTS 4/7
Language:	English

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

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

Required Reading: Tba

Assessment: 4 Practical data collection/analysis exercises conducted during the semester (40%); Written seminar paper based on original data collection and analysis (60%, due on 26.01.2025)

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

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

MA Seminar:	Language and Migration
Course classification:	Special Topics in Sociolinguistics
Instructor:	Beatriz Lorente
Time:	Friday 10 – 12
Credit points:	ECTS 3
Language:	English

Course description: Migration is a central theme in sociolinguistics. Language is at the nexus between migration aspirations, constraints, capabilities, mechanisms and infrastructures of control. This seminar engages with the different orientations in the study of both language and migration and how these are changing in the context of current scholarship and geopolitical developments. What does it mean to live a life in a new language ? What are the different kinds of migration and how do the languages of different migrants travel ? Why are languages not equally mobile?

Required Reading: Tba

Assessment: Tbd

Coursework (pass/fail): Tba

Learning outcome: Tba

MA Seminar:	Approaching Language and Society
Course classification:	Sociolinguistic Theories
Instructor:	Erez Levon
Time:	Wednesdays on select dates 10 – 12
Credit points:	ECTS 3
Language:	English

Course description: This course provides students with an introduction to the different philosophies underpinning different approaches to sociolinguistics research, and allows students to understand how particular epistemological positionings give rise to specific types of research questions and analytic designs. Topics to be covered include positivism, structuralism, poststructuralism, inductive and deductive reasoning, ethnomethodology, and feminist, postcolonial and Southern critiques, all of these as they relate to specific sociolinguistic research designs. The course comprises 2 introductory sessions (on 18.09.24 and 25.09.24) on general philosophical theories, followed by 10 podcast lectures recorded by different professors at UniBe each providing an introduction to their approach to sociolinguistics. An interim discussion session is held on 23.10.24 and a final discussion session on 11.12.24 to summarise the topics covered over the semester.

This course is required for all MA Sociolinguistics students (Study Plan 2021).

Required Reading: Tba

Coursework (pass/fail): Attendance at the 4 class meetings (18.09, 25.09, 23.10, 11.12) – 10%; • 10 short-answer assignments (300-500 words) in conjunction with each of the podcast lectures - 90%

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

- Have foundational knowledge of some of the different theoretical and methodological approaches to sociolinguistics (including variationist sociolinguistics, critical sociolinguistics, interactional sociolinguistics, language ideologies, experimental pragmatics, multilingualism and studies of minority and endangered languages);
- Have a good understanding of the epistemological frameworks that underpin these different approaches and research areas;
- Understand the relationship between research in sociolinguistics and other fields in the social sciences (especially sociology, anthropology, psychology) • Understand the relationship between research in sociolinguistics and other fields in the social sciences (especially sociology, anthropology, psychology and cultural studies).

Specialisation Literature

MA Foundation Lecture: After the Linguistic Turn: Literary Theory in the 20th Century

Instructor: Thomas Claviez

Time: Wednesday 10-12

Credit Points: 4 ECTS

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

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

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

Assessment (graded): Cumulative course work; written minutes of one lecture; final written exam; the exam takes place on the last day of the lecture series.

Exam Date: Wednesday, 18 December 2024

Resit Date: Wednesday, 15 January 2025

MA Lecture Literature: Literature and Other Media in the Age of (Cultural) Sustainability

Instructors: Gabriele Rippl / Sofie Behluli / Viola Marchi

Time: Wednesday 14-16

Credit Points: 3 ECTS

Course Description: This lecture introduces students to the history, theory, and practice of intermediality, equipping them with the essential critical tools to analyze and evaluate various forms of cultural production in the contemporary period. The course will focus on the interrelations between different media and artforms to understand how literature responds to the rise of new types of media configurations, and how medial landscapes and technologies transform both literary production and our understanding of the literary text. Through the analysis of a variety of intermedial cultural artifacts, we will consider how the text, the visual, and the digital combine and interact in aesthetic configurations and affective forms, and we will attend to the ways in which the crossing of media boundaries can shape and contest the representation of issues of race, ethnicity, and gender in the age of (cultural) sustainability.

Required Reading: All readings (primary and secondary sources) will be uploaded to Ilias by the beginning of September. Please make sure you carefully prepare all the uploaded material before the respective sessions, as all readings will be subject to examination.

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

- gain insight into the goals of the environmental humanities and cultural sustainability;
- familiarize themselves with key concepts and approaches to intermediality studies;
- develop a critical awareness of the relations between the text, the visual, and the digital;
- gain a comprehensive understanding of a variety of intermedial cultural artifacts and forms.

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

Exam date: Wednesday 04 December 2024

Resit date: Wednesday 11 December 2024

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;
MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

MA Lecture Literature: **Imagining America**

Instructor: **Axel Stähler**

Time: Monday 10-12

Credit Points: 3 ECTS

Course Description: 'America', in addition to its physical manifestation, is very much an imagined space. As such, its imaginary has been determined over the course of the centuries by different, and frequently competing, conceptions which include articulations of specific traditions, practices, and cultural values (cultural sustainability). The first of two interconnected lectures which seek to explore imaginaries of urban America and of the American West, respectively, this lecture focuses on the imaginary of the American West.

Originating in the Western American territory's discovery, colonization, and settlement, the myth of the 'American West' has been shaped, among others, by images of cowboys, gunslingers, and card sharpers; of the gold rush and the majestic natural beauty of the Rocky Mountains and the Grand Canyon, stark deserts and endless plains; of the stage coach, covered wagon trains, and of 'Red Indians' – as noble, or infernal, savages.

This lecture offers in conjunction with a historical perspective on the westward expansion of the white settlers of the eastern board in particular since the 1820s, a discussion of key concepts, such as the frontier, manifest destiny, and American exceptionalism. More specifically, it explores representations of the West in literature, film, music, and popular culture (ranging from Wild West shows to museums and advertisements) which crucially contributed to, and were shaped by, the emerging myth from its inception to the present day.

Required Reading: A selection of texts discussed in this lecture will be made available on ILIAS.

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

- recognize and critically discuss patterns of the imaginary of the American West in cultural production;
- demonstrate systematic understanding of the terms and mechanisms of American expansion in the West (including the frontier, American exceptionalism, and manifest destiny);
- reflect critically on the different historical and cultural contexts of constructions of the American West;
- critically appreciate the diversity of cultural production about the American West (including Native American and Latina/o);
- gained insight into the goals of cultural sustainability.

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

Exam date: 02 December 2024

Resit date: 09 December 2024 (second resit: 16 December 2024)

* Lectures are ungraded and graded. Please make sure to register correctly:

BA students - UNGRADED lecture (including the Focus Module Lecture); MA major student - UNGRADED lecture;

MA minor student - GRADED lectures; International / exchange student register for graded or ungraded lecture.

MA Seminar:	The sensorial lives of humans, animals, and objects: Medieval literature, material culture, and the senses
Instructor:	Annette Kern-Stähler
Time:	Thursday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: How do animals use their senses? Do sinners stink? What are the sensory implications of material objects? In this seminar, we explore how people in the medieval past understood and imagined the sensorial lives of humans, animals, and objects. In the first part of the seminar, we will explore the articulation and mediation of sensory experiences in medieval literature of a variety of genres, including saints' lives, romances, cycle plays, and Chaucer's *Second Nun's Tale* and *The Tale of the Canon's Yeoman*. The second part of the seminar will be devoted to the sensorial lives of medieval objects and will include a visit to the *Historisches Museum Bern*.

Preliminary Reading (available on ILIAS)

Before the first session, please read:

- Richard G. Newhauser, 'Introduction: The Sensual Middle Ages,' in *A Cultural History of the Senses in the Middle Ages*, ed. Richard G. Newhauser (London: Bloomsbury Academic, 2014), 1-22.
- Annette Kern-Stähler and Elizabeth Robertson, 'Literature and the Senses: An Introduction,' in *Literature and the Senses*, ed. Annette Kern-Stähler and Elizabeth Robertson (Oxford: Oxford University Press, 2023), 1-17.
- Mark Smith, 'Producing Sense, Consuming Sense, Making Sense: Perils and Prospects for Sensory History,' *Journal of Social History* 40 (2007): 841-858.

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

- have attained a judicious understanding of the role of literature and art in articulating and mediating sensory experiences;
- have acquired a critical understanding of the field of sensory studies;
- have learned that the study of objects and their sensory affordances can deepen our understanding of the past;
- 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; group mini-project: poster, artwork, or short creative text on the sensorial lives of humans, animals, or objects; short presentation on an object.

Assessment (graded): Regular attendance and preparation of set texts; active seminar participation; group mini-project: poster, artwork, or short creative text on the sensorial lives of humans, animals, or objects; short presentation on an object in London; seminar paper (ca. 2500-3000 words)

Deadline for assessed work: mini-project 15 April 2024; seminar paper 01 July 2024

MA Seminar:	The Philosophy and Politics of British Romantic Poetry
Instructor:	Zoë Lehmann
Time:	Monday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: In this course we will explore some of the key philosophical ideas underpinning the Romantic movement in Britain. Romanticism can be seen as a stage in which literature and philosophy become engaged in what Bode calls a 'power relationship' in which Romantic writers reimagined ancient and contemporary philosophical claims, and also became an archive from which modern critical theory could draw. We are interested in the philosophies of self and society that preoccupied the Romantics, and will use the thinking of Schleiermacher, Schopenhauer and Kierkegaard in order to articulate these preoccupations. Likewise, we will find out how the Romantic inheritance has influenced modern philosophical thinkers such as Stanley Cavell. We will also explore what David Duff calls 'the philosophy of genre', and see how the philosophical and political thinking of the Romantics affected the very form of Romantic poetics.

Please note, this is not a survey course, and assumes a basic understanding of the major features and historical background of the Romantic movement in Britain.

Required Reading: You should purchase your own copies of the following texts. Please make sure to purchase the editions indicated:

The Penguin Book of Romantic Poetry, eds. Jonathan and Jessica Wordsworth (London: Penguin, 2005), ISBN 978-0140435689

Percy Bysshe Shelley, *The Major Works*, eds. Zachary Leader and Michael O'Neill (Oxford: Oxford University Press, 2009), ISBN 978-0199538973

Further texts will be made available on ILIAS

Learning Outcomes: Students will deepen their familiarity with the major philosophical and political preoccupations of the British Romantic period, and develop their understanding of the influence of philosophical thinking on the poetic form.

Coursework (pass/fail): Full participation in the seminar, and completion of small written tasks during the course, such as forum entries; Essay proposal (for graded students in preparation for assessed essay, for ungraded students for a hypothetical essay. Deadline for both Monday 13th January 2025.)

Assessment (graded):* 5000-6000 word essay

Deadline for Assessed Work: Monday 10 February 2025

* 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: US and Canadian Native American Narratives: Decolonizing Unnatural Narratology

Instructor: Deborah Madsen

Times: Wednesday 16-18

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

Course Description: “Unnatural” narrative “violates physical laws, logical principles, or standard anthropomorphic limitations of knowledge by representing storytelling scenarios, narrators, characters, temporalities, or spaces that could not exist in the actual world” (“Living Handbook of Narratology”) In this seminar we will study a range of short texts that contest the hegemonic concept of an “actual world.” We will ask how the “unnatural” elements of Native American narratives violate the defining norms of settler-colonial understandings of “the natural” and “the actual.” Embedded in tribal epistemologies that stress environmental and cultural sustainability, these texts attribute sentience to objects like rocks, trees, waters, corpses and to other-than-human animals through the conventions of literary speech, through storytelling scenarios like dream-visions, and through other-than-earthly characters that include sacred beings as well as monstrous figures like the Anishinaabe windigo and the Navajo skinwalker.

Required Reading: All material for the seminar can be downloaded from ILIAS. The “required reading” must be read before each session; your knowledge of it will be subject to examination; “background reading” is optional.

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

- will gain insight into the goals of the environmental humanities and cultural sustainability;
- adopt an informed critical approach to culturally diverse literatures;
- reflect critically on relations between American settler-colonial and Indigenous texts; and
- understand the analytical model of unnatural narratology.

Coursework (pass/fail): an oral presentation, submitted as either a PowerPoint presentation or a short written report.

Assessment (graded):* 90-minute written test

Deadline for Assessed Work: Monday 20 January 2025

* 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: The History of English Theater from the beginning to the present: Drama and stage between mysticism and realism

Instructor: Eugenija Tikhonova

Time: Thursday 12-14

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

Course Description: From the historic perspective, drama and theatre reached the British Isle alongside the conquest by the Roman Empire. However, this integration of Britain into the Roman theatre culture with its crude folksy type of tragedy ended in the 5th century when as a consequence of the peoples' migration the boundaries of the empire were being beset. The suppression of the antique theatre culture in the era when Christianity was up and coming and turned towards depictions in the Bible presented a milestone for the establishment of the new English theatre. "Mystery Plays, Miracle Plays and Morality Plays" that arose during medieval age in England and in the early modern era developed into lasting dramatic theatre works of the Shakesperean times. The synthesis of French classicism and English theatre tradition was evident in the growing diversity of English drams of the 17 and 18th century. Later, these cultural achievements expanded into verse drama, melodrama, problem play and comedy. While English drama stagnates from a thematic consideration around the change to the 20th century, the theatre genre – with pieces by E. Ionesco's – makes use of the time tested patterns of comedy in the form of satires of general society. In the first half of the 20th century – because of the "Japanism" phenomenon – theatrical art by E. Gordon Craig strives for an anti-naturalistic tradition. The synthesis of Eastern Asian archaic spirituality and of European symbolism manifests the concept of total theatre and clearly uses the aesthetics of Japanese No Theatre. However, this experimental direction of style with a radically new understanding of stage art gains little meaning sustainably and makes room for the other proven theatre genres, tragedy and comedy. The artistic synergy of tragedy and comedy extends its lasting historic influence also the sub-differentiated genres of the present tense: feministic drama, historic drama, docudrama, biodrama and ethnic drama (e.g. black theatre). The inseverable connection of private and public life, of politics and economy, are typological for theatre art in England and refer to the historically and culturally founded type of depicting with strong performative and commercial characteristics. In this seminar we will analyse the evolution of English theatre through the different epochs and will gain an insight into the reception of internationally known dramatics, such as Bernard Shaw and H. Ibsen, as well as into the Eastern Asian theatre world.

Required Reading: All texts will be available on Ilias.

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

- Understand the role of English theater in British society and culture;
- Analyze the genesis and future prospects of theater as a national peculiarity of English history;
- Compare the different trends of theater with the theater in other European countries and expand cultural knowledge about Great Britain.

Coursework (pass/fail): short script on a topic of the seminar

Assessment (graded):*seminar paper of 5000 – 7000 words

Deadline for Assessed Work: until 15 January 2025

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

Other Courses

MA Workshop: **Researching Communities of Practice**

Instructor: **Kellie Gonçalves**

Time: Thursdays 10-12

Credit Points: 3 ECTS

Course Description: According to Wenger (1998) “Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor”. This could be anything from a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope (ibid.). As such, communities of practice (CoP) are groups of people or members of a group that interact regularly and share concerns or similar passions. Originally devised as a theory of learning within an educational context, the approach has been applied to a number of diverse fields and domains, one of which is sociolinguistics. Much like social network theory, sociolinguists have drawn on the CoP approach in order to understand how certain socio-cultural and socio-linguistic phenomena work in tandem and are understood, learned, transmitted and practiced among different groups of people and what factors contribute to such learning. In this workshop, we will explore how scholars of language have used the CoP approach in their own research and what advantages and challenges this type of approach has when conducting empirical work. Over the course of the workshop, students will carry out a small pilot project of their choice using a CoP approach. This will give students the opportunity to practically implement, test, and refine their methods and approach as discussed in the workshop with regards to data collection, fieldwork, and specific sociolinguistic phenomena.

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 a CoP approach as well as identifying the societal relevance of it;
- be able to critically engage with diverse studies drawing on a CoP approach;
- engage directly with a CoP approach and research design;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and oral presentations.

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 using a CoP approach for at least 1 month. Students will present their fieldwork to the class in the form of an oral presentation.

Deadline for Assessed Work: 12 December 2024

Wahlbereich Lecture and Seminar: BMZ lecture 'Reisen im Mittelalter und Mittelaltertourismus'

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

Times: Thursday 16.15-17.45. In addition: three post-lecture seminars starting at 17.45 and a preliminary meeting

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 Menschen im Mittelalter waren viel beweglicher und reisefreudiger als wir es uns vorstellen wollen und können, und dies trotz prekärer Verkehrswege: kein Zug, keine Autobahn, kein Auto, kein Flugzeug. Stattdessen unzuverlässige Wasserwege, ungesicherte Feldstrassen, gefährliche Bergpässe, schlechtes Schuhwerk, Piraterie und Raubritter. Kaiser und Könige regierten vom Sattel aus, Geistlichen, Studenten, Pilgernden und Kaufleuten standen unterschiedliche Möglichkeiten zur Verfügung, sich zwischen den Institutionen, etwa Klöstern und Universitäten, aber auch Handelsniederlassungen zu bewegen. Eroberer gelüstete es in der Regel nach fremden Gebieten, zu denen sie mitsamt ihren Heerschaaren zogen; die sogenannten Kreuzritter fielen im Namen der Kirche in Jerusalem ein. Aber auch 'Normalsterbliche' unternahmen Reisen. Kriegswirren und Hungersnöte vertrieben ganze Bevölkerungsgruppen aus ihren angestammten Gebieten; Pilgerschaften in ferne Länder versprachen einen Beitrag zum Seelenheil zu leisten. Auch der Wunsch nach exotischen Gewürzen, Kuriositäten, Seidenstoffen und anderen, Luxuswaren sowie die Abenteuerlust von Händlern, Gelehrten und Missionaren zählten im Mittelalter zu den Motivationen für das Reisen.

Was das Reisen heute angeht, so übt das Mittelalter eine grosse Anziehungskraft aus. Mittelalterliche Städte und Bauten und zeitgenössische Reenactments mittelalterlicher Praktiken wie Turniere in Freilichtmuseen, gastronomische Angebote, die mittelalterliche Menüs auftragen oder Mittelaltermärkte, in denen man sich «wie im Mittelalter» fühlen soll (allerdings mit der Möglichkeit, alles mit der Kreditkarte zu bezahlen), zählen heute zu beliebten Touristenattraktionen. Die Mittelalter-Faszination ist ungebrochen.

Wir fragen in diesem Semester nach Reiseformen, nach Infrastrukturen sowie nach den Motivationen mittelalterlichen Reisens. Wir wollen mehr über Reiseerlebnisse erfahren und Erfahrungen mit dem Fremden, mit Fernweh und Heimweh beleuchten. Welche Handels- und Pilgerrouten gab es? Welche Transportmittel bestanden? Welche Gefahren erwarteten Reisende? Was waren die Erträge aus der Handelstätigkeit? Wie konnte man sich in der Fremde verständigen? Und seit wann, wie und weshalb wird das «Mittelalter» durch den modernen Tourismus gestaltet und vermarktet?

Ort: Hauptgebäude, Hochschulstrasse 4, Raum 220

Learning Outcomes: Nach Besuch der Vorlesung:

- kennen die Studierenden Formen und Funktionen des mittelalterlichen Reisens;
- kennen die Studierenden mittelalterliche Handels- und Pilger Routen
- können die Studierenden mittelalterliche Fremdheitserfahrungen erörtern;
- ein Forschungsthema aus verschiedenen fachlichen Perspektiven betrachten;
- Zusammenhänge selbständig beurteilen.

Deadline of assessed work: 10 January 2025

Research Module

MA Colloquium:	Language and Linguistics
Instructors:	David Britain / Kellie Gonçalves / Erez Levon / Crispin Thurlow
Time:	Monday 14-16
Sessions:	16, 23 and 30 September, 14, 21 and 28 October + one-day conference Friday 15 November
Credit Points:	2 ECTS

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

- All students MUST attend the Introduction Session (week 1, 16 September)
- All students are expected to attend three foundation sessions: *General Introduction* (Week 2, 23 Sep), *Writing Skills* (Week 4, 07 Oct), and *Presentation Skills* (Week 6, 21 October).
- Students in their penultimate colloquium semester are required to attend a *Poster Design* session (Week 9, 14 Nov).
- Students in their final semester must attend an *Analysis Workshop* (Week 5, 14 Oct), bringing a polished research design and indicative examples of completed data analysis.
- All colloquium students must then participate fully in the one-day colloquium conference scheduled for semester Week 9: Friday 15 November.

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

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

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

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

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

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

MA Colloquium:	North American Literature I
Instructors:	Gabriele Rippl / Sofie Behluli
Time:	Thursday 10-12
Sessions:	19 September, 03, 17 and 31 October, 14 and 28 November
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:	North American Literature II
Instructors:	Thomas Claviez / Axel Stähler
Time:	Thursday 10-12
Sessions:	19 September, 03, 17 and 31 October, 14 and 28 November
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	Medieval and Modern English Literature
Instructors:	Annette Kern-Stähler / Zoë Lehmann
Time:	Thursday (see times below)
Dates:	19 September 10h30-11h30, 10 and 24 October 09h15-12h00, 14 November 09h15-13h00
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

PhD STUDIES

PhD and Research Colloquium: Language Variation and Change

Instructor: David Britain

Time: Monday 12-14

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

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

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

Instructor: **Crispin Thurlow**

Time: **Monday 14-16**

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

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

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

PhD and Research Colloquium: **Literary Theory**

Instructor: **Thomas Claviez**

Time: Monday 13-16

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:

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

PhD and Research Colloquium: **Medieval Studies**

Instructor: **Annette Kern-Stähler**

Time: Wednesday 18-20

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

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

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

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

Instructor: **Virginia Richter**

Time: Block seminar

Sessions: By appointment

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

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

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

Instructor: **Gabriele Rippl**

Time: Thursday 16-18

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

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

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

Staff Research Interests and Professional Activities

Sofie Behluli: 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.

Michael Boog: contemporary Anglophone novels, theories of world literatures, critical irrealism.

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.

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 Autumn Semester 2024

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Footnotes to Timetable

Key:

Classes in **bold** are for MA students

Classes in *italics* are for Doctoral students

Ⓔ denotes lectures with pre-1800 content

FS = free-standing

Focus Module

Literature and Other Media

Language Module:

Writing Skills I

Grammar I

BA Core Curriculum:

Introduction to Language and Linguistics (Lecture)

Introduction to Literature (Lecture)

Earlier Englishes (Lecture)

MA Foundation

Literary Theory

Language and Society

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

^[1] Tod: Statistics for Sociolinguistics (BA Workshop)

Block course on Monday 14-18 on 18 and 25 November and 02, 09 and 16 December

^[2] Britain/Thurlow/Gonçalves: BA and MA Colloquium Language and Linguistics

BA: 16, 23 and 30 September, 21 October, 04 November. Conference 09H00 on 06 December

MA: 16, 23 and 30 September, 14, 21 and 28 October. Conference 09H00 on 15 November

^[3] Kern-Stähler/Lehmann: BA and MA Colloquium Medieval and Modern English Literature

BA: 19 September 09H30-10H30, 17 October 09H15-12H00, 14 November 19H15-12H00, 05 December 09H15-13H00

MA: 19 September 10h30-11h30, 10 and 24 October 09H15-12H00, 14 November 09H15-13H00

^[6] Kern-Stähler: BMZ: Reisen im Mittelalter (BA and MA Lecture with Seminars)

Four seminars dates to be announced

Thursday 16.15-17.45. In addition: three post-lecture seminars starting at 17.45 and a preliminary meeting

Additional information for regular courses (see course booklet for more information)

^[4] Rippl/Behluli: BA and MA Colloquium North American Literature I

BA colloquium: 26 September, 10 and 24 October, 07 and 21 November and 05 December

MA colloquium: 19 September, 03, 17 and 31 October, 14 and 28 November

^[5] Claviez/Stähler: BA and MA Colloquium North American Literature II

BA colloquium: 26 September, 10 and 24 October, 07 and 21 November and 05 December

MA colloquium: 19 September, 03, 17 and 31 October, 14 and 28 November