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**UNIVERSITÄT
BERN**

Course Booklet
Spring Semester 2025

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Welcome from Head of Department

Dear students, dear colleagues,

let me extent a hearty welcome to the new year, and an even more generous welcome-back to our students and those who've joined the study program for this semester.

I am very happy to announce that, for the SS 2024, our Department received a record-breaking 5 teaching prizes, which went to Dr. Beatriz Lorente, Dr. Gwynne Erin Mapes, Dr. Nicole Nyffenegger-Staub, Dr. Hannah Piercy, and Prof. Axel Stähler. This goes to show that, in the face of an almost chronic understaffing that puts our staff under enormous pressure, we are able and willing to put our utmost effort into offering first-class teaching and a wide array of courses that reflects the wide-spread interests on our instructors.

Other good news: We have managed not only to obtain some additional points from the faculty for the position of study counselors, but also to hire two highly engaged and motivated former members of the *Department* to fill this role; and I'm happy to welcome Sabine von Rütte and Helen Shepherd as new staff members and new study counselors. We're doing everything to ensure a smooth transition between your former study counselors – Prof. Stähler, Dr. Nicole Nyffenegger, Dr. Kellie Goncalves, and Dr. Hannah Hedegard -, whom we'd like to thank for their untiring engagement for their administrative responsibilities; but we would like also to remind our students that this transition will require some time – and also some patience.

On that note: We're in the process of applying for funding for the production of short introductory videos that will cover central aspects, such as our BA program, Stay Abroad, Special Requirements, and else. These videos will ideally go online in August; so please stay tuned and check the *Department*'s website regularly. Moreover, please also get in touch with the students' committee, who have done a great job in offering feedback, exchange, and other communal activities that are extremely helpful.
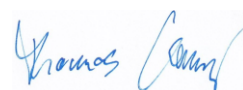
As regards our course offering: The Focus Module Lecture '*The Contemporary: Literary, Linguistic, and Cultural Perspectives*' holds center stage this semester – and what could be more 'timely' that this topic? The lecture is accompanied by an extensive choice of satellite seminars offered by Prof. Dr. Crispin Thurlow (*Tourism Discourse: Language and Global Mobility*); PD Dr. Marijke Denger (*Contemporary Literature and (Post)Colonial Perspectives*), Dr. Kellie Gonçalves (*Embodied Sociolinguistics*), Prof. Dr. Axel Stähler (*Prize Winners*), Dr. Lukas Etter (*Analyzing Style in Graphic Narratives*), Dr. Nicole Nyffenegger (*The Middle Ages after the Middle Ages*), and PD Dr. Ridvan Askin from the *University of Basel* (*Postpostmodernism: Theorizing the Contemporary*) Morevover, it will feature – besides renowned colleagues from abroad – a wide array of the instructors teaching at our *Department*, providing a glimpse into their research interests.

We would also like to extend a thank you to PD. Dr. Ursula Kluwick, who has been a cherished member to the *Department* for quite some time. We wish her well for her tenure at the University of Bremen, which she will take up in 2025, and thank her for all the invaluable input she provided for us.

On a last word: Specifically, the Americanists – but also all interested in world politics – are probably anxious about what is to come, and to expect from, another Trump presidency. Let's consider it our responsibility to keep the dialogue going; that's what we're expected, as experts, to do. And in a world seemingly becoming more polarized by the minute, it's our task and our responsibility to serve as cultural mediators – which is one of the chances that this Department offers you.

All best,

Prof. Dr. Thomas Claviez   10.12.2024

Key Dates & Deadline

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

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

DEADLINES COURSE REGISTRATION

Spring Semester	28 February
Autumn Semester	26 September

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

Assessment Registration & Deregistration
Seminars require registration in KSL for both the course AND for the course assessment (paper).

Advanced Readings (examination)
The exam for *Advanced Readings in Linguistics and Literature* is offered once every semester. It takes place in the penultimate week of the semester.

You can choose between three specializations: **(A)** *Medieval and Modern English*, **(B)** *North American Literature*, **(C)** *Language and Linguistics*. You register for the exam by registering for the *Advanced Readings in Linguistics and Literature* **(A)**, **(B)** or **(C)** on KSL.

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

DEADLINES COURSE ASSESSMENT

Autumn Semester	15 November
Spring Semester	15 April

You cannot change your registration after the deadline. If you do not want a graded assessment, you need to deregister by the deadline.

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

Notes:
How to register and deregister in KSL: see
https://www.ens.unibe.ch/studies/deadlines_and_ksl_registration/deadlines/index_eng.html
Advanced Readings: see
https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html

BA Thesis Registration

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

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

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

SUBMISSION IN AUTUMN 2024

Project propositions	30 March '25
Supervisor deadline	30 April '25
Study counsellor and secretariat deadline	14 October '25
Thesis submission deadline	02 January '26

MA Thesis Registration

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

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

GRADUATION IN AUTUMN 2025

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

GRADUATION IN SPRING 2025

Department registration deadline	10 June '25
Dean's Office registration deadline	10 June '25
Thesis submission deadline	01 December '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 *Writings Skills I* (0 ECTS) in the autumn semester, and for the *Grammar II* and/or *Writing Skills II* (6 ECTS) in the spring semester. You will only receive a grade for both completed courses at the end of both semesters for all 6 ECTS. Only students who have taken *Writing Skills I* and/or *Grammar I* may take *Writing Skills II* and/or *Grammar II*.

FOCUS MODULES:

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

BA COLLOQUIA:

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

MA COLLOQUIA:

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

MA Requirements

MA major students have to acquire a minimum of **72 credits** within their specialization (e.g. *Language and Linguistic*s), 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 numbe*r if you ask about a specific course.

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

Diversity, Academic Freedom, and Content Warnings

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

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

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

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

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

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

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

OPENING	CLOSING
On a separate first line:	*On a separate penultimate line:*
Dear Professor Smith,	
Dear Dr Brown,	Yours sincerely,
Dear Ms Jones,	Sincerely,
Dear Mr Jones,	
Dear Alison,	Best wishes,
Dear Timothy,	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 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 it managed with the help of the *Students' Committee*. Equipped with a fridge and microwave, plates, cups and cutlery, the tea corner is a space for spending your lunch hour, mid-morning or mid-afternoon breaks, and for other informal moments with peers and staff.

Please always clean up after yourself – stacking the dishwasher, washing up and wiping down any surfaces you have used.

Theft

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

Access Arrangements (Nachteilsausgleich)

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

Advisory Services

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

Please click here and then follow STUDIES > Advisory Services to find more information about services offered.

Whom to Ask – Spring Semester 2025

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

Starting January
Students with last names from A – L
- **Study Counselling for BA and MA Students**
- **Diploma ratification**
- **Admission Enquiries**
- **Independent Studies Coordinator**
- **International Coordinator starting 1st March 2025**

Helen Shepherd / Room D 407
helen.shepherd@unibe.ch

Students with last names from M - Z
- **Study Counselling for BA and MA Students**
- **Diploma ratification**
- **Admission Enquiries**
- **Independent Studies Coordinator**
- **International Coordinator starting 1st March 2025**

Sabine von Rütte / Room D 407
sabine.vonruette@unibe.ch

Independent Studies Proposals
Contact any member of teaching staff

International Coordinator (Stay Abroad Enquiries) Until end of February
Dr. Nicole Nyffenegger-Staub / D 208
nicole.nyffenegger@unibe.ch

- **KSL Enquiries**
- **Enrolment for Theses**
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

Gabriela Scherrer
031 684 94 42 / B 271
gabriela.scherrer@unibe.ch

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

Academic Staff (SS25)

Dr. Sofie Behluli*
  North American Literature and Culture
Olivia Biber, M.A.
  Modern English Literature
Michael Boog, M.A.
  North American Literature and Culture
Prof. Dr. David Britain*
  Modern English Linguistics
Prof. Dr. Thomas Claviez*
  Literary Theory & World Literature/American Studies and Head of Department
Servance Craver, M.A.
  Modern English Linguistics
Kristen Curtis, M.A.
  Medieval English Studies
Dr. Marijke Denger*
  Modern English Literature
Dr. Lukas Etter
  North American Literature and Culture
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
Charmaine Kong, M.A.
  Language and Communication
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. Danielle Tod*
  Modern English Linguistics
Marion Troxler, M.A.
  Modern English Literature
Sabine von Rütte, M.A.
  North American Literature and Culture
Laura Wohlgemuth, M.A
  Language and Communication

* *Teaching this semester*

Administrative Staff (SS25)

Administrators

Gabriela Burkhart   Please see the website for office hours
Sannie Germann

Drittmittel Administration

Bettina Rhyn-Holzer   By appointment

Directors' Assistant

Federico Erba   By appointment

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
Gabriela Scherrer   By appointment

Information is subject to change. Please consult the notice boards and the departmental website regularly.
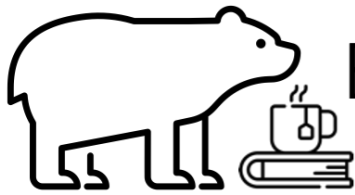
The Students' Committee

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

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

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

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

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

Instagram	**WhatsApp**
@StudentsCommitteeUniBe eng_sc_unibe	(info group) https://bit.ly/2DACLqS

A week in the life of your instructor

by Professor Crispin Thurlow

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

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

Teaching/mentoring-related activities[*]

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

Admin-related activities

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

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

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

Research-related activities

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

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

Spring Semester 2025

Language Module

Course: **Modern English Grammar II**

Lecturer: **Beatriz Lorente**

Time: Tuesday 10-12

Credit Points: Parts one and two together: 6 ECTS

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

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

Required Reading: The lecture slides and exercise materials are available on the course's ILIAS site.

Learning Outcomes: By the end of this course, it is expected that students:
- have an overview of the grammar of contemporary English;
- can define and use the necessary terminology to talk about English grammar;
- can understand and appreciate the relationship between grammatical structure and function.

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

Assessment (graded): Four quizzes, two in the first semester (semester week 7 and 13) and another two in the second semester (semester week 6 and 12). To pass Modern English Grammar, students must get an overall average of 60%.

Course:	Writing Skills II
Lecturer:	Beatriz Lorente
Times:	Tuesday 12-14, 16-18, Wednesday 12-14, 16-18 Thursday 12-14 and 14-16 (students choose *one* out of the six possible slots)
Credits:	Parts one and two together: 6 ECTS

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

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

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

Learning Outcomes: By the end of this course, it is expected that students will:
- have been introduced to specific skills needed in academic writing and practiced these skills;
- be able to apply these skills to a paper which requires both personal analysis and the evaluation and acknowledgment of the analyses others have carried out in secondary sources.

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

Deadline for Assessed Work: Throughout semester

Lecture:	**Literary History**
Lecturers:	**Thomas Claviez / Annette Kern-Stähler / Sofie Behluli / Zoë Lehmann**
Time:	Wednesday 14-16
Credit Points:	3 ECTS

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

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

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

Learning Outcomes: To familiarize students with the different periods of literary history. The students gain insight into the goals of the environmental humanities and cultural sustainability.

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

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

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

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

Seminar: Analysing Language

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

Time: Tuesday 14-16

Credit Points: 4 ECTS

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

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

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

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

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

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

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

Assessment (graded): A grade may be assigned based on the percentage grade earned for both the

coursework and the final exam; This percentage will be converted to the UniBe's 6-point scale as follows: 60-68% = 4.0; 69-76% = 4.5; 77-84% = 5.0; 85-92% = 5.5; 93-100% = 6.0.

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

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

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

Seminar:	Analysing Literature
Instructors:	**Malaika Sutter / Zoë Lehmann / Viola Marchi / Nicole Nyffenegger**
Times:	Monday 12-14, Tuesday 12-14, Wednesday 10-12, Thursday 10-12, (students choose *one* out of the four possible slots)
Credit Points:	4 ECTS

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

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

Required Reading: Please read Henry James' *The Turn of the Screw* before the first session. Please purchase:

- James, Henry. *The Turn of the Screw:* Authoritative Text, Contexts, Criticism, edited by Jonathan Warren, Norton Critical editions, W. W. Norton & Company, 2021.
- William Shakespeare. *A Midsummer Night's Dream*, edited by Sukanta Chaudhuri, Arden Shakespeare, Third Series, Bloomsbury, 2021.

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

- can analyse and interpret texts belonging to different genres and periods;
- can apply the relevant terms and concepts from the lecture "Introduction to Literature" in their analyses of literary texts;
- can provide a critical interpretation of literary texts orally and in writing;
- have gained a first impression of how literary theory can be employed for their analysis of literary texts**.**

Assessment (graded): Exam 10-12 on Friday 16 May 2025. Passing rate 60%

Resit Date: 10-12 on Friday 31 May 2025

Focus Module Language & Linguistics and Literature: The Contemporary

BA and MA Lecture: The Contemporary: Linguistic, Literary, and Cultural Perspectives

Instructors: Gabriele Rippl / David Britain / Crispin Thurlow / Matthias Berger / Marijke Denger / Zoë Lehmann / Viola Marchi / Malaika Sutter

Time: Wednesday 10-12

Credit Points: 3 ECTS

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

Course Description: The title of our joint lecture course, "The Contemporary: Linguistic, Literary, and Cultural Perspectives" refers to our time, the time we live in. The contemporary is characterized by neoliberalism and modes of intense capitalism which inform and shape (if not determine) socio-cultural and political-economic formations. In the contemporary Anthropocenic moment, for example, we understand language, literature, and other cultural configurations as conceptual spaces for re-/negotiating the central challenges and polycrises that characterize our world today. In this lecture course, sociolinguists, literary scholars, and scholars of culture come together to consider how language, literary genres/styles, and media in the twenty-first century reveal new socio-cultural realities such as power relationships, affects, epistemological and ethical formations, media ecologies, visual and material regimes, climate change and un-/sustainability, migration, precarity, human–non-human entanglements, and possible futures.

Required Reading: Students will find material for each session on our ILIAS platform and are expected to prepare the material carefully.

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

- familiarize themselves with a broad range of contemporary linguistic, literary and cultural formations;
- are able to analyze texts, visual material, and multi-/intermedial genres/formations;
- the students gain insight into the goals of the environmental humanities and cultural sustainability.

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

Exam date: 14 May 2025

Resit dates: 21 May 2025 and 28 May 2025

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[*] 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:	**Tourism Discourse: Language and Global Mobility**
Instructor:	**Crispin Thurlow**
Time:	Monday 10-12 *Reading Week Monday 19 May*
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)
Capping:	This course is capped at 20 participants.

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

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

Course Description: Tourism, a truly global service industry, is all-pervasive. There are few people whose lives remain unaffected by it, whether they are people privileged enough to tour or people who are "toured". Tourism emerges everywhere as a powerful site for the production of national and cultural identities as well as ideologies of difference. It is also where we find the meaning of place being negotiated and entrenched. Precisely because of this scale and influence, scholars in such fields as anthropology, sociology, history, cultural studies, geography have been interested in studying the cultural practices by which tourism is organized and experienced. Within this interdisciplinary context, this seminar examines tourism as discursive accomplishment and a topic for sociolinguistic analysis – in other words, the ways tourism is organized through and around language, languages, and communication.

Required Reading: Readings will all be posted at PDFs on ILIAS. We will alternate each week between core reading and extended reading. Core readings will comprise pieces written by Crispin Thurlow and his close collaborator Adam Jaworski; the extended reading will comprise journal articles from fields other than sociocultural linguistics. **There is one reading which must be completed before term starts; your knowledge of it will be assessed in the first session:**

> Thurlow, C. & Jaworski, A. (2010). The commodification of local linguacultures: Guidebook glossaries. In *Tourism Discourse: Language and Global Mobility* (pp. 191-223). Plagrave Macmillan.

Learning Outcomes: The seminar will be organized around five broad academic practices which are central to just about all academic work: observing, describing, explaining, evaluating and critiquing. Specifically, the learning outcomes are:

- to have a reasonable understanding of some of a range if interdisciplinary perspectives on tourism;
- to have a particular understanding of the role of language, communication and social interaction in the organization of tourism;
- to understand how academics from different traditions use certain methods for analyzing different aspects of tourism (e.g. text analysis, observation, interviews);
- to be able to apply these methods in your own investigations of tourism sites and tourist practice;
- to have a good critical awareness of the cultural politics of tourism discourse as a mode of representing the world and as a way of organizing social relations.

Coursework (pass/fail): In order to pass this class and earn 4 ECTS, students must fulfil the following coursework requirements:

- complete biweekly reading quizzes (graded) covering two interdisciplinary-cum-theoretical framing readings;
- complete a series in biweekly in-class exercises (credit/no-credit); and,
- engage respectfully, thoughtfully and concretely in all discussions (credit/no-credit);

Assessment (graded):[*] In order to earn a grade for this seminar (necessary for the Focus Module) and earn an additional 3 ECTS, students will be expected to prepare a mid-length, 15-20 pages data-driven research report based on a topic to be decided once term starts.

Deadline for Assessed Work: Friday 13 June 2025

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

BA Seminar:	Embodied Sociolinguistics
Instructor:	Kellie Gonçalves
Times:	Monday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)
Capping:	This course is capped at 20 participants.

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

Required reading: All texts will be made available on ILIAS

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

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

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

Assessment (graded): Regular attendance, active participation in class discussions, data collection, data analysis, a poster presentation, and a written seminar paper of approximately 4,000 words. *Deadline for Assessed Work*: Friday, June 27, 2025

BA Seminar: Prize Winners

Instructor: Axel Stähler

Time: Monday 14-16

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

This course is capped at 20 participants.

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

In this seminar, students will investigate with the methods of literary and cultural studies the culture and politics of literary awards in the US with particular focus the Arab American Book Award, the National Book Awards, the National Jewish Book Awards, and the Pulitzer Prize for Fiction. In each case, texts to be discussed will include the winning novel and one of the runners-up. Practical elements will be included in the module with the composition of a literary review and presentations in preparation of the concluding debate in the seminar in which students will decide which text will be the winner of their own "Prize Winners Student Choice Award."

Required Reading:
Arab American Book Award (2023):
- Chelsea Abdullah, *The Stardust Thief*
- Noor Naga, *If an Egyptian cannot Speak English*

National Book Awards (2024)
- Percival Everett, *James*
- Miranda July, *All Fours*

National Jewish Book Award (2023)
- James McBride, *The Heaven & Earth Grocery Store*
- Lore Segal, *Ladies' Lunch*

Pulitzer Prize for Fiction (2024):
- Jayne Anne Phillips, *Night Watch*
- Yiyun Li, *Wednesday's Child*

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

- recognize and analyze the cultural contexts from which notions of literary quality emerge
- appreciate the problems of successful, respectively abortive, canon formation in its earliest stages
- follow critical debates in the most influential national (and international) feuilletons and form an opinion of their own by critically engaging with them
- understand the politics of literary production and marketing as well as the economic, social, and cultural forces by which it is driven
- demonstrate confidence in talking about recent literary texts and in joining literary debates
- apply conceptual understanding of literary and cultural theories relating to the study of literature
- discuss questions of cultural sustainability

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

Assessment (graded):[*] One literary review (1000 words) and one seminar paper (3000 words)

Deadline for Assessed Work: 9 May 2025 (literary review); 27 June 2025 (seminar paper)

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

BA Seminar:	**Postpostmodernism: Theorizing the Contemporary**
Instructor:	**Ridvan Askin**
Time:	Tuesday 16-18
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

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: While everyone seems to agree that the postmodern era came to an end sometime around the turn of the millennium, there is no agreement as to what exactly replaced it. A bewildering array of new terms to describe the literature, art, and general culture of the twenty-first century has been introduced over the past 25 years or so. Neologisms such as altermodernism, automodernity, digimodernism, metamodernism, remodernism, hypermodernity, liquid modernity, singular modernity, and polymodernity have all been suggested in attempts to capture, characterize, and label both early twenty-first-century forms of literary and artistic expression and our contemporary moment at large.

These conceptualizations all resuscitate in one way or another the idea of modernity deemed overcome by postmodernity. They differ in their specific thrust and scope: Features considered as characteristic of our present times range from global digitalization to radical hyper-individualism, from the return to authenticity and sincerity in aesthetic discourse and artistic practice to the networked subject, to name but a few. After a quick recapitulation of the most important aspects of the postmodern at the outset of the course, we will engage in detail with these and other conceptualizations of our contemporary moment. In doing so, we will also discuss a selection of recent artworks and literary texts.

Required Reading: Please purchase Jennifer Egan's novel *The Candy House* (2022). Any edition will do. All other texts will be provided by the instructor.

Learning Outcomes: Students who take this course will become acquainted with the critical debates about the characteristics of our cultural present; they will acquire expertise with respect to the specific conceptual configurations in this context; and they will hone their understanding of the postmodern in its aesthetic, epistemological, and political dimensions.

Coursework (pass/fail): Regular attendance; active participation (doing ALL the readings and contributing to in-class discussions); short group presentation (10 minutes max.): students decide on and bring along a specific input item (artwork, quotation, commentary, video, song, etc.) related to their topic – presentations should serve as an introduction and instigate a first discussion. Be creative!

Assessment (graded):[*] 4000 word written essay

Deadline for Assessed Work: 14 July 2025

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

BA Seminar:	Contemporary Literature and (Post)Colonial Perspectives
Instructor:	**Marijke Denger**
Time:	Monday 10:15-11:45 & 12:15-13:45.
	Block seminar on 17 & 24 February, 10 & 24 March, 14 April, 12 & 19 May
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

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: Colonialism may be a thing of the past, but its histories and legacies continue to shape our contemporary world and the literatures written about it. Thus, it also influences the way in which we envisage and try to give shape to cultural sustainability today. In this block seminar, we will engage with classic colonial texts; examine different ways of approaching them and the social, political and historical contexts they represent; and analyse recent examples of literary writing that reflect on the contemporary ramifications of a supposedly long gone past. While our focus will be on the (former) British Empire and Anglophone (post)colonial texts, we will also take a comparative approach, to discuss how different nations might have developed their sense of self out of the experience of subjugating large parts of the world over a long stretch of time.

Required Reading: E.M. Forster, *A Passage to India*; Michelle de Kretser, *The Lost Dog*; Tan Twan Eng, *The House of Doors*. These novels will be made available for purchasing at the LibRomania. Shorter texts will be made available on ILIAS.

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

- have become familiar with some of the key concepts and concerns of postcolonial studies and learnt to apply these to their reading of (post)colonial texts;
- have further developed their close reading and literary analysis skills;
- have evaluated the continued relevance of studying (post)colonial texts and contexts;
- have gained insight into the goals of the environmental humanities and cultural sustainability.

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

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

Deadline for Assessed Work: 11 July 2025

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

BA Seminar: **Analyzing Style in Graphic Narratives**

Instructor: **Lukas Etter**

Time: Block Course on: Friday 21 February 16-18 (Online); Thursday 06 March 08-10; Friday 09 May 09-18; Saturday 10 May 09-17; Friday 16 May 09-17

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

This course is capped at 20 participants.

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: Over the past two decades, authors of critical/scholarly literature have subsumed comics and related forms of visual-verbal narration under the term *graphic narrative* (to denote the overall phenomenon) or *graphic narratives* (to refer to a set of specific books). The expression *graphic narrative(s)* hints toward both media specificities – graphic narratives' combination of text and image – and historical context – graphic narratives' rootedness in 19th- and 20th-century popular seriality. In the seminar *Analyzing Style in Graphic Narratives*, we will use the development of this umbrella term as a starting point to familiarize ourselves with theoretical approaches to comics and graphic narratives more broadly (first part of the seminar), before focusing on visual and verbal *style* in particular (second and third parts). We will closely read theoretical texts and test their usefulness on excerpts of works by such authors as Alison Bechdel, Hergé, Aline Kominsky, and Jason Lutes.

Required Reading: Participants are kindly asked to purchase copies of the following books at their earliest convenience. (Further titles may be announced in the first session.)
- Alison Bechdel, *Fun Home: A Family Tragicomic*. [2006 hardcover: ISBN 978-0618477942, or 2007 paperback: ISBN 978-0618871713]
- Jason Lutes, *Berlin* [2018 hardcover: ISBN 978-1770463264, or 2020 paperback ISBN 978-1770464063]

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

- know several theoretical tools necessary for a stylistic study in the realm of alternative comics and beyond;
- have carried out preliminary analyses of contemporary works;
- adopt an informed critical approach to the history of graphic narratives in the wider context of popular culture studies, and
- understand the importance of literary history, art history, and media history for comics studies.

Coursework (pass/fail): Regular attendance and active participation in class; oral presentation with guided discussion

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

Deadline for Assessed Work: 16 June 2025

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

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BA Seminar:	The Middle Ages after the Middle Ages
Instructor:	Nicole Nyffenegger
Time:	Thursday 14-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.
Open to students from other departments as Wahlbereich? ☐ Yes ☒ No
This course is only open to students studying in the Department of English.

Course Description: This course examines how the Middle Ages have been reimagined, reinterpreted, and repurposed from the early modern period to the present, with an emphasis on the roles and the value assigned to 'the medieval' today. Focusing on the iconic literary figures of King Arthur and his knights, Merlin, and Robin Hood, we will explore how medieval story materials have been adapted to address cultural, political, and ideological concerns of different periods. We will integrate close readings of medieval texts with discussions of their adaptations in later literature, art, and film, enabling a critical evaluation of how medieval narratives and aesthetics continue to shape modern identities and cultural memory. Our discussions will be informed by recent critical and theoretical texts in the field of Medievalism studies.

Required Reading: For the medieval texts, we will work with several TEAMS editions:
- https://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales.
- https://metseditions.org/editions/lbqPD7z5u64RKcy19tlpmKspE8P1YeWr
- https://metseditions.org/editions/lbqPD7z5u64RKcy19tlpmKspE8P1YeWr

Other texts and secondary literature will be provided on Ilias.

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

- discussed a variety of medieval texts and their reinterpretations,
- gained an understanding of the dynamic relationship between the medieval past and its imaginative afterlives in later centuries to today,
- practiced their skills at academic discussion
- and the writing of short texts.

Coursework (pass/fail): Thorough preparation of set reading, active participation, and regular presence are expected. Depending on student numbers, there will short writing assignments and presentations.

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

Deadline for Assessed Work: 15 June 2025

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

BA Lecture:	**Introduction to Forensic Linguistics**
Instructor:	**Hannah Hedegard**
Time:	Wednesday 12-14
Credit Points:	3 ECTS

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

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

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

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

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

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

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

- understand the key themes and disciplines in current Forensic Linguistic research and practice;
- are familiar with up-to-date theoretical frameworks and methodologies employed in the field;

- comprehend the multi-faceted nature of the relationship between law and linguistic scholarship in this applied sociolinguistic discipline.

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

Exam date: 14 May 2025

Resit date: 21 May 2025

Resit date: 28 May 2025

BA Lecture: **Rethinking Medieval Literature**

Instructor: **Annette Kern-Stähler / Hannah Piercy**

Time: Tuesday 14-16

Credit Points: 3 ECTS

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

Course Description: How can we reimagine medieval literature through a contemporary lens? This course introduces students to a variety of exciting new approaches to medieval literature. Working with topics like the global Middle Ages, race, gender, queer and trans approaches, objects, and the senses, each lecture sets out a different way of approaching medieval literature from a variety of different genres. The course will also emphasise writing by women and question the canon. The lecture series will be interactive, requiring students to do preparation reading and writing exercises before most lectures, which will replace the end-of-term exam. The lecture will provide an introduction to medieval literature for students with little prior knowledge and also deepen knowledge for those who have already taken courses in this area. It will serve the purpose of cultural sustainability by providing new perspectives on historic literature.

Required Reading: Reading will be uploaded to ILIAS.

Learning Outcomes: By the end of this course, it is expected that students:
- have read medieval literature from a variety of genres, forms, and styles;
- are familiar with a wide range of new critical approaches to medieval literature;
- have gained insight into the goals of the environmental humanities and cultural sustainability;
- have improved their skills of academic writing.

Assessment (pass/fail or graded): Successful completion of the reading and writing exercises

BA Seminar:	**The Sociolinguistic Canon**
Instructors:	**David Britain / Hannah Hedegard**
Time:	Wednesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

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

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

Course Description: Sociolinguistics began to emerge as a coherent discipline in the 1960s. As a result of adverse theoretical developments in linguistics and dialectology, and motivated by the civil rights movement, scholars began to take the role of society much more seriously than ever before in the way they theorised and analysed language structure. Sixty years later, much progress has been made in our understanding of the language-society nexus, but we still, nevertheless, often return to, and refer to, some of the earlier key works in the field - the sociolinguistic canon.

In this BA seminar, we'll explore some of these seminal papers together; the oft cited, replicated, rebuked, and venerated research pieces that have shaped the field's current form. The seminar is divided into three sections: we'll begin by critically reflecting on *theoretically* important papers in the discipline, then focus on *methodologically* significant studies, before finally looking towards the future, examining papers which are taking the discipline in new directions.

Required Reading: Will be uploaded to ILIAS prior to the start of term. There will be a key sociolinguistic article to read every week.

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

- are able to confidently identify the key theories, weaknesses, strengths and connections in sociolinguistic studies;
- understand important sociolinguistic principles and their historical origins;
- are au fait with the evolution of methodological approaches employed in the sociolinguistic discipline.

Coursework (**pass/fail**): consistent class attendance and participation, final oral presentation

Assessment (**graded**):[*] Graded assessment: consistent class attendance and participation, final oral presentation, and a seminar paper of 4000 words (=/- 10%) based on your presentation

Deadline for Graded Work: 18:00 on 30 June 2025

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

BA Seminar:	English in the Diaspora
Instructor:	**Danielle Tod**
Time:	Tuesday, 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

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 global spread of English, shaped by historical migration, colonial expansion, and modern mobility, has resulted in the emergence of countless English-speaking diaspora communities. This seminar examines the linguistic and social dynamics of English in diasporic contexts, exploring how migration, mobility, and cultural contact shape the use and evolution of the language. We begin by defining key concepts such as diaspora, migration, and mobility before turning to the linguistic consequences of dialect and language contact. Topics include the historical spread of English through colonial expansion, the emergence of new lexis in isolated communities, and the experiences of English-speaking diasporas both within Anglophone and non-Anglophone contexts. Finally, we explore the social implications of the diasporic experience, including ideologies of English monolingualism in multilingual contexts, identity negotiation, and the representation of the diasporic experience in literature. These topics will be explored through case studies, empirical data analysis, and class discussions, fostering critical engagement with English in the diaspora.

Required Reading: Readings will be available on ILIAS.

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

- Analyse and understand the possible linguistic consequences of dialect and language contact in diasporic contexts,
- Critically evaluate the social experiences of diaspora members and social consequences of the diasporic experience, and
- Appraise and respond to the views of others in published texts as well as in class, applying a critical perspective.

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

Assessment (graded):[*] As above for pass/fail, plus a written assignment (3,000 words +/- 10%).

Deadline for Assessed Work: Sunday 29 June, 17h00

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

BA Seminar: **Medieval and Early Modern Robin Hood**

Instructor: **Nicole Nyffenegger**

Time: Tuesday 10-12

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

This course is capped at 20 participants.
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: Robin Hood is as popular today as he was in the Middle Ages and in Early Modern Times, but he has undergone considerable transformations since his early appearances in ballads, short plays, and tales. He was a product of a multitude of short texts in different genres from the beginning, with his historicity highly questionable. This has made the figure adaptable to the needs of audiences who, in some way or another, found that there was something wrong with the law, and that resistance was the right thing, for the right outlawed hero, to do. It is no coincidence that Robin Hood's medieval and early modern adventures are mostly extant in ballads and plays, both of which are genres prone to playful defiance of authority. In this seminar, we will discuss a selection of medieval and early modern Robin Hood materials and explore their connections to the social and political circumstances of the time of their creation.

Required Reading: All our texts are contained in: Ohlgren, Tomas H. and Stephen Knight, eds. *Robin Hood and other Outlaw Tales.* TEAMS Middle English Texts Series, Medieval Institute Publications, 1997. If you prefer not to buy your own copy, you can find the texts online: https://d.lib.rochester.edu/teams/publication/knight-and-ohlgren-robin-hood-and-other-outlaw-tales.

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

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

Coursework (pass/fail): Thorough preparation of set reading, active participation, and regular presence are expected. Depending on student numbers, there will short writing assignments and presentations.

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

Deadline for Assessed Work: 15 June 2025

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

BA Seminar: Early Modern Utopias

Instructor: Nicole Nyffenegger

Time: Friday 10-12

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

This course is capped at 20 participants.
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: A society with no money, and consequently no crime, no fear, and no poverty. This is the vision Thomas More presents in his *Utopia* (1516), one of the major works of English Early Modern literature. But his is not the only notion of alternative societies in this period. In the age of discovery typically located on remote islands, other such societies are as diverse as the one living on Henry Neville's *Isles of Pines* (1668), a fragile paradise of leisure, abundant food, and sexual freedom or the talking animals of Margaret Cavendish's *Blazing World* (1666), which the female protagonist reaches by sailing through the North Pole to become its empress. This selection of three Early Modern utopias problematises the notion of utopia itself, with the individual works having been labelled proto-science-fiction and dystopian. We will read our primary texts against the historical and social contexts both of their creation and of their readerships.

Required Reading: Please buy the following, inexpensive paperbacks:

- Bruce, Susan, ed. *Three Early Modern Utopias: Thomas More's Utopia/Francis Bacon: New Atlantis/Henry Neville: The Isle of Pines.* Oxford World's Classics. London: Oxford University Press, 1999.
- Cavendish, Margaret. *The Blazing World and Other Writings.* Ed. Kate Lilley. Penguin Classics. London: W. Pickering, 1992.

There are alternative options for those who do not want to buy the books, please do let me know if that should be the case.

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

- read and discussed one of the major works of English Early Modern literature, Thomas More's *Utopia*, and two less known but no less interesting utopias, against their historical and social context;
- gained some insight into values and visions of Early Modern English writers and audiences;
- practiced the writing of academic texts;
- further honed their skills at academic discussion;
- gained an understanding of the genre of utopian writings and the diversity of ideas represented in them.

Coursework (pass/fail): Thorough preparation of set reading, active participation, and regular presence are expected. Depending on student numbers, there will short writing assignments and presentations.

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

Deadline for Assessed Work: 15 June 2025

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

Optional Courses

Wahlbereich Lecture

Instructors:	**Collegium generale**
Time:	Wednesday 18:45-19:45
Credit Points:	3 ECTS

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

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

Location: Hauptgebäude, Hochschulstrasse 4, Auditorium maximum

Anmeldung und Informationen folgen.

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

Research Module

BA Colloquium: **Language and Linguistics**

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

Time: Monday 14-16

Dates: 17 February, 24 February, 10 March, 31 March, 07 April
and the conference on Friday 16 May

Credit Points: 2 ECTS

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

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

- All students are expected to attend five foundation sessions: General Introduction (Week 1, 17 February), What is a thesis? (Week 2, 24 February), Writing Skills (Week 4, 10 March), and Presentation Skills (Week 8, 07 April).
- Students in their final semester must attend an Analysis Workshop (Week 7, 31 March), 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 16 May.
- Students in their first colloquium semester must submit their Project Propositions (see below) by 30th March – one month before the supervisor registration deadline.

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

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

Project Propositions (previously "research exercise")

The thesis is intended to take three months to complete; however, students doing empirical, data-based research must obviously agree an appropriate topic and design a do-able project before they can start the thesis. For this reason, and in order to earn 2 ECTS, students in their first semester of the Language & Linguistics colloquium (i.e., not yet doing their thesis) are required to approach <u>ONE potential supervisor</u> with <u>at least two propositions</u> 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 <u>two or three journal articles</u> reporting studies like the ones proposed. These journal articles must come from <u>major sociolinguistics and/or discourse studies journals</u>; 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. <u>The deadline for submitting project propositions (to the ONE potential supervisor) is 30 March</u> 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 (Rippl / Behluli)**
Instructor:	**Gabriele Rippl / Sofie Behluli**
Time:	Thursday 10-12
Dates:	20 February, 20 March, 3 April, 17 April, 8 May, 22 May
Credit Points:	2 ECTS

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

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium:	**North American Literature (Claviez / Stähler / Marchi)**
Instructors:	**Thomas Claviez / Axel Stähler / Viola Marchi**
Time:	Thursday 10-12
Dates:	20 February, 20 March, 3 April, 17 April, 8 May, 22 May
Credit Points:	2 ECTS

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

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

BA Colloquium: **Medieval and Modern English Literature**

Instructors: **Annette Kern-Stähler / Zoë Lehmann**

Time: Thursday (see times below)

Dates: 20 February 09-10, 20 March 09-12, 17 April 09-12**,**
                                             08 May 09-12

Credit Points: 2 ECTS

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

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

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

Coursework: (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

Advanced Readings Examinations in Language and Linguistics and Literature

Exam:	**Advanced Readings in Linguistics and Literature**
Supervisors:	**Danielle Tod / Viola Marchi**
Dates:	Introductory Q&A session: 25 February 16-17
	First exam on 13 May 16-17
	Second exam on 05 September 10-11
Credit Points:	3 ECTS

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

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

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

Please consult the Reading List on the Department Webpage:
https://www.ens.unibe.ch/studies/course_types_and_modules/arl_advanced_reading_list/index_eng.html

Learning Outcomes: By the end of this course, it is expected that students will:
- have got to know a set of core texts in Language and Linguistics, North American Literature and Medieval and Modern English Literature;
- have acquired detailed knowledge of a further set of texts from a chosen section.

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

MA STUDIES

Inter-sectional Lecture

MA Lecture:	**The Contemporary: Linguistic, Literary, and Cultural Perspectives**
Instructors:	**Gabriele Rippl / David Britain / Crispin Thurlow / Matthias Berger / Marijke Denger / Zoë Lehmann / Viola Marchi / Malaika Sutter**
Time:	Wednesday 10-12
Credit Points:	3 ECTS

Course Description: The title of our joint lecture course, "The Contemporary: Linguistic, Literary, and Cultural Perspectives" refers to our time, the time we live in. The contemporary is characterized by neoliberalism and modes of intense capitalism which inform and shape (if not determine) socio-cultural and political-economic formations. In the contemporary Anthropocenic moment, for example, we understand language, literature, and other cultural configurations as conceptual spaces for re-/negotiating the central challenges and polycrises that characterize our world today. In this lecture course, sociolinguists, literary scholars, and scholars of culture come together to consider how language, literary genres/styles, and media in the twenty-first century reveal new socio-cultural realities such as power relationships, affects, epistemological and ethical formations, media ecologies, visual and material regimes, climate change and un-/sustainability, migration, precarity, human–non-human entanglements, and possible futures.

Required Reading: Students will find material for each session on our ILIAS platform and are expected to prepare the material carefully.

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

- familiarize themselves with a broad range of contemporary linguistic, literary and cultural formations;
- are able to analyze texts, visual material, and multi-/intermedial genres/formations;
- the students gain insight into the goals of the environmental humanities and cultural sustainability.

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

Exam date: 14 May 2025

Resit dates: 21 May 2025 and 28 May 2025

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[*] 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.

Specialisation Language and Linguistics

MA Lecture: *Introduction to Forensic Linguistics*

Instructor: **Hannah Hedegard**

Time: Wednesday 12-14

Credit Points: 3 ECTS

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

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

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

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

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

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

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

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

Exam date: 14 May 2025

Resit date: 21 May 2025

Resit date: 28 May 2025

MA Seminar:	Brief Encounter: short- to medium-term dialect contact
Instructors:	David Britain & Hannah Hedegard
Times:	Tuesday 10-12 -May 27th (Week 14) 14-18 (students need to be able to attend for at least 2 hours on this day)
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course Description: The (socio)linguistic consequences of two or more dialects coming into contact with one another has long been a major scholarly focus in the discipline of Language Variation and Change (LVC). More often than not, however, theoretical attempts to account for the various linguistic phenomena that occur in these circumstances are limited to chronological extremes: dialect contact in either the (very) short or long term. We know, for example, that long-term mixing of varieties can lead to interesting processes like koineisation, dialect levelling and diffusion of new features, and, on the other hand, that during short-term contact i.e., a single interaction, accent accommodation between speakers may take place. Less well understood are the linguistic mechanisms that transpire in the interim timeframe: mid-term dialect contact.

In this hands-on MA seminar, students will undertake their own data analysis projects exploring the effects of mid-term dialect contact. As data we use a speech corpus from the UK reality TV show, *Love Island*, which was constructed and transcribed in 2024. On the show, a few dozen contestants from around Britain live together in a Spanish villa for eight weeks, cultivating conditional solidarity and other complex group dynamics observable in their linguistic behaviour. Taking advantage of the show's laboratory-like setting and the diversity of UK dialects among the contestants, students in this seminar will investigate accent convergence and medium-term dialect contact using the pre-prepared corpus.

A largely independent project-based seminar, the course will combine theoretical and methodological framing and training, along with time for individuals to work on their own research. The projects will then be presented at a conference day - a special extended final session.

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

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

- Understand the core theoretical underpinnings of dialect contact and dialect accommodation
- are able to confidently and independently undertake and present, orally and in writing, a linguistic variable analysis
- understand important sociolinguistic principles such as data accountability and sampling
- can utilise up-to-date digital techniques and basic statistical modelling, as well as sensitively interpret their output

Coursework (**pass/fail**): consistent class attendance, independent/paired project work, final oral presentation

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

Deadline for Graded Work: 18:00 on 15 June 2025

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

MA Seminar:	Post-humanist sociolinguistics
Instructor:	**Kellie Gonçalves**
Time:	Thursdays 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

Course description: For Pennycook (2018) drawing on posthumanism has implications for the ways in which we understand language in relation to people, objects, and place. Spaces, both physical and virtual are also material and an integral part of how communication and social arrangements are negotiated and in the case of online spaces, also rapidly disseminated. In his recent work on posthumanism and world Englishes, Wee (2021: 7) maintains that in addition to language resources "media technologies disseminates popular culture which is no longer being done via physical interactions between people, but through textually mediated encounters". For Barad (2007:136) posthumanism "doesn't presume the separateness of any-''thing,'' let alone the alleged spatial, ontological, and epistemological distinction that sets humans apart". In these ways, scholars of posthumanism are interested in undoing binaries of the self/other and identity and intersubjectivity "by attending to sensorial, affective, placed-based, political forces" (Toohey et al. 2017: 3). In this course, students will be introduced to posthumanist theories from an interdisciplinary perspective, including applied and sociolinguistics (Pennycook 2018; 2024; Gonçalves 2024; Smith, fc.) and the various methodological approaches used to understand and analyze how language cannot be looked at in isolation, but in conjunction to people, place and different forms of materiality (Pietikäinen 2024). Topics, which will be covered in the course include Post-humanism and World Englishes, Language, Technology and Artificial Intelligence, Language and the Environment and Animal-Human Communication.

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

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

- identify the theoretical and methodological challenges in studying post-humanism from an inter-disciplinary perspective;
- be able to critically engage with theoretical concepts and current debates within post-humanism as it relates to sociolinguistic scholarship;
- gain research competencies through conducting empirical work;
- practice discursive competencies during class discussions and poster presentations.

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

Assessment (graded): Regular attendance, active participation in class discussions, data collection, data analysis, a poster presentation, and a written seminar paper of approximately 4000 words. *Deadline for Assessed Work*: **Friday, June 27, 2025.**

MA Seminar:	Workplace/Professional Discourse
Instructor:	Gwynne Mapes
Time:	Wednesday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

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

Course Description: Discourse analysts have long been interested in language at work, whether under the label institutional (e.g. Drew and Heritage 1992), workplace (e.g. Holmes 2007), professional (e.g. Kong 2014) or organizational discourse (e.g. Wee 2015). More recently, and as many of our societies turn increasingly from being rooted in manufacture-based economies to those relying more heavily on service-based economies, language sits powerfully at the heart of people's livelihoods. Ultimately, workers of all kinds – "professionals" and otherwise – are compelled to continually re-establish their (linguistic) value. In this course, students will receive an introduction to the foundational areas of language commodification and workplace/professional discourse, as well as specific settings/case studies related to both blue-collar workplaces and more high-end or "elite" contexts of language work (e.g. political speechwriting). Alongside these theoretical and applied explorations, students will also be responsible for ethnographically-informed data collection in a workplace of their choosing, culminating in a final workshop where they will present and discuss their findings.

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

> Bourdieu, Pierre. ([1991]). Language and symbolic power. In A. Jaworski & N. Coupland (eds), *The Discourse Reader* (pp. 480-490). London: Routledge.
> Cameron, Deborah. (2012). The commodification of language: English as a global commodity. In T. Nevalainen & E.C. Traugott (eds), *The Oxford Handbook of the History of English* (pp. 352–361). Oxford: Oxford University Press.
> Heller, Monica. (2010). The commodification of language. *Annual Review of Anthropology*, 39, 101–14.

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

- have a broad grasp of the commodification of language and its implications for workplace discourse;
- understand the sociolinguistic/discursive differences between blue-collar settings and so-called "professional" ones;
- have developed a good critical awareness of "language work" and the political economy of words in contemporary society;
- are able to apply ethnographic methods in their own investigations of workplace discourse.

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

- Pass five in-class reading quizzes
- Demonstrate your active engagement in lectures/guest presentations
- Prepare and deliver a data-driven presentation (slideshow + handout) about a particular workplace setting
- Participate actively in all other student presentations

Assessment (graded):[*] In order to satisfy the additional workload for earning 7 ECTS, you must complete a final research paper entailing in-depth analysis of data collected for your project/ presentation.

Deadline for Assessed Work: Friday, 27 June 2025

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

Center for the Study of Language and Society (CSLS)

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

Specialisation Literature

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

Instructor: **Thomas Claviez**

Time: Wednesday 16-18

Credit Points: 3 ECTS / 4 ECTS for WL students

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

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

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

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

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

Exam Dates: Last three weeks of the semester

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

MA Lecture:	**Rethinking Medieval Literature**
Instructor:	**Annette Kern-Stähler / Hannah Piercy**
Time:	Tuesday 14-16. Please note the date of the first session: Tuesday 25 February.
Credit Points:	3 ECTS

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

Course Description: How can we reimagine medieval literature through a contemporary lens? This course introduces students to a variety of exciting new approaches to medieval literature. Working with topics like the global Middle Ages, race, gender, queer and trans approaches, objects, and the senses, each lecture sets out a different way of approaching medieval literature from a variety of different genres. The course will also emphasise writing by women and question the canon. The lecture series will be interactive, requiring students to do preparation reading and writing exercises before most lectures, which will replace the end-of-term exam. The lecture will provide an introduction to medieval literature for students with little prior knowledge and also deepen knowledge for those who have already taken courses in this area. It will serve the purpose of cultural sustainability by providing new perspectives on historic literature.

Required Reading: Reading will be uploaded to ILIAS.

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

- have read medieval literature from a variety of genres, forms, and styles;
- are familiar with a wide range of new critical approaches to medieval literature;
- have gained insight into the goals of the environmental humanities and cultural sustainability;
- have improved their skills of academic writing.

Assessment (pass/fail or graded): Successful completion of the reading and writing exercises

Exam date: cumulative assessment, see above

Resit date: cumulative assessment, see above

MA Seminar:	**Reading the Natural Sciences in Literature**
Instructor:	**Zoë Lehmann Imfeld**
Time:	Monday 12-14
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

Course Description: 'Science and literature' is an ever-growing field in literary studies, and students in the humanities, particularly literature students, are often expected to draw on interdisciplinary skills and knowledge. But what does it actually look like to 'read' science in literature? This course will analyse the transformations that scientific narratives undergo as they move between discourse levels and genres. In this course we will draw on the discourses, methods and practice of some select parts of the natural and exact sciences, especially astronomy and astrophysics (plans are underway to go and look at some telescopes and meet some astronomers), as well as key critical thinking on interdisciplinarity. Students are expected to bring with them a lively interest in interdisciplinary thinking, but background knowledge of the natural sciences is not necessary.

Required Reading: Please purchase your own copy of the following text, making sure to get the edition indicated:
Italo Calvino, *The Complete Cosmicomics*, Penguin Modern Classics, 978-0141189680
Further material will be made available on ILIAS

Learning Outcomes: Students will gain an increased understanding of the relationship between the natural sciences and literary expression. They will develop a new familiarity with the challenges and opportunities of working with scientific discourses, and an insight into interdisciplinary approaches to literature.

Coursework (pass/fail): Full participation in the seminar, and completion of small written tasks during the course; Essay proposal (for graded students in preparation for assessed essay, for ungraded students for a hypothetical essay).

Assessment (graded):[*] 5000-6000 word essay

Deadline for Assessed Work: Essay outlines (for both ungraded and graded), Wednesday 18 June 2025. Essay deadline (graded), Friday 25 July 2025

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

MA Seminar:	The Sonnet in America
Instructor:	**Axel Stähler**
Time:	Monday 10-12
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

Course Description: For the last eight hundred years, the sonnet has been one of the most persistent poetic forms in western culture. In America, it has been used to celebrate the ideals of the War of Independence, to voice aesthetic concepts, and to extol the liberty offered by the New World, but also to articulate criticism of cultural hegemony and social injustice and the perspectives of minorities. In this seminar, taking into account its European antecedents and its engagements with tradition, we will follow the development of the sonnet in America from its beginning to its astounding multiplicity in the present.

Required Reading: Most texts will be made available as PDF files; the following text will be useful:
The American Sonnet: An Anthology of Poems and Essays, edited by Dora Malech and Laura T. Smith (Iowa City: University of Iowa Press, 2022).

Learning Outcomes: By the end of this course, it is expected that students will have:
- gained systematic understanding of the poetic/aesthetic qualities of the sonnet in historical and contemporary perspective
- achieved knowledge of the historical development of the sonnet in America
- enhanced their analytical and interpretive skills in relation to poetic texts

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

Assessment (graded):[*] One sonnet (500 words) and one seminar paper (3500 words)

Deadline for Assessed Work: 9 May 2025 (sonnet); 27 June 2025 (seminar paper)

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

MA Seminar:	James Baldwin: Essays and Short Fiction
Instructor:	Axel Stähler
Time:	Thursday 14-16
Credit Points:	4 ECTS (+ 3 ECTS for graded assessment)

This course is capped at 20 participants.

Course Description: "People are trapped in history and history is trapped in them," the African American writer James Baldwin writes in an essay describing his stay, in the 1950s, in a remote mountain village in Switzerland. Much of his work as an essayist, fiction writer, dramatist, and poet is an attempt to challenge this observation and to explore, as a Black homosexual man, ways of finding himself, of accepting an inheritance, and of claiming a birthright. In this seminar, we will focus on Baldwin's early collection of essays *Notes of a Native Son* (1955) and his story collection *Going to meet the Man* (1965) which gathers eight stories, most of which are contemporary to his early essays. Both publications will be discussed in this seminar as mutually illuminating.

Required Reading:
- James Baldwin, *Notes of a Native Son* (1955; Boston: Beacon, 2012).
- James Baldwin, *Going to Meet the Man: Stories* (1965; New York: Vintage International, 1995).

Learning Outcomes: By the end of this course, it is expected that students will have:
- developed a deep critical understanding of the early writings of James Baldwin
- gained insights into the contextual constraints and pressures of Black writing in post-war America
- enhanced their analytical and interpretive skills in relation to essays and short fiction

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

Assessment (graded):[*] Design of a cover and blurb for Baldwin's collection of essays or short stories, respectively (1000 words) and one seminar paper (3000 words)

Deadline for Assessed Work: 9 May 2025 (cover and blurb design); 27 June 2025 (seminar paper)

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

Other Courses

MA Workshop: **Ethnographic Methods**

Instructor: **Kellie Gonçalves**

Time: Thursdays 14-16

Credit Points: 3 ECTS

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

Required Reading: all texts will be available on ilias

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

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

Coursework (pass/fail): Students are expected to read all relevant texts, participate in class discussions as well as participate in research design and engage in fieldwork for at least 1

month. Fieldwork will include participant observation, conducting interviews with participants and keeping a journal of fieldnotes. The journal will be assessed at the end of term.

Deadline for Assessed Work: 05 June 2025

MA Workshop:	**Ugly Feelings: Revulsion and Disgust**
Instructor:	Mary Flannery/Annette Kern-Stähler
Time:	Block course on Monday 24 Feb 2-4 pm; 10 March 2-4 pm; 24 March 2-4 pm; 5 May all day (conference)
Credit Points:	3 ECTS

Course Description: In this workshop, students will investigate the intersection between the senses, ethics, and aesthetics in medieval English literary treatments of disgust and revulsion in order to better understand the role played by disgust in social critique and education. Though the modern English word *disgust* dates back only to the end of the sixteenth century, Middle English had a number of words to describe strong feelings of revulsion (e.g. *lothing, abhominacion, wlatsomnesse*), as well as a wide range of terms for people or phenomena that commonly provoked disgust (e.g. *filth, foulness, cursidness*). One of the so-called 'moral emotions', disgust is a particularly visceral negative affect that appears with great frequency in medieval didactic texts of many genres and forms. In medieval English literature, disgust is used to teach, to marginalize, to vilify, and to condemn. At the same time, it can also serve as a means of entertainment, a topic or feature used to amuse, to fascinate, or to delight.

This course brings medieval English texts into conversation with key work on the history of the senses and the history of emotion. We will engage with the work of scholars such as Sianne Ngai (*Ugly Feelings* [2005]), William Ian Miller (*The Anatomy of Disgust* [1997]), and Carolyn Korsmeyer (*Savoring Disgust: The Foul and the Fair in Aesthetics* [2011]), as well as the writings of Geoffrey Chaucer and anonymous authors from the Middle Ages. The emphasis of the course will be on guided independent study, with the workshop culminating in a one-day conference at which students and an invited guest speaker will present.

Learning Outcomes: Students will draw on scholarship from the fields of sensory studies, the history of emotion, and literary criticism in order to ask different types of questions of textual evidence:

- Sensory perspective: What senses are mentioned or evoked in the context of medieval discussions of disgust? What medieval theories of the senses are relevant to our understanding of how disgust was believed to operate by medieval writers?
- Emotional perspective: What is the medieval English language of disgust? What sorts of scripts and imagery were used to evoke disgust in medieval readers or audiences?
- Literary perspective: How does disgust operate in different genres such as satirical verse, conduct literature, sermons, plays, and devotional texts? In what contexts is disgust evoked or mentioned in these texts, and for what purposes?
- Cultural sustainability: The course will serve the purpose of cultural sustainability by providing new perspectives on medieval texts.

Required Reading: Please make sure to buy a paperback copy of Sianne Ngai, *Ugly Feelings* (Harvard University Press, 2005). This text must be read before the first session; your knowledge of it may be subject to examination.

Further reading (extracts uploaded on ilias):
William Ian Miller, *The Anatomy of Disgust* (1997)
Carolyn Korsmeyer, *Savoring Disgust: The Foul and the Fair in Aesthetics* (2011)
Geoffrey Chaucer, *The Summoner's Tale and Prologue*

Learning Outcomes: By the end of this course, it is expected that students:
- will be familiar with some of the key works in the history of emotions and the history of the senses
- will better understand the role played by disgust in social critique and education
- will understand how disgust operates in different genres
- will have deepened their knowledge of medieval literature
- will have gained experience in reading medieval texts through the lens of contemporary critique
- will have honed their presentation skills

Coursework (pass/fail): regular attendance; course preparation; presentation of a research paper at our one-day conference

Wahlbereich Workshop:	**BMZ Workshop-Tag 2025 - Forschung am Rande des Wahnsinns**
Instructors:	**Annette Kern-Stähler and other Medievalists of the University of Bern and Guest Speakers**
Times:	**Friday,** 04 April 08:15 – 18:00, Friday, 15 August 08:15 – 18:00 and Saturday, 06 September 08.15- 18:00
Credit Points:	3 ECTS

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

Course Description: Das Berner Mittelalter Zentrum (BMZ) organisiert einen transdisziplinären mediävistischen Workshop für Masterstudierende, bei denen sie hands-on Elevator-Pitches begleitet von geschulten Coaches einüben und schliesslich einem mediävistischen Fachpublikum aus allen Fächern des BMZ vorstellen können. Darüber hinaus soll ein Poster zur eigenen Forschung entstehen.

Der Workshop ist für Masterstudierende vierteilig und besteht zunächst aus einem am Vormittag von einem Coach begleiteten, eingeübten Elevator Pitch zu den eigenen Forschungsprojekten (90 min). Diese werden am Nachmittag vor dem BMZ vorgestellt und in einer Feedbackrunde gemeinsam diskutiert.

Der Workshop möchte Forschungsansätze und -ergebnisse vergleichend für die verschiedenen mediävistischen Disziplinen zusammenbringen, um gemeinsame Perspektiven auszuloten ebenso wie die Teilnehmenden und Lehrpersonen miteinander vernetzen.

Im Anschluss an den Workshoptag werden die Studierenden in die Vorbereitung und die Durchführung der «Langen Nacht der Forschung» eingebunden. Die Studierenden bereiten im August eigene Poster vor (basierend auf die Elevator Pitches) und moderieren den Auftritt des BMZ an der Lange Nacht der Forschung (am 6.9.2025). Auch die Poster werden dort ausgestellt.

Learning Outcomes:
- Die Studierenden können eigene Forschungen in einer konzisen und unterhaltsamen Form (als Elevatorpitch) vorstellen
- Die Studierenden wissen wie ein wissenschaftliches Poster aufgebaut und attraktiv gestaltet wird
- Die Studierenden können andere Forschende anmoderieren und deren Forschungsschwerpunkte vorstellen

MA Colloquium:	**Language and Linguistics**
Instructors:	**David Britain / Kellie Gonçalves / Erez Levon / Crispin Thurlow**
Time:	Monday 14-16
Sessions:	17 February, 24 February, 10 March, 24 March, 07 April, 14 April and the conference on Friday 16 May am
Credit Points:	2 ECTS

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

- All students MUST attend the Introduction Session (week 1, 17 February)
- All students are expected to attend three foundation sessions: General Introduction (Week 2, 24 February), Writing Skills (Week 4, 10 March), and Presentation Skills (Week 8, 07 April).
- Students in their penultimate colloquium semester are required to attend a Poster Design session (Week 9, 14 April).
- Students in their final semester must attend an Analysis Workshop (Week 6, 24 March), 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 12: Friday 16 May.

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

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

Project Propositions (previously "research exercise")
The thesis is intended to take three months to complete; however, students doing empirical, data-based research must obviously agree an appropriate topic and design a do-able project before they can start the thesis. For this reason, and in order to earn 2 ECTS, students in their first semester of the Language & Linguistics colloquium (i.e., not presenting at the conference)

are required to approach <u>ONE potential supervisor</u> with <u>at least two propositions</u> 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 <u>two or three journal articles</u> reporting studies like the ones proposed. These journal articles must come from <u>major sociolinguistics and/or discourse studies journals</u>; 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. <u>The project propositions must be submitted (to the ONE potential supervisor) by the time of the colloquium conference</u>. In the following semester, once the supervision has been agreed, students are expected to develop a research plan which serves as the basis for the poster presented at the next colloquium conference.

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

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

MA Colloquium:	**North American Literature (Rippl / Behluli)**
Instructor:	**Gabriele Rippl / Sofie Behluli**
Time:	Thursday 10-12
Sessions:	27 February, 27 March, 10 April, 01, 15 and 29 May
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative coursework

Deadline for Assessed Work: Throughout semester

MA Colloquium:	**North American Literature (Claviez / Stähler / Marchi)**
Instructors:	**Thomas Claviez / Axel Stähler**
Time:	Thursday 10-12
Sessions:	27 February, 27 March, 10 April, 01, 15 and 29 May
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

MA Colloquium:	**Medieval and Modern English Literature**
Instructors:	**Annette Kern-Stähler / Zoë Lehmann**
Time:	Thursday (see times below)
Dates:	20 February 10-11, 13 March 09-12, 10 April 09-12; 01 May 09-12
Credit Points:	2 ECTS

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

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

Coursework (pass/fail): Cumulative course work

Deadline for Assessed Work: Throughout semester

DOCTORAL STUDIES

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

Instructor: **David Britain**

Time: Tuesday 14-16

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

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

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

Instructor: **Crispin Thurlow**

Time: Monday 14-16

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

Learning Outcomes: By the end of this course, it is expected that participants will:
- receive direct supervisory and peer mentoring on their research projects;
- develop their theoretical and methodological expertise;
- practise their academic writing and conference presentation skills;
- acquire a range of soft skills in academic professional development.

PhD and Research Colloquium: **Literary Theory**

Instructor: **Thomas Claviez**

Time: Monday 13-16

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

Learning Outcomes: Doctoral candidates participating in this colloquium will:
- receive direct supervisory and peer mentoring on their research projects;
- develop their theoretical and methodological expertise;
- practise their academic writing and conference presentation skills;
- acquire a range of soft skills in academic professional development.

PhD and Research Colloquium: **Medieval Studies**

Instructor: **Annette Kern-Stähler**

Time: Wednesday 18-20

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

Learning Outcomes: By the end of this course, it is expected that students will:
- receive direct supervisory and peer mentoring on their research projects;
- develop their theoretical and methodological expertise;
- practise their academic writing and conference presentation skills;
- acquire a range of soft skills in academic professional development.

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

Instructor: **Virginia Richter**

Time: By appointment

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

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

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

Instructor:　　　　　　　　　**Gabriele Rippl**

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

Staff Research Interests and Professional Activities

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

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

Michael Boog: in 2024, he received a Doc.CH grant from the *Swiss National Science Foundation* for his doctoral research project "The Problem of Worldmaking: Critical Irrealism in Contemporary Anglophone World Literatures", which runs until 2028. His research interests include contemporary Anglophone novels, world literary theory and irrealist aesthetics.

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

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

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

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

Marion Troxler: 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: language materiality; value discourse; language/semiotic ideology; consumption studies; discard studies. Preferred method: (mediated) discourse analysis of spoken and written language.

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