

Information Booklet

Autumn Semester 2012

17 September – 21 December 2012



English Department
University of Berne
Länggassstrasse 49
3000 Berne 9
Tel: 031 631 82 45
Fax: 031 631 36 36
www.ens.unibe.ch

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INTRODUCTION

Dear Students, and dear Members of Staff,

2012 is a year of sport. If you have the (mis)fortune to hail from the United Kingdom, this fact fills you with rather more anxiety than you might imagine. Will the England football team (and its fans) manage to not disgrace itself (themselves) in Euro 2012? – well, just about. Will any British tennis players still be playing tennis in the second week of Wimbledon? – well, just one. Will the British Olympic team win more gold medals than Australia – well, ultimately they did, and by a considerable margin. And as a British sports follower, you know there is bound to be some highly embarrassing sporting failure sometime during the year (probably the worst, though many of you are too young to remember this one, was when San Marino, yes San Marino, scored a goal against England after 8 seconds, yes 8 seconds, in a World Cup qualifying match in 1993). If you would like to enjoy the spectacle, check out <<http://www.youtube.com/watch?v=iQHEpivi8aE>>.

2012 has also been rather important for ‘die Queen’ (Is that [kvi:n] or [kwi:n], I ask myself?). She’s been ruling a sometimes unruly country (and family) for 60 years now, and, as we know, it’s been a bit of a bumpy ride. Exactly 20 years after what she herself described as her *annus horribilis*, she’s smiling again, while her subjects have been waving lots of flags and eating lots of cucumber sandwiches at bunting-strewn street parties. To understand why she might be smiling, I encourage you to attend Prof. Virginia Richter’s very appropriately timed ‘*God save the Queen! The conservative turn in contemporary fiction, film and TV*’, a seminar critically exploring representations of the upper classes in British culture. This seminar is joined, as usual, by a smorgasbord of other tasty offerings in the Department, *Unearthing the Dark Ages - Dragons, Dungeons, Dainty Maidens; Dashed Hopes and Good Intentions: Drama in 20th Century America; Forensic Linguistics* and *The African American Experience from the Blues to Postmodernism*, to name but a few.

As usual, it is my sad duty to wave goodbye to some former colleagues, but a pleasure to welcome new ones. Professor Dr. Barbara Buchenau, our wonderful Assistant Professor of Postcolonial Studies, has accepted a Chair at the University of Duisburg-Essen in Germany and sadly leaves us at the end of September 2012. We all wish her very well indeed in her new position and are extremely sad to see her go. We bid farewell to Dr. Simone Pfenninger as lecturer, Petra Riedweg, student assistant in the secretariat, Pascal Burkhardt as tutor, Lucy Zuberbühler as student assistant, but welcome Dr. Sarah Chevalier as Dozentin in linguistics, Dr. Christina Ljungberg (literature) Dr. Vally Lytra (linguistics) and Professor Therese Steffen (literature) as lecturers, Blanka Blagojevic as tutor and student assistant, Annalea Decurtins as student assistant in the secretariat, Eva Beyeler as student assistant in the library, and Xenia Netos as student assistant. Some existing colleagues have taken on new or additional roles: Fayaz Ali Khan, our amazing IT support, takes on the role of website administrator; Viola Marchi and Christina Steffen become assistants; and Dominique Bürki and Dorothee Weber become tutors.

Below is that very important list of the extremely hard working people who, along with Hilary and Monika in the secretariat, deal with your day to day study concerns – please treat them very nicely indeed!:

BA (surnames A-M): Irmtraud Huber

BA (surnames N-Z): Kathrin Reist

MA: Dr. Julia Straub

Practical Module: Eva Grädel

ePub: Hilary Sharp

Diploma Supplements: Irmtraud Huber

Mobility and International Exchange: Dr. Kellie Gonçalves

Independent Studies Coordinator: Dr. Kellie Gonçalves

On the research front, on 25-26 October the University of Berne English Department plays host to a conference on **Melodrama: Staging Emotions in the Anglophone World, 1780-2010**. Confirmed keynote speakers: Prof. Matthew Buckley (Rutgers), Prof. Valentine Cunningham (Oxford), Prof. Laura Marcus (Oxford), Prof. Mandy Merck (Royal Holloway).

I wish you all a fulfilling, enlightening, challenging and stimulating semester!

Prof David Britain

Head of Department

STAFF

Directors of Department

Prof. Dr. David Britain, Head of Department

Modern English Linguistics

Prof. Dr. Thomas Claviez

Literary Theory

Prof. Dr. Annette Kern-Stähler

Medieval English Studies

Prof. Dr. Virginia Richter

Modern English Literature

Prof. Dr. Gabriele Rippl

North American Literature

Assistant Professors

N.N. English Historical Linguistics

Lecturers

Dr. Sarah Chevalier

Modern English Linguistics

Dr. des. Juliane Langenbach

Modern English Literature

PD Dr. Christina Ljungberg

Postcolonial Literature

Dr. Vally Lytra

English Linguistics

Prof. Dr. Therese Steffen

Gender Studies

Dr. Jürg Strässler

English Linguistics

Lic.phil. Nicole Studer-Joho

English Linguistics

Assistants

Patricia Bieder, M.A.

North American Literature

Lic.phil. Annie Cottier

Literary Theory

Marijke Denger-Kähler, M.A.

Modern English Literature

Nora Anna Escherle, M.A.

Literary Theory

Dr. Kellie Gonçalves

Modern English Linguistics

Eva Grädel, M.A.

Medieval English Literature

Stephanie Hoppeler, M.A.

North American Literature

Irmtraud Huber, M.A.
 Modern English Literature
 Dr. Ursula Kluwick
 Modern English Literature
 Viola Marchi, M.A.
 Literary Theory
 Dr. Nicole Nyffenegger (senior assistant)
 Medieval English Studies
 Kathrin Reist, M.A.
 Medieval English Literature
 Christina Steffen, M.A.
 Modern English Literature
 Dr. Julia Straub (senior assistant)
 North American Literature

PhD Students (Projects funded by SNF)

Lukas Etter, M.A.
 North American Literature
 Lic.phil. Melanie Mettler
 Modern English Literature

Teaching Staff

Dr. Franz Andres Morrissey
 Dr. Margaret Mace-Tessler

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

Secretaries

Hilary Sharp	Monday 9-10, 13:45-15:15
	Wednesday 9-10
	Thursday 9-10, 13:45-15:15
Monika Iseli-Felder	Tuesday 9-10, 13:45-15:15
	Wednesday 9-10

Librarian

Verena Breidenbach	Monday-Thursday
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Information is subject to change. Please consult the notice boards and the departmental website regularly.

BACHELOR STUDIES

Language Foundation Module

Course Type:	Language Course
Title:	Modern English Grammar I
Instructor:	F. Andres Morrissey
Time:	Tuesday 8-10
First Session:	18.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This is the first part of a two-semester module which will provide an overview of Modern English Grammar. In this part we will be looking at the grammar of the noun phrase as well as some aspects of English verb forms. 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, which some students will find themselves involved in, and in a more detailed understanding of the subtleties and nuances of the language that have an impact on the understanding of literary texts.

It is highly recommended that students attend the course sessions, but it is clear that as the course is offered only in one time slot, this may create a timetabling problem for minor students. For this reason the entire course is also podcasted and the solutions to the practical exercises are available on-line (link on www.morrissey.unibe.ch). Furthermore, we offer tutorial sessions to help students work with the materials. It is urgently recommended that students who cannot attend the course for timetable reasons take part in the tutorials.

Texts: The course script for the entire course will be sold for CHF 20.– in the first session, but it can also be downloaded as a PDF from www.morrissey.unibe.ch. The course is also available as a podcast and can be downloaded from the regular downloads page www.morrissey.unibe.ch. Useful textbooks include *Rediscover Grammar* by David Crystal, and McCarthy and Carter's *English Grammar* (CUP).

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Final module exam (end of SS)

Deadline for Submission of Assignment/Evaluation: End of Spring Semester 2013

Course Type: Language Course
Title: Writing Skills I
Instructors: F. Andres Morrissey, M. Mace-Tessler
Times: Tuesday 10-12 or Thursday 10-12
First Sessions: 18.09.12 or 20.09.12
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

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

Texts: The materials for this course have been designed to meet the students' needs and will be made available during the course. They can also be downloaded from www.morrissey.unibe.ch.

Aims: To develop the basic skills for writing a well-structured research paper which is based on a detailed analysis of an issue.

Evaluation (pass/fail): Cumulative written work

Grade Requirement: Evaluation of written work

Deadline for Submission of Assignment/Evaluation: Throughout term

Core Curriculum Linguistics and History of English

Course Type:	Lecture
Title:	Introduction to Linguistics
Instructor:	F. Andres Morrissey
Time:	Wednesday 8-10
First Session:	19.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This lecture provides an overview of the field of linguistics in English, in a first part mainly in terms of what we call micro-linguistics, i.e. the way language works in itself. This will cover such topics about the language as its speech sounds and the way they interact (phonetics and phonology), the way words are composed (morphology), how words are combined into phrases and clauses (syntax) and how meaning is constructed (semantics). In a second step we will examine how language operates in context and how communication in conversations works (or does not, as the case may be).

Texts: Apart from consulting introductory materials on the presence shelf, students are advised to buy either or both of the following books:

Radford, A. et al

2009 *Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Kuiper, K and Allan, S

2003 *An Introduction to English Language: Word, sound and sentence*. London: Palgrave Macmillan.

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

Grade Requirement: This lecture is part of the Core Curriculum Linguistics and History of English. The other part of this Core Curriculum module is **Earlier Englishes**. The two courses will be assessed in ONE examination at the end of the Autumn Semester.

Exam date: Tuesday 11 December, 16-18

Course Type: Seminar
Title: Earlier Englishes
Instructor: N. Studer-Joho
Time: Tuesday 16-18
First Session: 18.09.12
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This seminar introduces students to the historical aspects of the English language. We will explore the development of the English language from its Germanic roots through the Middle Ages to the early modern English period. We will discuss the most important linguistic features of each period and we will also address the historical and cultural backgrounds in which these earlier Englishes are embedded. Furthermore, you will acquire some basic skills that are necessary to read representative works from each period.

Texts: The texts for each session will be available on ILIAS.

Grade Requirement: This course is part of the Core Curriculum Linguistics and History of English. The other part of this Core Curriculum module is the lecture **Introduction to Linguistics**. The two courses will be assessed in ONE examination at the end of the Autumn Semester.

Exam date: Tuesday 11 December, 16-18

Core Curriculum Literature

Course Type:	Lecture
Title:	Introduction to Literature
Instructor:	I. Huber
Time:	Monday 14-16
First Session:	17.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This lecture will provide an introduction to certain methods, concepts and tools students of literatures in English are advised to use when approaching literary texts. These will help them to obtain a fuller understanding of texts and to express themselves clearly and competently. Furthermore, we will look at literature as a particular form of communication, i.e. we will consider the specificity of literary texts, and its various genres: drama, narrative fiction, poetry.

Texts: All students will be expected to read Shakespeare's *Hamlet*, preferably in a scholarly edition (e.g. Arden or Oxford). This text will be available at Bugeno. All other texts for the course will be made available on ILIAS.

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

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

Grade Requirement: This lecture is part of the Core Curriculum Literature. The lecture and the corresponding seminar **Introduction to Literature** will be assessed in ONE examination in the last session of the lecture on Monday 17 December. The grade for this written test will be the grade for the Core Curriculum Literature (incl. seminar).

Exam date: Monday 17 December 2012, 14-16, Retake: Monday 4 February 2013

Course Type: Seminar
Title: Introduction to Literature
Instructor: M. Mace-Tessler
Time: Tuesday 14-16
First Session: 18.09.12
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar will familiarize students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and thus develop interpretative and analytical skills while drawing and expanding upon the subject matter of the lecture course.

Texts: *Heart of Darkness* and *Arcadia* will be on sale at the Bugeno. The poems we will study will be available on ILIAS.

Aims: To provide students with an opportunity to develop their understanding and practice their interpretation of texts. Students will analyze literary texts belonging to different genres and periods and thus acquire interpretative skills.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: The grade for the Core Curriculum Literature will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on Monday December 17. The retake will take place on 4 February 2013.

Exam date: Monday 17 December 2012, 14-16, Retake: Monday 4 February 2013

Course Type: Seminar
Title: Introduction to Literature
Instructor: C. Steffen
Times: Wednesday 14-16
First Sessions: 19.09.12
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar will familiarize students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and thus develop interpretative and analytical skills while drawing and expanding upon the subject matter of the lecture course.

Texts: Copies of Peter Shaffer's *Amadeus* will be available at the Bugeno bookshop. Other texts such as Ted Hughes' "To Paint a Water Lily" or Edgar Allan Poe's *The Fall of the House of Usher* will be uploaded on Ilias at the beginning of the semester.

Aims: To provide students with an opportunity to develop their understanding and practice their interpretation of texts. Students will analyze literary texts belonging to different genres and periods and thus acquire interpretative skills.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: The grade for the Core Curriculum Literature will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on Monday 17 December 2012, 14-16.

Exam date: Monday 17 December 2012, 14-16, Retake: Monday 4 February 2013

Course Type: Seminar
Title: Introduction to Literature
Instructor: J. Straub
Times: Wednesday 12-14
First Sessions: 19.09.12
Credit Points: 4 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In combination with the lecture **Introduction to Literature**, this seminar familiarises students with concepts and tools which are important for the discussion and interpretation of literary texts both in written and oral form. We will read selected literary texts together and train students' interpretative and analytical skills, drawing and expanding upon the subject matter of the lecture.

Texts: Copies of Tennessee Williams's *The Glass Menagerie* will be available at the Bugeno bookshop. The edition that we will use in class is: Tennessee Williams. *The Glass Menagerie*. Ed. Robert Bray. London: Penguin, 2009. ISBN-13: 978-0141190266

The other texts we will discuss in class will be made available on ILIAS at the beginning of the semester.

Aims: This seminar aims to provide students with an understanding of the thematic and formal breadth of literatures in English and practical know-how. Students will learn how to analyse literary texts belonging to different genres and periods and acquire interpretative skills.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: The grade for the Core Curriculum Literature will be based on the module exam which will take place in the last session of the lecture **Introduction to Literature** on Monday 17 December 2012 .

Exam date: Monday 17 December 2012, 14-16, Retake: Monday 4 February 2013

Focus Module: Language and Social Practice

Course Type:	Lecture
Title:	Language, Ethnography and Social Life
Instructor:	V. Lytra
Time:	Thursday 12-14
First Session:	20.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course focuses on language in use. The study of language in use takes as its point of departure that linguistic forms are not independent of their purposes or functions in social life. As Fairclough (1989) has advocated “language is part of society; linguistic phenomena are social phenomena of a special sort, and social phenomena are (in part) linguistic phenomena” (: 23). This view of the relationship between language and society influences the methods for studying language. Ethnography as a research methodology broadly defined incorporates any qualitative research where the aim is to provide a detailed description of social life and its linguistic realizations. Different approaches to the study of language in use will be explored to address some of the following topics: language, ethnicity and race, language and gender, language and culture, language in educational contexts, language and faith, multilingualism and multimodality. We will look both at theoretical texts and case studies featuring a broad range of data sources (field-notes, interviews, audio and video-recordings, photography) from different settings.

Texts: All relevant texts will be placed on ILIAS

Aims: To present an overview of various topics that have preoccupied research and qualitative methodologies in the study of language in use in everyday life.

Evaluation (pass/fail): Final exam

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Seminar
Title: Story-telling: Language and Performance
Instructor: F. Andres Morrissey
Time: Wednesday 10-12
First Session: 19.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This course investigates story-telling of all kinds, from jokes and recounting events in one's past via popular ballads and folk tales, to the way in which stories are (re-)told in written form. On the one hand, we will examine how such 'texts' are constructed, how they are introduced into the medium in which they are presented, in conversation / turn-taking, and, on the other hand, the way they are recorded in written form and how they are given varying degrees of authoritative status, which is very often to be seen in terms of their 'fixedness' in writing and also in reproduction, particularly in oral reproduction. For this we will need to take the concept of performance, both as a linguistic term as well as a phenomenon of staging language into consideration.

Texts: The materials for this course will be made available on www.morrissey.unibe.ch.

Evaluation (pass/fail): To experience what it means to tell stories, every participant in this course will be called upon to perform as a story-teller. Furthermore, students' work will also cover the theory to be developed in short introductory presentations and both elements will have to be expressed in the form of multimedia representations.

In order for the course to work, there is a strict limit on the number of participants.

Grade Requirement: tba

Deadline for Submission of Assignment/Evaluation: Friday 25 January 2013

Course Type: Seminar
Title: Multilingualism in Society
Instructor: V. Lytra
Time: Thursday 14-16
First Session: 20.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: This seminar examines multilingualism from socio-historical and critical perspectives. The last two decades have been characterised by profound cultural and societal changes due to globalisation, transnational migration flows, the spread of new technologies to mention a few. Moreover, they have seen the emergence of new strands of research on multilingualism which propose a departure from notions of bilingualism as two separate yet co-existing linguistic systems towards situating linguistic practices in their social, cultural, historical and political contexts (e.g. Blackledge & Creese 2010, Heller 2007, Martin-Jones, Blackledge & Creese 2012). We will examine key theoretical frameworks and concepts, such as “superdiversity”, “language ideologies”, “emotions”, “code-switching”, “crossing”, “heteroglossia”, “multilingual literacies”, “linguistic landscapes”, which have sought to provide a language of description and analysis of these profound changes taking place in late modernity. We will also study empirical data from different kinds of sociolinguistic spaces to address some of the following questions: how have global changes shaped linguistic practices in speech and in writing, in different media and semiotic modes? How have new patterns of migration impacted on linguistic diversity, on our re-conceptualisation of ‘migrant’ languages, ‘national’ languages and lingua francas, including English? How do linguistic practices shape as well as how are they shaped by beliefs and values about language(s)? What are the complex and nuanced ways that people draw on their multilingual repertoires in everyday life?

Texts: All relevant texts will be placed on ILIAS

Aims: To provide a state-of-the art review of multilingualism in the late modern era.

Evaluation (pass/fail): Assignment, topic tba

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is required in the respective seminar.

Deadline for Submission of Assignment/Evaluation: tba

Focus Module: Child Language Acquisition

Course Type:	Lecture
Title:	Language Socialisation
Instructor:	S. Chevalier
Time:	Monday 16–18
First Session:	17.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: According to Ochs (1986: 2), language socialization refers to both “socialization through language and socialization to use language”. Within the field of child language acquisition, language socialization research concentrates on how infants and young children learn to use language appropriately for the culture in which they are being raised. This is learned via interactions with caregivers, such as parents, older siblings and childminders. Such culturally appropriate language use includes turn-taking rules (e.g. when to speak and when to be silent), politeness routines (e.g. when to say *please* and *thank you*), language choice (which language to use with whom and when) and even appropriate grammatical structures (which structure is appropriate depending on the age of the speaker). In this lecture, we will firstly examine theories of socialization in general and language socialization in particular. Most of the lecture course will then concentrate on a series of language socialization studies based on interactions between young children and their caregivers. The studies chosen are both from the English-speaking world, as well as from other cultures since important evidence for the theory of language socialization lies in cross-cultural comparisons. Students will be expected to read one of these studies each week in preparation for the lecture.

Texts: All texts will be available on ILIAS.

Aims: To introduce students to the field of language socialization with a focus on its relevance for child language acquisition.

Evaluation (pass/fail): Exam.

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Seminar
Title: Bilingual Language Acquisition
Instructor: S. Chevalier
Time: Wednesday 12–14
First Session: 19.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Increased personal mobility has resulted in increasing numbers of children who are growing up bilingually. Over the last few decades, considerable linguistic research has been devoted to the language development of such children. Myths of the dangers of bilingual upbringing have largely been discarded and replaced with evidence of many examples of harmonious bilingual development. In this course we will study the language development of children exposed regularly to two (or more) languages from infancy. Much emphasis will be placed on the role of socialization and contextual factors in bilingual language acquisition. These factors include how children are socialized into using particular languages with particular caregivers or the significance of the quantity of input for bilingual development.

Texts: De Houwer, Annick. 2009. *Bilingual First Language Acquisition*. Bristol: Multilingual Matters. Copies will be ordered at the Bugeno. Please note: **Students are required to have read chapter one before the first lesson.** Further texts will be announced in class.

Aims: 1) To give students an in-depth introduction to the field of bilingual language acquisition and how research is conducted in this field. 2) To give students hands-on experience in being bilingual language acquisition researchers (7CP students). 3) To help students relate their linguistic studies to personal experience.

Evaluation (pass/fail): Regular attendance, active participation in class, presentation of a study.

Grade Requirement: Regular attendance, active participation in class and the following research project. Students are to find a family with a child aged five or under who is growing up bilingually. The languages concerned must be languages the student is fluent in. Students are to record and transcribe the child's speech and analyse an aspect of it. The transcription and analysis are to be presented in class (30%) as well as submitted in written form (70%). Provided the lecture requirement is passed, the presentation and paper grades will provide the grade for the whole Focus Module (lecture + seminar).

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Seminar
Title: First Language Acquisition
Instructor: S. Chevalier
Time: Tuesday 12–14
First Session: 18.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Important → Students who attended Jürg Strässler’s course on First Language Acquisition (AS 2010) are not eligible to take this course.

Course Description: One of the major questions in linguistics is how children acquire language. In this course, we will examine the major theories of first language acquisition, both current and earlier ones (behaviourism, innateness, connectionism, social interactionism). We will then examine the stages of first language acquisition, focusing on English. We will look at children’s acquisition of phonology, lexis, morphology, syntax and pragmatic skills. Some time will also be devoted to non-normal language acquisition, as well as the acquisition of literacy skills. Throughout the course, a significant amount of time will be spent on exercises designed to help students grasp and remember the theories and stages.

Texts: Stilwell Peccei, Jean. 2006. *Child Language. A Resource Book for Students*. London: Routledge. Copies will be available at the Bugeno. Further texts will be announced in class.

Aims: By the end of the course students should have a sound understanding of the major theories of first language acquisition and the stages of acquisition for English.

Evaluation (pass/fail): Regular attendance, active participation in class, exam.

Grade Requirement: Regular attendance, active participation in class, exam (60%) plus moderation of a session (40%). Provided the lecture requirement is passed, the exam and moderation grades will provide the grade for the whole Focus Module (lecture + seminar).

Deadline for Submission of Assignment/Evaluation: tba

Focus Module: Auto-/biographical Writing

Course Type:	Lecture
Title:	The Art of Portraying: Literary and Artistic Negotiations (Early Modern Period to Modernism)
Instructors:	G. Rippl, Ch. Göttler
Time:	Thursday 14-16
First Session:	27.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Content: This is a co-taught lecture, which involves two disciplines, Anglo-American Literature and Art History, and is dedicated to auto-/biographical modes of writing and visual portraying. Throughout the early modern period and far into the modern age, the mimetic force of portraits (be they painted, sculpted, or executed in other media) was described as bestowing an almost living presence on the represented. Likewise, until well into the 20th century, literary critics tended to define auto-/biographical modes of writing as literary types, which have a special relationship to 'truth', to 'how a person really is and how things really happened.' The individual sessions of the lecture are closely related and include important examples from the early modern/colonial period through the 19th and up to the 21st centuries. Our debates will cover literary auto-/biographical modes of life-writing, visual portraits and theoretical and critical debates of the artistic and the literary genres.

In the sessions dedicated to English Literature we will discuss several generic terms and definitions which figure in scholarly debates of auto-/biographical writing, e.g. biography, autobiography, *res gestae*, memoirs, and will follow the careers of different modes of life-writing up to the present time. In the art history sessions we will explore the tensions and paradoxes inherent in portraiture and in the fashioning of identities and selves. The focus will be on a selection of case studies ranging from the period of about 1400 to about 1900.

Texts: Key examples of Anglo-American life-writing will be discussed which include auto-/biographical texts by Mary Rowlandson, Margaret Cavendish, Anne Bradstreet, Benjamin Franklin, Walter Pater, James Agee, Gertrude Stein, John Ashbery, John Updike, Paul Theroux and others. The texts will be made available on the ILIAS platform at the beginning of September 2012.

Recommended secondary sources are: Linda Anderson, *Autobiography* (New Critical Idiom), (London: Routledge, 2001); Richard Ruland/Malcolm Bradbury, *From Puritanism to Postmodernism: A History of American Literature* (New York: Penguin, 1991); *Das Bild ist der König: Repräsentation nach Louis Marin*, ed. Vera Beyer, Jutta Voorhoeve, and Anselm Haverkamp, (Munich: Fink, 2006). Cf. also Laura Marcus, *Auto/Biographical Discourses. Criticism, Theory, Practice* (Manchester: Manchester UP, 1994); Max Saunders, *Self-*

Expression. Life-Writing, Autobiografiction and the Forms of Modern Literature (Oxford: OUP, 2010); and *Portraiture: Facing the Subjects*, ed. and intr. By Joanna Woodall (Manchester: Manchester UP, 1997).

Aims: To familiarise students a) with important literary modes of writing (early modern period to 21st century) and b) with the art of portrait painting. Students will gain insight into interdisciplinary approaches, art history and the visual cultures of four centuries.

Evaluation (pass/fail): Lectures notes

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: 5 November and 17 December 2012

Course Type: Seminar
Title: Borders, Boundaries in Fiction
Instructor: T. Steffen
Time: Thursdays, fortnightly 10-14 (30min lunch break)
First Session: 20.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description/Aims: In a world of increasing global communication and movement, borders/boundaries seem to lose their impact as dividers. Yet in contested areas (e.g., in the segregated world of slavery or apartheid) or in any contemporary realm of inclusion and exclusion, borders, barriers, boundaries prevail in various ways. This seminar seeks to elaborate on a variety of dividing lines both external and internal as it examines transgressions, liminal spaces, contact zones as well as notions of belonging and exile.

Contact therese.steffen@unibas.ch for a detailed syllabus.

Texts: Primary Sources: Rita Dove, "Parsley"; Robert Frost, "Mending Wall"; W.E.B. Du Bois, *The Souls of Black Folk*; Nella Larsen, *Passing*; Gloria Anzaldúa, *Borderlands*; Ana Mendieta, Siluetas Series; Zoë Wicomb, *Playing in the Light*; Khushwant Singh, *Train to Pakistan*; Bharati Mukherjee, *Jasmine*; David Attenborough, *Gandhi* (film)

Secondary Sources: Werner Sollors, *Neither Black nor White Yet Both*, chapter 9; Edward Said, "Reflections on Exile"; Elisabeth Bronfen, "Kunst des Exils"; Marie-Louise Pratt, "Arts of the contact zone"; Yury Lotman, "The notion of boundary"

All texts are available either on the presence shelf or electronically.

Evaluation (pass/fail): Regular attendance, active participation in class, weekly assignments and a presentation (tbc).

Grade Requirement: Presentation, weekly assignments and a written paper of approx. 4'000 words.

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Seminar

Title: Writing Saints in Medieval and Early Modern English Literature

Instructor: K. Reist

Time: Monday 14-16

First Session: 17.09.12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this seminar, we are going to look at medieval and early modern hagiographical writing, that is writing that constructs, promotes and sometimes also criticises sainthood. Hagiography was biographical writing as much as “edutainment”, educating and entertaining the reader at the same time. Stories of St. Margaret fighting a dragon or Thomas Beckett being dastardly murdered in Canterbury Cathedral not only served to consolidate the Christian faith but must have read much like a modern thriller. The heroes of these stories were venerated as holy martyrs and their bodily remains turned into relics. This saints’ cult and the ensuing pilgrimages inspired many medieval authors to produce monumental works like Chaucer’s *Canterbury Tales*, for which pilgrimage served as a framework, but we will also look at some less known texts such as the *Voyage of St. Brendan*, in which the eponymous hero sets out from Ireland to find Paradise and instead passes the fiery shores of Hell and strands on an island that mysteriously starts moving. We will look at how medieval writers constructed sainthood and how they sometimes also stylised themselves as saint-like figures in their texts. We will also look at how the notion of sainthood was transformed and adapted in the Reformation period and investigate sixteenth century overwritings and reinventions of the medieval hagiographical tradition.

Texts: Will be uploaded on ILIAS at the beginning of term. Among others, texts will include *The Voyage of St. Brendan*, the prologue to Chaucer’s *Canterbury Tales*, *The Golden Legend*, *The Book of Margery Kempe* and John Foxe’s *Book of Martyrs*.

Aims: To familiarise students with the genre of medieval hagiography as a form of early (auto)biographical writing, to improve their analytical skills and to enable them to express and communicate their own readings and interpretations of literary texts.

Evaluation (pass/fail): Regular attendance and active participation in class, completion of ILIAS exercises, 60 minute quiz in the last week of term (evaluated on a pass/fail basis).

Grade Requirement: 60 minute quiz in the last week of term (graded) and a written paper of approx. 4’000 words.

Deadlines for Submission of Assignment/Evaluation: tba

Course Type: Seminar
Title: American Autobiographies
Instructor: J. Straub
Time: Wednesday 16-18
First Session: 19.09.12
Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: What makes a text autobiographical? This may seem to be an easy question, but there are no straightforward answers to it. Recent scams and scandals such as that surrounding James Frey's *A Million Little Pieces* remind us that the division between fact and fiction has always been blurred in the context of autobiography. Today's culture abounds with (semi-)autobiographical, confessional and testimonial forms of self-expression in literature, the visual arts, but also in journalism and TV mass entertainment, making it hard to arrive at clear-cut definitions. This seminar explores important US-American autobiographical texts from the eighteenth century to the present day. While offering an overview of the historical development of autobiographical writing in America, it also deals with aesthetic and theoretical aspects of genre. We will not only look at classic autobiographical texts such as Benjamin Franklin's *Autobiography* from the late eighteenth century, but also at hybrid forms (e.g. in Philip Roth's works) and poetic ways of writing about the self (e.g. poems by Walt Whitman or Emily Dickinson).

Texts: This seminar requires a lot of reading. We will work with excerpts where possible, but students ought to be warned that some of these texts are long. Students are advised to begin preparation during the semester break. A complete reading list will be made available on ILIAS early in September. For starters, the following books are confirmed reading and will be available from the Bugeno bookshop as of late May:

Frederick Douglass. *Narrative of the Life of Frederick Douglass*. 1845. Ed. Deborah E. McDowell. Oxford: Oxford UP, 2009. ISBN-13: 978-0199539079

Henry David Thoreau. *Walden*. 1854. Ed. Stephen Allen Fender. Oxford: Oxford UP, 2008. ISBN-13: 978-0199538065

Henry Adams. *The Education of Henry Adams*. 1918. Ed. Ira B. Nadel. Oxford: OUP, 2008. ISBN-13: 978-0199552368

Sylvia Plath. *The Bell Jar*. 1963. London: Faber & Faber, 1976. ISBN-13: 978-0571081783

Aims: To introduce students to the historical development of autobiographical writing in the United States; to provide an understanding of the theoretical assumptions that inform academic debates on the genre of autobiographical writing; to familiarise students with a variety forms of autobiographical writing; to train analytical skills in oral and written form.

Evaluation (pass/fail): Cumulative course work and exam/essay (the latter tbc)

Grade Requirement: Cumulative course work, oral presentation and exam/essay (the latter tbc)

Deadline for Submission of Assignment/Evaluation: 15 January 2013

Focus Module: American Culture in the 20th Century

Course Type: Lecture
Title: The American Century
Instructor: T. Claviez
Time: Tuesday 14-16
First Session: 18.09.12
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Content: In the tradition of American Studies, the lecture will cover not only the literary and cultural history of the US in the 20th century, but locate these eras in a broader context of political, social and economic developments.

Texts: For every lecture, there will be material to be read, which will be provided in a reader.

Evaluation (pass/fail): In order to get the 3 ECTS points, the participants will have to write two minutes of sessions of their choice.

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: Minutes of lecture to be uploaded on ILIAS at the latest by the Sunday evening immediately following the relevant lecture.

Course Type: Seminar

Title: US American Poetry of the 20th and 21st Centuries

Instructor: N. Escherle

Time: Wednesday 14-16

First Session: 19.09.12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: “The United States themselves are essentially the greatest poem.” (Walt Whitman, Preface to *Leaves of Grass*) This statement by Walt Whitman, one of the most influential US-American poets of the 19th century, testifies to the long-standing and considerable prestige of poetry in US-American culture, as well as the great connectedness of the poetic genre with that culture. Mindful of poetry’s undiminished renown and embeddedness in US-American culture, this seminar will explore the highly diversified field of US-American poetry of the 20th and 21st centuries with due reference to the individual poems’ specific cultural contexts.

Texts: A selection of poems by different writers and periods which includes poems by Robert Frost, William Carlos Williams, Wallace Stevens, Ezra Pound, H.D. (Hilda Doolittle), T.S. Eliot, E.E. Cummings, Hart Crane, Langston Hughes, Robert Lowell, Anne Sexton, Sylvia Plath and others.

Aims: To familiarize students with different examples of US-American poetry of the 20th and 21st centuries with due reference to their specific cultural contexts.

Evaluation (pass/fail): Regular attendance, active participation and oral presentation in class.

Grade Requirement: Regular attendance, active participation, oral presentation in class and a paper (the paper will provide the grade for the whole FM, i.e. lecture + seminar).

Deadlines for Submission of Assignment/Evaluation: tba

Course Type: Seminar

Title: Dashed Hopes and Good Intentions: Drama in 20th Century America

Instructor: J. Langenbach

Time: Monday 12-14

First Session: 18.09.12

Credit Points: 7 ECTS (ungraded 4 ECTS)

Open to students from other departments as Wahlbereich? Yes No

Course Description: Dashed hopes, shattered dreams, broken families, or domestic violence are just some of the issues that lie at the heart of 20th century American drama (double entendre intended). In this seminar, we will examine why this is so. By close reading of key plays by major American playwrights, such as Odets, Hellman, Williams, Miller, O'Neill, and Hansberry, to name but a few, within their respective historical context, we will analyse how contemporary issues preoccupying the American mind are dealt with in the works of these authors. We will also take a close look at selected plays by Edward Albee, whose early works in particular are representative of the "theater of the absurd," a term coined by critic Martin Esslin in 1961. Last but not least, we will also watch scenes from selected film adaptations of these plays and analyze them in comparison to the written dramatic text.

Texts: Clifford Odets, *Waiting for Lefty*; Lillian Hellman, *The Little Foxes*; Tennessee Williams, *A Streetcar Named Desire*; Arthur Miller, *Death of a Salesman*, *The Crucible*; Eugene O'Neill, *Long Day's Journey into Night*; Lorraine Hansberry, *A Raisin in the Sun*; Edward Albee, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*; August Wilson, *The Piano Lesson*; Alfred Uhry, *Driving Miss Daisy*; Paula Vogel, *How I Learned to Drive*.

→ Please read these works well in advance and familiarise yourself with them.

Aims: To provide an overview and help develop an understanding of 20th century American drama as well as related theoretical concepts, while at the same time strengthening the skills necessary for the close reading and analysis of dramatic (and cinematic) texts.

Evaluation (pass/fail): Cumulative course work, thorough preparation of set texts, presence and active participation as well as preparation of 3 discussion questions for one of the texts discussed in the seminar.

Grade Requirement: Paper, which will provide the grade for the whole Focus Module (lecture + seminar); presentation (submission of hand-out/PowerPoint required); in addition, thorough preparation of set texts, presence, and active participation.

Deadlines for Submission of Assignment/Evaluation: To be specified in the first session

Other Courses

Course Type:	Workshop
Title:	Creative Writing
Instructor:	F. Andres Morrissey
Time:	Thursday 12-14
First Session:	20.09.12
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: The workshop is run on two levels. On the one hand, a variety of activities are explored to “get the creative juices flowing” so there will be some *in situ* text production. On the other hand, we will discuss texts written by members of the group and make suggestions for editing and redrafting, which requires being constructively critical of one’s own and each other’s work. Depending on the number of students in the group this will be done in class, e.g. in the form of regular feedback discussions or in post-it sessions. With bigger groups we will also attempt to set up a virtual classroom where texts can be posted and discussed.

Anybody is welcome to attend the workshop. As some participants come to the workshop for more than one semester, there are those whose work may be rather impressive. New participants should not be discouraged by this because with experience, one’s writing changes and often improves as a result of peer group feedback and learning how to edit. This means that all participants must be prepared to rewrite their work repeatedly, taking this into account. Writing is perhaps best summed up by Horace’s “Often you must turn your stylus to erase, if you hope to write anything worth a second reading.”

Texts: That’s what you will produce...

Aims: To tap the creative potential in students and to explore the ways along which an open mind may lead us; to improve control of language through greater precision in expressing one’s thoughts and feelings; and, finally, greater awareness of the way texts, both written by students and published writers, work (or fail to).

Evaluation (pass/fail): Cumulative course work; you will be required to submit a dossier of edited work reflecting the activities covered in the workshop, which needs to be handed in as a hard copy no later than four weeks after the end of the semester.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Friday 25 January 2013

Remarks: Priority for places in this workshop is given to students of the English Department.

Course Type: Workshop
Title: Text in Performance
Instructor: F. Andres Morrissey
Time: Thursday 16-18
First Session: 20.09.12
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this course we shall explore a number of excerpts from plays, both classic and contemporary in terms of how they could be staged. Furthermore, we will also look at the performance of other genres. In order to do this, we will of course study the texts in some detail to gain a better understanding of what is being said.

However, we will also try to develop these insights into performances. This will be supplemented with activities to exercise impromptu acting, in order to promote poise and the use of movement, gesture and facial expression. Thus, participants will train both working with texts and what is required to bring them to the stage, as well as techniques helping them develop their voice, physical awareness and performing alone or in small group, skills that will be useful for presentations or public speaking.

In order to allow efficient work in the workshop and in the smaller ensemble groups, participants are expected to be extra conscientious as far as attendance and extracurricular work (individual rehearsal preparations, group work on scenes, etc.) are concerned.

Texts: The materials needed for this course will be made available online (www.morrissey.unibe.ch).

Aims: To develop an understanding for literary texts as oral performance, to develop techniques that will be useful for presentation and/or public speaking.

Evaluation (pass/fail): Cumulative course work (see Remarks)

Grade Requirement: Ungraded

Remarks: Priority for places in this workshop is given to students of the English Department. Please also note that all participants need to perform a passage from one of the texts developed to obtain credits.

Course Type: Workshop

Title: Unearthing the Dark Ages - Dragons, Dungeons and Dainty Maidens

Instructor: E. Grädel, K. Reist

Time: Monday 10-12

First Session: 17.09.12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In this workshop, we want to introduce students to a variety of literary texts that have come down to us from the Middle Ages. Contrary to what one might expect, however, we are not going to read Chaucer, but will instead focus on other, often anonymous producers of literary texts. On our journey through the various prevalent genres of romance, hagiography, epic poetry, drama, travel narratives and others, we will indeed meet dragons, dainty maidens and the lot, but we will also see that there is much more to medieval art and literature than what is commonly assumed. Many, if not most, of the ideas we have about the Middle Ages have been shaped by modern reinventions of the period. The workshop will address this medievalism, but at the same time do away with some of the most persistent preconceptions about the “Dark Ages”. We will, metaphorically speaking, unearth these Dark Ages and bring to light a different Middle Ages, one that is multifaceted, thought-provoking and challenging even, and perhaps especially, to the modern reader.

Texts: Will be made available on ILIAS as of 1 September. **For the first session, please read the excerpts from *Beowulf*.** Other texts will include *The Letter of Alexander to Aristotle*, *The Book of Margery Kempe*, *The Golden Legend*, *Bede’s Ecclesiastical History*, Arthurian literature, *Trevisa’s On the Properties of Things*, the fabliau *Dame Sirith*, cycle plays and excerpts from medieval courtesy books.

Aims: To introduce students to medieval studies and to familiarise them with some of the prevalent literary genres of the Middle Ages.

Evaluation (pass/fail): Based on regular attendance, active participation in class and a 45 minute quiz in the last week of term.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Quiz on Monday 17 December

Course Type: Workshop
Title: Capitalism, Culture and Crisis
Instructor: V. Richter
Time: Tuesday 16-18
First Session: 18.09.12
Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In the wake of the financial crisis, there is a growing interest in economic and related issues (such as the question of social justice) within the domain of cultural production, i.e. literature, film and the arts, as well as in literary and cultural criticism. The aim of this workshop is twofold: to historicise and theorise the question of economy and culture by looking at various classical texts (excerpts from Friedrich Engels's *The Condition of the Working Class in England*, Karl Marx's analyses of capitalism, Henry Mayhew's *London Labour and the London Poor*, Elizabeth Gaskell's industrial novel *North and South*, and others), and to analyse contemporary responses to the 'crisis of capitalism' such as the Occupy movement, critiques of Neo-Liberalism (e.g. the writings of political scientist Colin Crouch), and creative engagements with the crisis (e.g. the film *Margin Call*, dir. J.C. Chandor). Further suggestions welcome! The workshop will be discussion-centred; starting from close readings of the selected texts, we will move to more general debates, raising also the question of the responsibility and relevance of the humanities for the understanding of economic and social issues.

Texts: Selected chapters will be provided on ILIAS.

Aims: To train students in the techniques of literary analysis, to raise methodological awareness, to provide a forum for interdisciplinary critical debate.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Lecture/Wahlbereich Lecture

Title: Gelehrte und Experten (Expertenkulturen - Expertenwissen - Expertenkritik)

Instructors: Medievalists of Berne University and guest speakers

Time: Thursday 17.15-18.45

First Session: 27.9.2012

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Die Ringvorlesung des Berner Mittelalterzentrums beschäftigt sich im Herbstsemester 2012 mit Gelehrten und Experten im Mittelalter. Gelehrte zeichnen sich dadurch aus, dass sie über ein bestimmtes, oft kanonisiertes Wissen verfügen, in Institutionen (wie Klöstern, Universitäten) eingebunden sind und einen spezifischen Status innehaben. Wenn sich die Lebensläufe von Gelehrten urkundlich fassen lassen, können damit auch Transferprozesse und Zirkulationsformen von Wissen zwischen verschiedenen gesellschaftlichen Gruppen, Einrichtungen und Sprachgemeinschaften erschlossen werden. Dieser Aufgabe widmet sich beispielsweise das u.a. in Bern angesiedelte Projekt "Repertorium Academicum Germanicum" (www.rag-online.org).

Im Gegensatz zum Typus des Gelehrten hat jener des Experten eine gewisse institutionelle Ungebundenheit inne. Er verfügt über ad hoc abrufbares Wissen und bewegt sich auf mitunter unkonventionelle Weise zwischen verschiedenen gesellschaftlichen Gruppen und ihren Einrichtungen. Häufig wird ihm aufgrund gesellschaftlicher Erwartungen und Konventionen Kompetenz zugeschrieben; immer wieder gerät er dabei auch in die Kritik. Ein Ausläufer dieses Typs begegnet noch in den Medien der Gegenwart, wenn im Zusammenhang mit aktuellen Ereignissen ein spezifisches Wissen gefragt ist. Die Genese des Experten ist jedoch deutlich älter; der Typus des aufgrund seines Erfahrungswissens gefragten expertus prägt sich bereits im Mittelalter und der frühen Neuzeit aus. Welche kulturellen und symbolischen Mechanismen dabei eine Rolle spielen, ist Gegenstand der Forschungen des Göttinger Graduiertenkollegs "Expertenkulturen des 12. bis 16. Jahrhunderts" (www.uni-goettingen.de/de/100282.html). Im Rahmen der Vortragsreihe werden Fragestellungen zu den Typen der Gelehrten und Experten, wie sie in Bern, Göttingen und andernorts verfolgt werden, vorgestellt. Etwa die Hälfte der Vorträge wird von Dozierenden und Doktoranden aus Göttingen bestritten.

Aims: Ziel der Veranstaltung ist es, die interdisziplinäre Vernetzung der Mediävistik zu fördern und die Studierenden an einem fächerübergreifenden Gespräch zu beteiligen; diesem Zweck dienen vor allem die an die Vorträge anschliessenden Diskussionen.

Evaluation (pass/fail) and Grade Requirement:

- **As BA lecture (ungraded):** Requirements for this lecture are the participation in the preliminary meeting on 17 September 2012, 13.00 (room B 321), the lecture series, as well as three follow-up sessions (dates to be announced in first session), essay of 2800 words to be handed in to Kathrin Reist (reist@ens.unibe.ch) by 21/12/2012.
- **As Wahlbereich lecture (graded):** Under the supervision of BMZ director Prof. Dr. Michael Stolz, please check:
http://www.bmz.unibe.ch/pdf/Anforderungen_Wahlbereich.pdf

Lecture Programme:

27.09.2012	Christian Hesse (Geschichte, Bern)	Gelehrte oder Experten? Der Bedarf an Wissen im spätmittelalterlichen Reich
04.10.2012	Michael Stolz (Germanistik, Bern)	Hinterfragte Experten. Stände- und Gelehrtenkritik in der Artesliteratur
11.10.2012	Jens Rüffer (Kunstgeschichte, Bern)	Der mittelalterliche Baumeister als Experte
18.10.2012	Frank Rexroth (Geschichte, Göttingen)	<i>Multae litterae eum facerent insanire.</i> Vorbehalte gegen Gelehrte und ihr Wissen im späteren Mittelalter (Maria Bindschedler-Gastvorlesung)
25.10.2012	Franziska Meier (Romanistik, Göttingen)	Dante oder die Begründung dichterischer <i>auctoritas</i> . Zur Rolle der Experten im >Convivio<
01.11.2012	Hartmut Bleumer / Udo Friedrich (Germanistik, Göttingen)	Arbeit am Topos. Zum Wandel des Wissens zwischen Erzählkultur und Expertenkultur
08.11.2012	Rainer Schwinges (Geschichte, Bern)	Jurist und Maler: Professor Winand von Steeg und seine gelehrten Kollegen (um 1425)
15.11.2012	Jana M. Schütte / Ingo Trüter (Geschichte, Göttingen)	Experten auf dem medizinischen Markt im späten Mittelalter
22.11.2012	Esmeray Ergel / Franziska Fischer (Geschichte, Germanistik, Göttingen)	Der Ratgeber und sein Herrscher: Wissensträger und Herrschaftsmodelle in vormoderner Literatur
29.11.2012	Thomas Haye (Mittellatinistik, Göttingen)	Habgierig und inkompetent: das hässliche Bild des Experten in den satirischen Texten des Mittelalters
06.12.2012	Thomas Kaufmann (Kirchengeschichte, Göttingen)	Reformatoren als Religionsexperten
13.12.2012	André Schnyder (Germanistik, Bern)	<i>Sed et plura que nobis inquisitoribus contingerunt, si recitare expediret, animum lectoris in admirationem verterent.</i> Selbstverständnis und Selbstdarstellung des Hexeninquisitors : der Fall Heinrich Kramers (Abschiedsvorlesung)

Course Type: Wahlbereich Lecture

Title: Die Care-Seiten des Lebens. Pflege und Fürsorge in unserer Gesellschaft

Instructors: Collegium Generale

Time: Wednesday 18-20

First Session: 19.09.2012

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: In verschiedenen disziplinären Kontexten ist in den letzten Jahren über „Care“ diskutiert und geforscht worden. Der englische Begriff „Care“, der nur unzureichend ins Deutsche übersetzt werden kann, verweist auf den umfangreichen gesellschaftlichen und ökonomischen Bereich von Pflege, Betreuung und Sorge, der in den siebziger Jahren noch oft als „Reproduktion“ bezeichnet worden ist. Während „Reproduktion“ allerdings die ökonomische Dimension der Wiederherstellung der menschlichen Arbeitskraft fokussiert und diese der „Produktion“ von Gütern gegenüber stellt, umfasst der Begriff „Care“ weitere Dimensionen. „Care“ verweist etwa in der Ethik auf die prinzipielle Bedürftigkeit und Hinfälligkeit des Menschen, der als Säugling, aber auch als kranker und alter Mensch auf die Betreuung durch andere angewiesen ist. Medizin und Pflegewissenschaft beschäftigen sich unter dem Stichwort „Care“ u.a. mit den optimalen Formen von Pflege und Betreuung von Kranken und mit dem Einfluss von Pflege auf deren Wohlbefinden und die Genesung. Vor dem Hintergrund des demographischen Wandels und steigender Gesundheitskosten ist „Care“ im Sinne von bezahlten oder auch unbezahlten Pflegeleistungen auch ein drängendes ökonomisches und politisches Thema. Die Geschlechterforschung schliesslich hat sich in den letzten Jahren intensiv mit der geschlechtsspezifischen Ungleichverteilung von Care-Arbeit sowohl als bezahlte wie auch vor allem als unbezahlte Arbeit befasst und nach den gesellschaftlichen und ökonomischen Folgen dieser Asymmetrie gefragt. Dabei meint „Care“ hier nicht nur „Pflege“ in einem engen, medizinischen Sinn, sondern etwa auch die Betreuung und Erziehung von Kindern und Jugendlichen, oder Hausarbeit mit Kochen, Putzen, Waschen und Einkaufen. So geraten auch die – historisch und räumlich unterschiedlichen – sozialen Organisationsformen dieser Arbeiten in den Blick, die von den traditionellen Hausökonomien der europäischen Vormoderne bis zu den modernen Formen der „Commodification“ (z.B. vorgefertigte Mahlzeiten im Supermarkt) oder zu den sogenannten „Care-Chains“ (der Migration von Frauen aus dem globalen Süden in den Norden, um dort als Dienstmädchen, Kindermädchen oder Krankenpflegerinnen zu arbeiten) reichen. Da „Care“ in diesem umfassenden Sinn auch ein kulturell gestaltetes menschliches Verhalten ist, kann auch im Kontext der Kulturwissenschaften danach gefragt werden, zum Beispiel als literarisch gestaltetes Thema.

Texts: Literaturhinweise werden laufend auf der Website des Collegium Generale aufgeschaltet: www.collegiumgenerale.unibe.ch

Grade Requirement: Die Studierenden verfassen von mindestens dreien der Einzelvorlesungen eine kritische Zusammenfassung und Stellungnahme à 1000 Wörter (2-3 Seiten) und einen schriftlichen Kommentar bezogen auf die Leitidee der gesamten Reihe à 1000 Wörter (2-3 Seiten). Jeder Text wird mit einer Note bewertet. Danach wird durch Mittelung und Rundung die Gesamtnote gebildet. Falls diese ungenügend ist, besteht die Möglichkeit, die Texte nachträglich noch ein Mal zu verbessern. 3 der eingereichten Texte müssen bestanden werden.

Grade: Bitte melden Sie sich in ILIAS für den Kurs an. Bitte für die Abfassung der Texte die dafür vorgesehene Formulare verwenden, sie sind auf der Lernplattform ILIAS beim entsprechenden Kurs abrufbar.

Abgabefrist für die Texte: Abgabefrist für die Texte wird noch angegeben. Sie können die Texte auch laufend während der Vorlesungsreihe einreichen. Korrigiert werden sie erst am Schluss. Die Zusammenfassungen und der Kommentar sind in Einzelarbeit abzufassen (Kopieren/Abschreiben gilt nicht) und im WORD-Format einzureichen (keine PDF-Dateien).

Prüfende: tba

Lecture Programme:

19.9.2012	Prof. Dr. Elisabeth Conradi, Professorin für Gesellschaftstheorie und Philosophie, DHBW Stuttgart	Der Begriff Care: Eine Kartographie der Forschungslandschaft
26.9.2012	Prof. em. Dr. Barbara Duden, Institut für Soziologie, Leibniz Universität Hannover	Sorge-Arbeit aus Liebe, Pflegen für Lohn? Die Hausfrau, die ‚Nur-Hausfrau‘ und die ‚Zuverdienerin‘. Ein Rückblick auf den Streit zwischen Freministinnen um die Hausarbeit in den 1970er Jahren
3.10.2012	Keine Vorlesung	
10.10.2012	Prof. Dr. J.E.J.M. Annelies van Heyst, Tilburg School of Humanities, Tilburg University	How religious congregations shaped professional healthcare: a mixed heritage of innovation and repression
17.10.2012	PD Dr. Christian von Zimmermann, Institut für Germanistik, Universität Bern	Von Pflegekindern, kranken Alten, Sterbebegleitung und „Weiberköpfen“. ‚Care‘ in Erzählungen und Predigten von Albert Bitzius (Jeremias Gotthelf)
24.10.2012	Dr. Shahra Razavi, United Nations Research Institute for Social Development, Genf	Social logics of care from an international perspective
31.10.2012	Dr. Ulrike Knobloch, Departement Sozialwissenschaften, Bereich Soziologie, Sozialpolitik und Sozialarbeit, Universität Fribourg und Lic. phil. Jacqueline Schön-Bühlmann, Bundesamt für Statistik, Bereich Unbezahlte Arbeit (Demographische und thematische Analysen), Neuchâtel	Volkswirtschaftliche Bedeutung von Care

7.11.2012	Dr. Stefan Spycher, Vizedirektor Bundesamt für Gesundheitswesen BAG	Können wir uns die Pflege in Zukunft noch leisten?
14.11.2012	Prof. em. Dr. Dr. Peter Alheit, Pädagogisches Seminar, Georg-August-Universität Göttingen	Vom demographischen Wandel lernen. Ein Antikrisenszenario
21.11.2012	Prof. Dr. Sabina De Geest, Institut für Pflegewissenschaft, Universität Basel	Übergänge zwischen Krankenhaus, ambulanter und gemeindenaher Patientenversorgung: Eine neue Rolle für Advanced Practice Nurses?
28.11.2012	Prof. Dr. Pasqualina Perrig-Chiello, Institut für Psychologie und Prof. Dr. Brigitte Schnegg, Interdisziplinäres Zentrum für Frauen- und Geschlechterforschung, Universität Bern	Pflegende Angehörige zwischen Solidarität und Überforderung
5.12.2012	Lic. phil. Sarah Schilliger, Institut für Soziologie, Universität Basel	Care als transnationale Praxis
12.12.2012	Prof. Dr. Isabelle Noth, Institut für Praktische Theologie, Universität Bern und Regula Mader, Vorsitzende der Geschäftsleitung der Universitären Psychiatrischen Dienste Bern	Seelsorge und Spiritual Care
19.12.2012	Dr. Paul Bouvier, MD, MSc, ICRC Senior Medical Advisor, International Committee of the Red Cross, Genf	Care dans le contexte des conflits armés: le travail du CICR

Bachelor Colloquia

Course Type: Colloquium

Title: Linguistics Colloquium

Instructor: D. Britain

Times:

Monday	17 September	10-12
Monday	5 November	10-12
Monday	17 December	8-12

First Session: 17.09.12

Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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.

Evaluation (pass/fail): Students will present, in conference format, their BA research to the rest of the group at a Forum conference towards the end of the semester. The award of ECTS points for the Colloquium is linked to the presentation at this conference, as well as participation through the semester.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Forum conference towards end of semester.

Course Type: Colloquium
Title: Literature Colloquium
Instructor: V. Richter/G. Rippl
Time: Thursday 10-12 (fortnightly)
First Session: 27.09.12
Credit Points: 2 ECTS

Open to students from other departments as Wahlbereich? Yes No

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.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: tba

MASTER STUDIES

Specialisation Linguistics

Course Type:	Foundation Lecture
Title:	Foundations of Sociolinguistics and Language Change
Instructor:	D. Britain
Time:	Thursday 10-12 Exceptions: Wednesday 17 October 8-10 No session on Thursday 18 October 10-12
First Session:	20.09.12
Credit Points:	4 ECTS (ungraded 3 ECTS)

Course Description: This course examines the underlying foundations of and recent developments in sociolinguistic approaches to the study of language variation and change. It begins by establishing a set of criteria that enable us to identify, methodologically and theoretically, the ways in which sociolinguistics differs from other forms of linguistics. We then go on to look at some of the key texts in the field, from Labov's early work in the 1960s, right through to the present.

Texts: Readings will be placed on ILIAS for each session.

Aims: Students successfully completing this course will understand the theoretical and methodological origins and development of variation theory.

Evaluation: a 90 minute exam for 4 ECTS (graded), a 90 minute exam (with fewer questions) for 3 ECTS (pass or fail).

Deadline for Submission of Assignment/Evaluation: Exam will take place on Thursday 13 December 2012 in the class.

Course Type:	Lecture
Title:	Language, Ethnography and Social Life
Instructor:	V. Lytra
Time:	Thursday 12-14
First Session:	20.09.12
Credit Points:	3 ECTS

Course Description: This course focuses on language in use. The study of language in use takes as its point of departure that linguistic forms are not independent of their purposes or functions in social life. As Fairclough (1989) has advocated “language is part of society; linguistic phenomena are social phenomena of a special sort, and social phenomena are (in part) linguistic phenomena” (: 23). This view of the relationship between language and society influences the methods for studying language. Ethnography as a research methodology broadly defined incorporates any qualitative research where the aim is to provide a detailed description of social life and its linguistic realizations. Different approaches to the study of language in use will be explored to address some of the following topics: language, ethnicity and race, language and gender, language and culture, language in educational contexts, language and faith, multilingualism and multimodality. We will look both at theoretical texts and case studies featuring a broad range of data sources (field-notes, interviews, audio and video-recordings, photography) from different settings.

Texts: All relevant texts will be placed on ILIAS

Aims: To present an overview of various topics that have preoccupied research and qualitative methodologies in the study of language in use in everyday life.

Evaluation (pass/fail): Final exam

Grade Requirement:

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Lecture
Title:	Language Socialisation
Instructor:	S. Chevalier
Time:	Monday 16–18
First Session:	17.09.12
Credit Points:	3 ECTS

Course Description: According to Ochs (1986: 2), language socialization refers to both “socialization through language and socialization to use language”. Within the field of child language acquisition, language socialization research concentrates on how infants and young children learn to use language appropriately for the culture in which they are being raised. This is learned via interactions with caregivers, such as parents, older siblings and childminders. Such culturally appropriate language use includes turn-taking rules (e.g. when to speak and when to be silent), politeness routines (e.g. when to say *please* and *thank you*), language choice (which language to use with whom and when) and even appropriate grammatical structures (which structure is appropriate depending on the age of the speaker). In this lecture, we will firstly examine theories of socialization in general and language socialization in particular. Most of the lecture course will then concentrate on a series of language socialization studies based on interactions between young children and their caregivers. The studies chosen are both from the English-speaking world, as well as from other cultures since important evidence for the theory of language socialization lies in cross-cultural comparisons. Students will be expected to read one of these studies each week in preparation for the lecture.

Texts: All texts will be available on ILIAS.

Aims: To introduce students to the field of language socialization with a focus on its relevance for child language acquisition.

Evaluation (pass/fail): Exam.

Grade Requirement: The grade for the whole Focus Module (lecture + one seminar) is acquired in the respective seminar.

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Seminar
Title:	Sociolinguistic fieldwork
Instructor:	D. Britain
Time:	Wednesday 10-12
First Session:	19.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: This course examines the development of fieldwork methods in sociolinguistics, examining the techniques used by sociolinguists to gather data for variation analysis. We will examine the history of sociolinguistic methodologies, questionnaire, 'sociolinguistic interview' and ethnographic methods, as well as fieldwork ethics. Students will during the course design and carry out a small fieldwork data collection task.

Texts: We will be using a very new, as yet unpublished text on sociolinguistic methodologies that will be made available to students, as well as a number of other key texts that will be made available on ILIAS.

Aims: to explore and critically evaluate different methods for the collection of sociolinguistic data.

Evaluation (pass/fail): Presentation and a reflective report on data collection experiences.

Deadline for Submission of Assignment/Evaluation: Friday 21 December 2012

Course Type:	Seminar
Title:	Attitudes to Language
Instructor:	S. Chevalier
Time:	Monday 12–14
First Session:	17.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description:

“I love your accent.”

“I couldn’t live in New Zealand, I can’t stand how they talk.”

“It’s not worth learning Swiss German, and anyway you can’t because it has no grammar.”

The above statements are just a few attitudes to language that I have encountered over the years. What lies behind them? In this course, we will look at answers to this question. We will examine attitudes towards various aspects of language, such as accents, non-standard grammar, swearing or code-switching. At the same time, we will discuss sociolinguistic and psychological theories offered to explain these attitudes. A major focus of the course will be the methodology involved in researching language attitudes. All students will thus conduct a research project on language attitudes using one of three main methods: eliciting attitudes directly, eliciting them indirectly or analysing them via a corpus of texts/films, etc. Among other things, this project will heighten students’ awareness of how methodology affects results. The course will further draw students’ attention to the wide-ranging effects of language attitudes. On the one hand, language attitudes can have important consequences for groups or individuals, such as when a speaker of an ethnic variety is discriminated against, while on the other hand, language attitudes have been shown to be an impetus for language change.

Texts: Garret, Peter. 2010. *Attitudes to Language*. Cambridge: Cambridge University Press. Copies will be available at the Bugeno. Further texts will be announced in class.

Aims: 1) To give students a solid grounding in the field of attitudes towards language. They should be stimulated to reflect critically on stereotypes concerning language varieties and their speakers as well to respond to such stereotypes with linguistic evidence. 2) To enhance students’ skills in linguistic methodology. 3) To give students practice in activities most will need in their professional lives, namely, presenting, moderating and teaching in an area in which they are knowledgeable.

Evaluation (pass/fail): Regular attendance, active participation in class, presentation of research project.

Grade Requirement: Regular attendance, active participation in class, paper on research project (70%) and teaching part of a session (30%).

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Seminar
Title:	Forensic Linguistics
Instructor:	J. Strässler
Time:	Friday 10-12
First Session:	21.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Course Description: Forensic linguistics is a very broad field dealing with all aspects of “linguistics and the law”. In court trials linguistic methods are used to solve a crime or to analyse cross-examinations with respect to their linguistic and legal correctness. Furthermore forensic linguistics is applied to assign a text to its author or to reveal forgery. Lawyers have a special interest in the language of their clients when questions of perjury, libel, slander or mistaken identity are raised. The way individuals use language can reveal nearly everything about their physiognomy and a lot about their ethnic or cultural background.

The first part of this seminar is dedicated to forensic phonetics, which uses computer-based methods to prove the identity of a speaker or to clear a suspect of a charge, to prove that a recording has been manipulated or to allocate the speakers’ positions at the scene of the crime. This will be continued by stylostatistical methods as they were initially used to assign literary works to a specific author: Shakespeare – or Bacon? In court it is often argued that utterances heard on a recording or written statements show the same stylistic, syntactic or lexical features as those used by the defendant.

A forensic linguist is also interested in the language used in jurisdiction and in the courtroom, especially in multi-ethnic or multilingual societies. It is often not sufficient to employ people who just translate the text literally. What is needed most today are ethnic-cultural translators to mediate between the accused and the court, even in a monolingual setting.

Texts: All relevant texts will be placed on ILIAS.

Aims: To gain an overview of various themes in forensic linguistics with a view to finding topics for future papers or theses.

Evaluation (pass/fail): Cumulative coursework, active participation

Grade Requirement: To be specified

Deadline for Submission of Assignment/Evaluation: Monday 14 January 2013

Course Type:	Seminar
Title:	Early Middle English: Linguistic Gems in Literary Treasures
Instructor:	N. Studer-Joho
Time:	Tuesday 12-14
First Session:	18.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: The transition from Old to Middle English is marked by a transmission gap of vernacular texts in the century following the Norman Conquest. When English reappeared in writing in the middle of the twelfth century, it was "something resembling OE in some ways but quite different in others" (Lass 2006: 59). Many linguistic changes from Old to Middle English were still ongoing and can be studied on the basis of the Early Middle English textual evidence. Because English was not the official language of government, it is mostly the literary pieces of the period that offer a rich treasure trove of linguistic forms. In this seminar we will read and discuss literary texts from the Early Middle English period and analyze the major phonological, lexical and morphosyntactic changes that are evident in them. Furthermore, we will discuss how Lass's quotation above applies to Early Middle English literature in general and assess how the Norman Conquest and its aftermath influenced and changed the writing of English literary pieces. By studying as diverse works as *The Owl and the Nightingale*, *The Life of St Katherine* or *Havelok the Dane* we will not only explore several literary genres, but also different varieties of Early Middle English.

Texts: The texts for each session will be available on ILIAS.

Aims: At the end of the course, students will be able to analyse Early Middle English works both from a linguistic and literary perspective and embed them in their historical and cultural context.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: Monday, 14 January 2013

Specialisation Literature

Course Type:	Foundation Lecture
Title:	Literary Theory
Instructor:	T. Claviez
Time:	Wednesday 12-14
-	
First Session:	19.09.12
Credit Points:	4 ECTS (ungraded 3 ECTS)

Content: The lecture will cover the main schools, approaches, directions and tendencies in Literary Theory since the Linguistic Turn, initiated by the work of Ferdinand de Saussure. This includes Structural Textual Semantics, Structuralism (Lévi-Strauss, Barthes, Althusser), Formalism (Sklovskij), Reception Aesthetics (Iser), Critical Theory (Adorno, Horkheimer), Poststructuralism (Foucault, Derrida) and Postcolonialism (Said, Spivak, Bhabha).

Texts: The main theoretical texts, as well as the primary texts used to exemplify these theories, will be provided in a reader.

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

Evaluation (pass/fail): Cumulative course work; minutes of a lecture

Grade Requirement: Minutes of a lecture; final written exam

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Lecture
Title:	The American Century
Instructor:	T. Claviez
Time:	Tuesday 14-16
First Session:	18.09.12
Credit Points:	3 ECTS

Content: In the tradition of American Studies, the lecture will cover not only the literary and cultural history of the US in the 20th century, but locate these eras in a broader context of political, social and economic developments.

Texts: For every lecture, there will be material to be read, which will be provided in a reader.

Evaluation (pass/fail): In order to get the 3 ECTS points, the participants will have to write two minutes of sessions of their choice.

Grade Requirement: Written exam at the end of the course

Deadline for Submission of Assignment/Evaluation: Minutes of lecture to be uploaded on ILIAS at the latest by the Sunday evening immediately following the relevant lecture.

Course Type:	Lecture
Title:	The Art of Portraying: Literary and Artistic Negotiations (Early Modern Period to Modernism)
Instructors:	G. Rippl, Ch. Göttler (Art History Department)
Time:	Thursday 14-16
First Session:	27.09.12
Credit Points:	3 ECTS

Content: This is a co-taught lecture, which involves two disciplines, Anglo-American Literature and Art History, and is dedicated to auto-/biographical modes of writing and visual portraying. Throughout the early modern period and far into the modern age, the mimetic force of portraits (be they painted, sculpted, or executed in other media) was described as bestowing an almost living presence on the represented. Likewise, until well into the 20th century, literary critics tended to define auto-/biographical modes of writing as literary types, which have a special relationship to 'truth', to 'how a person really is and how things really happened.' The individual sessions of the lecture are closely related and include important examples from the early modern/colonial period through the 19th and up to the 21st centuries. Our debates will cover literary auto-/biographical modes of life-writing, visual portraits and theoretical and critical debates of the artistic and the literary genres.

In the sessions dedicated to English Literature we will discuss several generic terms and definitions which figure in scholarly debates of auto-/biographical writing, e.g. biography, autobiography, *res gestae*, memoirs, and will follow the careers of different modes of life-writing up to the present time. In the art history sessions we will explore the tensions and paradoxes inherent in portraiture and in the fashioning of identities and selves. The focus will be on a selection of case studies ranging from the period of about 1400 to about 1900.

Texts: Key examples of Anglo-American life-writing will be discussed which include auto-/biographical texts by Mary Rowlandson, Margaret Cavendish, Anne Bradstreet, Benjamin Franklin, Walter Pater, James Agee, Gertrude Stein, John Ashbery, John Updike, Paul Theroux and others. The texts will be made available on the ILIAS platform at the beginning of September 2012.

Recommended secondary sources are: Linda Anderson, *Autobiography* (New Critical Idiom), (London: Routledge, 2001); Richard Ruland/Malcolm Bradbury, *From Puritanism to Postmodernism: A History of American Literature* (New York: Penguin, 1991); *Das Bild ist der König: Repräsentation nach Louis Marin*, ed. Vera Beyer, Jutta Voorhoeve, and Anselm Haverkamp, (Munich: Fink, 2006). Cf. also Laura Marcus, *Auto/Biographical Discourses. Criticism, Theory, Practice* (Manchester: Manchester UP, 1994); Max Saunders, *Self-Expression. Life-Writing, Autobiografiction and the Forms of Modern Literature* (Oxford: OUP, 2010); and *Portraiture: Facing the Subjects*, ed. and intr. By Joanna Woodall (Manchester: Manchester UP, 1997).

Aims: To familiarise students a) with important literary modes of writing (early modern period to 21st century) and b) with the art of portrait painting. Students will gain insight into interdisciplinary approaches, art history and the visual cultures of four centuries.

Evaluation (pass/fail): Lectures notes

Grade Requirement: Evaluation of lecture notes

Deadline for Submission of Assignment/Evaluation: 5 November and 17 December 2012

Course Type:	Lecture
Title:	Gelehrte und Experten (Expertenkulturen - Expertenwissen - Expertenkritik)
Instructors:	Medievalists of Berne University and guest speakers
Time:	Thursday 17.15-18.45
First Session:	27.9.2012
Credit Points:	3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description: Die Ringvorlesung des Berner Mittelalterzentrums beschäftigt sich im Herbstsemester 2012 mit Gelehrten und Experten im Mittelalter. Gelehrte zeichnen sich dadurch aus, dass sie über ein bestimmtes, oft kanonisiertes Wissen verfügen, in Institutionen (wie Klöstern, Universitäten) eingebunden sind und einen spezifischen Status innehaben. Wenn sich die Lebensläufe von Gelehrten urkundlich fassen lassen, können damit auch Transferprozesse und Zirkulationsformen von Wissen zwischen verschiedenen gesellschaftlichen Gruppen, Einrichtungen und Sprachgemeinschaften erschlossen werden. Dieser Aufgabe widmet sich beispielsweise das u.a. in Bern angesiedelte Projekt "Repertorium Academicum Germanicum" (www.rag-online.org).

Im Gegensatz zum Typus des Gelehrten hat jener des Experten eine gewisse institutionelle Ungebundenheit inne. Er verfügt über ad hoc abrufbares Wissen und bewegt sich auf mitunter unkonventionelle Weise zwischen verschiedenen gesellschaftlichen Gruppen und ihren Einrichtungen. Häufig wird ihm aufgrund gesellschaftlicher Erwartungen und Konventionen Kompetenz zugeschrieben; immer wieder gerät er dabei auch in die Kritik. Ein Ausläufer dieses Typs begegnet noch in den Medien der Gegenwart, wenn im Zusammenhang mit aktuellen Ereignissen ein spezifisches Wissen gefragt ist. Die Genese des Experten ist jedoch deutlich älter; der Typus des aufgrund seines Erfahrungswissens gefragten expertus prägt sich bereits im Mittelalter und der frühen Neuzeit aus. Welche kulturellen und symbolischen Mechanismen dabei eine Rolle spielen, ist Gegenstand der Forschungen des Göttinger Graduiertenkollegs "Expertenkulturen des 12. bis 16. Jahrhunderts" (www.uni-goettingen.de/de/100282.html). Im Rahmen der Vortragsreihe werden Fragestellungen zu den Typen der Gelehrten und Experten, wie sie in Bern, Göttingen und andernorts verfolgt werden, vorgestellt. Etwa die Hälfte der Vorträge wird von Dozierenden und Doktoranden aus Göttingen bestritten.

Aims: Ziel der Veranstaltung ist es, die interdisziplinäre Vernetzung der Mediävistik zu fördern und die Studierenden an einem fächerübergreifenden Gespräch zu beteiligen; diesem Zweck dienen vor allem die an die Vorträge anschliessenden Diskussionen.

Evaluation (pass/fail): Contact K. Reist (reist@ens.unibe.ch) in the FIRST WEEK of term for details about the preliminary meeting. Requirements for this lecture are participation in the preliminary meeting, the lecture series, as well as three follow-up sessions (dates to be announced), essay of 2800 words to be handed in to Kathrin Reist by the end of term.

Lecture Programme:

27.09.2012	Christian Hesse (Geschichte, Bern)	Gelehrte oder Experten? Der Bedarf an Wissen im spätmittelalterlichen Reich
04.10.2012	Michael Stolz (Germanistik, Bern)	Hinterfragte Experten. Stände- und Gelehrtenkritik in der Artesliteratur
11.10.2012	Jens Rüffer (Kunstgeschichte, Bern)	Der mittelalterliche Baumeister als Experte
18.10.2012	Frank Rexroth (Geschichte, Göttingen)	<i>Multae litterae eum facerent insanire</i> . Vorbehalte gegen Gelehrte und ihr Wissen im späteren Mittelalter (Maria Bindschedler-Gastvorlesung)
25.10.2012	Franziska Meier (Romanistik, Göttingen)	Dante oder die Begründung dichterischer <i>auctoritas</i> . Zur Rolle der Experten im >Convivio<
01.11.2012	Hartmut Bleumer / Udo Friedrich (Germanistik, Göttingen)	Arbeit am Topos. Zum Wandel des Wissens zwischen Erzählkultur und Expertenkultur
08.11.2012	Rainer Schwinges (Geschichte, Bern)	Jurist und Maler: Professor Winand von Steeg und seine gelehrten Kollegen (um 1425)
15.11.2012	Jana M. Schütte / Ingo Trüter (Geschichte, Göttingen)	Experten auf dem medizinischen Markt im späten Mittelalter
22.11.2012	Esmeray Ergel / Franziska Fischer (Geschichte, Germanistik, Göttingen)	Der Ratgeber und sein Herrscher: Wissensträger und Herrschaftsmodelle in vormoderner Literatur
29.11.2012	Thomas Haye (Mittellatinistik, Göttingen)	Habgierig und inkompetent: das hässliche Bild des Experten in den satirischen Texten des Mittelalters
06.12.2012	Thomas Kaufmann (Kirchengeschichte, Göttingen)	Reformatoren als Religionsexperten
13.12.2012	André Schnyder (Germanistik, Bern)	<i>Sed et plura que nobis inquisitoribus contingerunt, si recitare expediret, animum lectoris in admirationem verterent</i> . Selbstverständnis und Selbstdarstellung des Hexeninquisitors : der Fall Heinrich Kramers (Abschiedsvorlesung)

Course Type:	Seminar
Title:	Displacement, Resistance and Representation: Postcolonial Literatures and Cultures
Instructor:	C. Ljungberg
Time:	Thursday 16-18
First Session:	20.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: In this seminar we shall explore how and why the phenomena of displacement, resistance and representation have become such focal topics of postcolonial thought, paying particular interest to identifying the theoretical coordinates of these aspects of postcolonialism. What cultural changes have forms of displacement such as exile, diaspora and migration brought about in our post-colonial world? How does their opposition to native-born belonging affect contemporary issues of identity and subjectivity? How do we theorize the phenomena of borders and borderlands, diaspora, exile, hybridity, language, translation, double consciousness, history (and the lack of it) in these contexts?

Texts: Novels and films will include Atom Egoyan's *Ararat* (2002, film) Stephen Frears' *Dirty Pretty Things* (2002, film), Amitav Ghosh's *The Shadow Lines* (1988), Mohsin Hamid's *The Reluctant Fundamentalist* (2007), Mira Nair's *The Namesake* (2006, film), Caryl Phillips' *Crossing the River* (1993), Michael Ondaatje's *In the Skin of a Lion* (1987) and Arundhati Roy's *The God of Small Things* (1998).

The theoretical texts will be uploaded on ILIAS before the beginning of term

Aims: To familiarize students with theoretical and methodological approaches to postcolonial studies and to develop a sense of the role of culture in negotiating resistance and representation for those who have been displaced

Evaluation (pass/fail): Regular attendance and active participation, oral presentation or log book (for 4 ECTS)

Grade Requirement: Regular attendance and active participation, oral presentation and written paper (6'000 words) for 7 ECTS

Deadline for Submission of Assignment/Evaluation: Thursday 31 January 2013

Course Type:	Seminar
Title:	The African American Experience from the Blues to Postmodernism
Instructor:	T. Claviez
Time:	Wednesday 16-18
First Session:	19.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: The seminar will address the historically changing self-perception of African Americans through a variety of cultural productions, from early story-telling via the slave narrative and the Harlem Renaissance, the ethnic turn of the 1970s and 80s. It will also include sessions on music (Blues, Jazz, Rap) and painting.

Texts: All texts are included in the *Norton Anthology of African-American Culture*, the purchase of which is required. Among the authors discussed are Harriet Jacobs, Langston Hughes, Zora Neal Hurston, Richard Wright, Ralph Ellison, James Baldwin, Malcolm X, and Toni Morrison.

Aims: The seminar is designed to familiarise students with the historically changing strategies of identity-construction within a wide realm of African-American cultural production.

Evaluation (pass/fail): Presentation in the seminar

Grade Requirement: Presentation in the seminar (1/3) and a written assignment of 6.500 7.000 words (2/3).

Deadline for Submission of Assignment/Evaluation: Thursday 31 January 2013

Course Type:	Seminar
Title:	God Save the Queen! The conservative turn in contemporary fiction, film and TV
Instructor:	V. Richter
Time:	Wednesday 14-16
First Session:	19.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: When in 1977 The Sex Pistols performed their version of the British national anthem, “God Save the Queen”, the irony – and the Punk generation’s fury and estrangement from the establishment – was palpable. The Sex Pistols’ song ended with a re-iterated “No future, no future/No future for you”. In the wake of various Royal divorces, financial scandals and highly publicised cases of gross misconduct, both the monarchy and the political class supporting it seemed finished – no future for the Queen and her descendants! However, after the historical low of Princess Diana’s funeral, the monarch(y) has not only rallied, but has almost achieved ‘street credibility’. Following Helen Mirren’s Oscar-winning portrayal of Elizabeth II in Steven Frears’s film *The Queen*, the current celebrations of the Queen’s Diamond Jubilee bear witness to her regained popularity. This turn-around seems to be symptomatic of a more general conservative trend within contemporary British culture. Highly popular films and TV series (*The King’s Speech*, *Downton Abbey*) as well as various novels portray members of the royalty and the ruling classes as sympathetic, suffering individuals – in other words, the private is emphasised at the expense of the political. In the seminar, we will analyse such recent productions from a critical vantage point, focusing in particular on the tensions and contradictions within such nostalgic and celebratory representations. Novels that, while not escaping the allure of the rich and aristocratic, highlight the price to be paid by subaltern figures – e.g. by servants, children and social ‘outsiders’ - for the elegant lifestyle of the upper classes will provide a salutary counterpoint.

Texts: To be purchased and read before the beginning of term: Kazuo Ishiguro, *The Remains of the Day* (Faber 2010); Alan Hollinghurst, *The Line of Beauty* (Picador 2011); Edward St. Aubyn, *Mother’s Milk* (Picador 2006). The final selection of films and TV series will be posted on ILIAS.

Aims: To familiarise students with theoretical and methodological approaches in cultural studies, to discuss critically contemporary British culture.

Evaluation (pass/fail): Oral presentation

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Seminar
Title:	Facts and Fiction: The Novel and Historiography
Instructors:	G. Rippl, B. Studer
Time:	Tuesday 10-12
First Session:	18.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: This seminar will discuss the tricky question whether literature in general, and novels in particular, can count as historical sources. Are novels as social and cultural artefacts solely fictional material or, due to their production and consumption in particular historical circumstances, at the same time historical documents and sources of historical evidence? This question ensues an additional one, namely whether the oppositional pair “literary text v. historical source” is still a valid one, now that many historians agree that both kinds of texts, not just literary ones but also historical documents, interpret social life and can be seen as sites of collective constructions of reality? As Ruth Klüger has argued convincingly in her seminal essay “Dichter und Historiker – Fakten und Fiktionen” (2000) novels and historical sources are not two types of texts and do not belong to entirely distinct genres, but rather contract with their readers in divergent ways; to concur with Philippe Lejeune, one of the foremost theoreticians of autobiography, one could speak of a different type of ‘truth pact’. Methodological texts from the two disciplines of North American studies and history as well as several seminal British, American, Canadian and German 19th and 20th century novels (see list below) will enable us to discuss interdisciplinary approaches to genre, ‘truth pacts’ between authors and readers as well as questions relating to gender (the novels we have chosen all deal in one way or another with gender issues).

Please note that the seminar might include some sessions in German (students from the History department might want to present in German). Students from the English department are expected to present in English and to write their seminar papers in English.

Texts: George Eliot, *Middlemarch: A Study of Provincial Life* (1874); Charlotte Perkins Gilman, *Herland* (1915); Helen Zenna Smith, *Not So Quiet: Stepdaughters of War* (1930); Verena Stefan, *Shedding* (English edition 1977; German original: *Häutungen*, 1975) and Margaret Atwood, *The Handmaid's Tale* (1985).

Aims: This seminar will familiarise students with inter-/disciplinary approaches to the novel as well as with methods and theories of another discipline, history.

Evaluation (pass/fail): Regular attendance and active participation

Grade Requirement: Oral presentation for 4 ECTS; oral presentation plus written paper of approximately 5'000 words for 7 ECTS

Deadline for Submission of Assignment/Evaluation: Thursday 31 January 2013

Course Type:	Seminar
Title:	Early Middle English: Linguistic Gems in Literary Treasures
Instructor:	N. Studer-Joho
Time:	Tuesday 12-14
First Session:	18.09.12
Credit Points:	7 ECTS (ungraded 4 ECTS)

Content: The transition from Old to Middle English is marked by a transmission gap of vernacular texts in the century following the Norman Conquest. When English reappeared in writing in the middle of the twelfth century, it was "something resembling OE in some ways but quite different in others" (Lass 2006: 59). Many linguistic changes from Old to Middle English were still ongoing and can be studied on the basis of the Early Middle English textual evidence. Because English was not the official language of government, it is mostly the literary pieces of the period that offer a rich treasure trove of linguistic forms. In this seminar we will read and discuss literary texts from the Early Middle English period and analyze the major phonological, lexical and morphosyntactic changes that are evident in them. Furthermore, we will discuss how Lass's quotation above applies to Early Middle English literature in general and assess how the Norman Conquest and its aftermath influenced and changed the writing of English literary pieces. By studying as diverse works as *The Owl and the Nightingale*, *The Life of St Katherine* or *Havelok the Dane* we will not only explore several literary genres, but also different varieties of Early Middle English.

Texts: The texts for each session will be available on ILIAS.

Aims: At the end of the course, students will be able to analyse Early Middle English works both from a linguistic and literary perspective and embed them in their historical and cultural context.

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Seminar paper

Deadline for Submission of Assignment/Evaluation: Monday, 14 January 2013

Other Courses

Course Type:	Workshop
Title:	Capitalism, Culture and Crisis
Instructor:	V. Richter
Time:	Tuesday 16-18
First Session:	18.09.12
Credit Points:	3 ECTS

Course Description: In the wake of the financial crisis, there is a growing interest in economic and related issues (such as the question of social justice) within the domain of cultural production, i.e. literature, film and the arts, as well as in literary and cultural criticism. The aim of this workshop is twofold: to historicise and theorise the question of economy and culture by looking at various classical texts (excerpts from Friedrich Engels's *The Condition of the Working Class in England*, Karl Marx's analyses of capitalism, Henry Mayhew's *London Labour and the London Poor*, Elizabeth Gaskell's industrial novel *North and South*, and others), and to analyse contemporary responses to the 'crisis of capitalism' such as the Occupy movement, critiques of Neo-Liberalism (e.g. the writings of political scientist Colin Crouch), and creative engagements with the crisis (e.g. the film *Margin Call*, dir. J.C. Chandor). Further suggestions welcome! The workshop will be discussion-centred; starting from close readings of the selected texts, we will move to more general debates, raising also the question of the responsibility and relevance of the humanities for the understanding of economic and social issues.

Texts: Selected chapters will be provided on ILIAS.

Aims: To train students in the techniques of literary analysis, to raise methodological awareness, to provide a forum for interdisciplinary critical debate.

Evaluation (pass/fail): Cumulative course work.

Grade Requirement: Ungraded (MA Minors - graded)

Deadline for Submission of Assignment/Evaluation: tba

Course Type:	Workshop / Lecture
Title:	Neuere Tendenzen in der Soziolinguistik
Instructor:	Prof. Dr. M. Reisigl; Prof. Dr. C. Vorweg; et al.
Time:	Thursday 16-18
First Session:	20.09.12
Credit Points:	3 ECTS

Content: Die institutsübergreifende Ringvorlesung wird vom "Center for the Study of Language and Society" (CSLS) organisiert. An ihr beteiligen sich Lehrende der Institute für Germanistik, Sprachwissenschaft, Englische Sprachen und Literaturen, Slavische Sprachen und Literaturen, Französische Sprache und Literatur, Italienische Sprache und Literatur und Spanische Sprache und Literaturen.

Die Vorlesung steht allen soziolinguistisch interessierten Studierenden in der MA- und Doktoratsphase und Studierenden in der Endphase des BA-Studiums offen, die bereits Grundkenntnisse in Soziolinguistik erworben haben.

Aims: Ziel der Lehrveranstaltung ist es, einen Überblick über neuere theoretische, method(olog)ische und forschungspraktische sowie empirische Entwicklungen in der Soziolinguistik (Makrosoziolinguistik, Mikrosoziolinguistik und Angewandten Soziolinguistik) und in den angrenzenden Gebieten zu bieten. Berücksichtigung finden unter anderem (internationale) Entwicklungen in der Variationslinguistik, kognitiven Soziolinguistik, Psychosoziolinguistik, Multilingualismusforschung, Kontaktlinguistik, Diskurssoziolinguistik, Kritischen Soziolinguistik, politisch engagierten Soziolinguistik, Interaktionalen (Sozio-)Linguistik sowie soziolinguistischen Höflichkeits- und Identitätsforschung.

Literature:

- Ball, J. Martin 2010 (Hrsg.): The Routledge Handbook of Sociolinguistics Around the World, London, New York: Routledge.
- Geeraerts, Dirk, Kristiansen, Gitte & Peirsman, Yves 2010 (Hrsg.): Advances in cognitive Sociolinguistics, Berlin, New York: de Gruyter.
- Holmes, Janet 2008: An Introduction to Sociolinguistics. Third edition, Harlow et al.: Pearson, Longman.
- Mesthrie, Rajend, Swann, Joan, Deumert, Andrea & Leap, William L. 2005: Introducing Sociolinguistics, Edinburgh: Edinburgh University Press.
- Meyerhoff, Miriam 2010: Introducing Sociolinguistics. Second Edition, London, New York: Routledge.
- Wodak, Ruth, Johnstone, Barbara & Kerswill, Paul 2011 (Hrsg.): The Sage Handbook of Sociolinguistics, Los Angeles et al.: Sage.
- Deckert, Sharon K., Vickers, Caroline H. 2011: An Introduction to Sociolinguistics. Society and Identity. London: continuum.

Evaluation (pass/fail): tba

Grade Requirement: tba

Deadline for Submission of Assignment/Evaluation: tba

Course Type: Workshop/Conference

Title: The Use of New Technologies in the Study of Language and Literature

Organizers: David Britain / Yvette Bürki / Bénédicte Vauthier and Melanie Würth

Time: A 2-day Block Workshop/Conference

First Session: 18.-19.10.12

Credit Points: 3 ECTS

Open to students from other departments as Wahlbereich? Yes No

Course Description and aims:

The planned conference and associated workshops are dedicated to the use and the specific application of the new technologies for the scientific work in the study of language and literature. Nowadays in linguistics the data collection as well as their analysis and presentation heavily depend on and are shaped by electronic means. Examples for this are the corpus creation for representative studies in different fields of linguistics (historical linguistics, dialectology, sociolinguistics, text analysis, discourse analysis), or the working with electronic programmes in quantitative and qualitative investigations, which use the possibilities of a technical, multimodal support and can thus increasingly make available the obtained data and knowledge to the scientific community. Methodical approaches to the use of new technologies in different linguistic areas are focused upon in the lectures and workshops.

Likewise in literature digital means, which constitute an important component of the writer and editor's work, have turned into an increasingly more significant base. In areas such as the edition philology and the sale of manuscripts and for – modern as well as ancient – literary works the need for a standardised computer language has been recognised in order to structure and codify information more efficiently. XML-TEI has proved to be one of the most widespread and established computer applications for the implementation of digital projects (text editing or virtual libraries). The potential of this application for editing, the importance of the new technologies for the development of the Internet generation's writing and finally the hypertextuality specific to the digital media, are questions, which will be discussed in the literary sessions.

Evaluation (pass/fail): 3 ECTS are given for the participation in at least one lecture (including the reading of the indicated literature) and in one workshop, plus a written report (5-6 pages) about the attended sessions.

Texts: Will be uploaded onto ILIAS

Grade Requirement: Ungraded (MA Minors - graded)

Deadline for Submission of Assignment/Evaluation: tba

October 18, 2012

9.15-9.30 Welcome Address

9.30-10.30 **Peter Schillingsburg** (Loyola University, Chicago)
Electronic Representations of Contemporary Literary Texts (English)

10.30-11.30 **María José Vega** (Universidad Autónoma de Barcelona)
Hypertextual Literature and Literary Theory: Creation and Editing (German)

11.30-11.45 Break

11.45-12.45 **David Barnett** (Oxford University)
The Cantigas de Santa María in the Digital Era (Spanish)

12.45-14.00 Lunch

Linguistics

14.15-14.30 Welcome Address

14.30-15.30 **Caroline Biewer** (Universität Zürich)
Corpus Linguistics (Why are Corpora good Tools to Investigate Language; Methodology; Approaches) (English)

15.30-16.30 **Stephan Schmid** (Universität Zürich, phonetisches Laboratorium)
Phonetics and Phonology by means of new Technologies (German)

16.30-17.00 Break

17.00-18.00 **Kieran A. O'Halloran** (Kings College, London)
Qualitative Analysis in Linguistics (Atlas Ti in Discourse Analysis, Linguistic Ethnography) (English)

Workshops

In the workshops four areas will be strengthened and applied: The creation of bibliographies through electronic media, the generation of corpora and their quantitative analysis as well as the publication of scientific papers, which include new technologies.

9.15-11.45 **Caroline Piercy** (University of Essex)
Introduction to the R-Brul Program (English)

October 19, 2012

9.15-11.45 **Kieran A. O'Halloran** (Kings College, London)
Qualitative Analysis Linguistics (Atlas Ti in Discourse Analysis, Linguistic Ethnography) (English)

9.15-11.45 **Lennart Güntzel** (Zentralbibliothek Universität Bern)
Creation of Bibliographies through Electronic Media (German)

12.00-14.00 Lunch

14.15-16.45 **Caroline Biewer** (Universität Zürich)
Corpus Linguistics (English)

14.15-16.45 **Pierre Mounier** (EHESS, Cleo, Revues.org)
The Composition and Publication of Scientific Papers Using Digital Means (Image and Audio Materials, etc.) (English)

Master Forums

Course Type: Master Forum

Title: Linguistics

Instructor: D. Britain

Times:

Monday	17 September	14-16
Monday	15 October	14-16
Monday	5 November	14-16
Monday	19 November	14-16
Monday	10 December	14-16
Monday	17 December	14-16

First Session: 17.09.12

Credit Points: 4 ECTS

Course Description: The Master Forum is a continual course over the duration of three semesters. It is a problem-oriented research colloquium in which students will have the chance to talk about their work and their problems, discuss theories and methodologies and peer-review their written work and presentation skills. We will meet regularly to discuss the structure and writing of a thesis as well as to hear students' presentations of their own research work.

Evaluation (pass/fail): Students in first semester of MA Forum: class participation; students not in the first semester of the Forum will be required to give a presentation of their MA research, in whatever stage of development, to the rest of the group.

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation: Presentations will take place throughout the semester.

Course Type:	Master Forum
Title:	Literature
Instructors:	V. Richter, G. Rippl
Time:	Thursday 10-12 (fortnightly)
First Session:	20.09.12
Credit Points:	4 ECTS

Course Description: The Master Forum is a continual course over the duration of three semesters. Students can choose in which semester to attend the forum; it is recommended that they take the opportunity to present their MA thesis in their final term. The Forum 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

Evaluation (pass/fail): Cumulative course work

Grade Requirement: Ungraded

Deadline for Submission of Assignment/Evaluation:

PhD Colloquia

Course Type: Linguistics Colloquium

Title: PhD Colloquium

Instructor: D. Britain

Time: Thursday 8-10

First Session: 27.09.2012

Course Description: This colloquium is for doctoral and post-doctoral researchers who are working on a PhD thesis or a Habilitation. The aim of the colloquium is to provide a forum for the discussion of written work, upcoming conference and workshop presentations and other professional development activities.

Course Type: Literature Colloquium

Title: PhD and PostDoc Colloquium North American Studies

Instructor: G. Rippl

Time: Tuesday 16-18

First Session: 18.09.12

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

STAFF RESEARCH INTERESTS AND PROFESSIONAL ACTIVITIES

F. Andres Morrissey: Creative writing, performing poetry, dialects in rock vocals, minority languages; Member of NAWA (National Association of Writers in Education) and EFL consultant for Cambridge University Press.

D. 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*.

B. Buchenau: Colonial literary and cultural history of North America; Atlantic and inter-American studies; minority studies (theories, practices, pedagogies); historical fiction; travel writing; early modern scholarship and its arts (esp. cartographical maps and representational engravings); stereotypes (in words, pictures, and sounds); religious typology.

T. 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.

S. Chevalier: Social and regional varieties of English, onomastics, bi- and multilingualism, language acquisition.

A. Cottier: Postcolonial literatures, contemporary British and North American literatures, historiography, history and politics, autobiography, narratology, gender studies, literary theory.

M. Denger-Kähler: Contemporary postcolonial literatures, postcolonial theory, ritual, hauntology, concepts of time, concepts of space, concepts of community, concepts of identity (construction), postmodern narrative strategies.

N. A. Escherle: South Asian anglophone literatures and cultures, religion and/in literature, conceptions and the staging of the other/alterity in literature, postcolonial literature and theory, cosmopolitanism, fictional and meta-fictional biography, intermediality, utopian and dystopian literature, satire.

L. Etter: Intermediality, comics and graphic novels, classical and postclassical narratology, interrelations of literature and contemporary fine arts.

K. Gonçalves: Sociolinguistics, discourse analysis, English as a Lingua Franca, the history of English, historical linguistics, language change, language and gender, discourse and identity construction, narrative studies.

E. Grädel: Medieval literature and history, especially representations of blindness and vision, disability studies, gender studies, concepts of visual impairment and disability, theories of vision, medical texts.

S. Hoppeler: Contemporary American and Canadian literature, comics and graphic novels, intermediality, narratology, gender studies.

I. Huber: Fantastic literature, literary anthropology, gender studies, postcolonial studies, narratology, literary theory, comparative perspectives.

A. Kern-Stähler: Medieval literature and culture; concepts of space; concepts of authorship; text and image; gender studies; interrelations between science and literature and between bioethics and literature; fundamentalism and literature; Victorian literature; postmodern literature; British-German relations.

U. Kluwick: Postmodern fiction, postcolonial literatures, historiographic metafiction, magic realism, literary theories, ecocriticism, Victorian literature.

J. Langenbach: Gothic literature and art, Gothic and horror cinema, film studies (film history and theory), visuality and visual culture, American literature and culture, American drama.

C. Ljungberg: British, North-American and postcolonial narrative and lyrical texts, literary theory, cultural theory (cultural studies), postcolonial theory; film and media, intermediality, visuality; cognitive studies with particular emphasis on the semiotic interrelationship between verbal and visual media in art, photography and cartography.

V. Lytra: Language and social interaction in multilingual urban contexts; language ideologies and discourses on multilingualism and the role of English; English as global language; multimodality and languagelearning/use; language, popular culture and new media; language and faith; qualitative and distance learning methodologies; team ethnography.

M. Mace-Tessler: Twentieth century literature written in English, comparative literature, narrative structure, film and film adaptations, ethics in literature.

M. Mettler: Cosmopolitanism, second generation South Asian diaspora, the transcultural family, hermeneutics, narrators and storytelling, identity creation, gender studies, the (post)modern and the contemporary novel.

N. Nyffenegger: Medieval literature and history, especially questions of (authorial) identity, cultural contacts (e.g. travel and migration narratives), founding myths, representations of “self and other”, historiography.

K. Reist: Medieval and early modern literature, especially Reformation and post-Reformation literature, Protestant martyrology, hagiography, early modern print culture, concepts of author- and readership, gender studies.

V. 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.

G. 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.

C. Steffen: Victorian literature, gothic and fantastic literature (especially ghosts and vampires), literary theory (gender studies), medicine and literature, art and literature.

T. Steffen: Ethnicity, ethics, gender, and literary space, particularly African American, South African and Southasian literature and culture

J. Strässler: Syntax, especially lexically-driven parsing, generative grammar, computer linguistics, phonetics and phonology, forensic linguistics, time-tense relationships.

J. Straub: Victorian literature, literature and photography, literature and philosophy, autobiography, contemporary British and American fiction.

N. Studer-Joho: Old and Middle English (especially morphology and phonology), historical dialectology, language change, historical sociolinguistics, scribal variation.

STUDENTS' COMMITTEE

Website: <http://www.englishstudents.ch>

e-mail: fsanglistik@sub.unibe.ch

The Students' Committee is 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 call General Assemblies once each semester. This is when 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 about various topics – such as your stay abroad – to give you the opportunity to gather information. Check the notice boards as well as our website for announcements. However, 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 us or feel free to e-mail us.

Feel free to join the Committee, or if you are interested in finding out what the Students' Committee is all about, contact one of the current members and/or join in at one of our meetings.

Members of the Students' Committee

Annalea Decurtins	annalea_d@students.unibe.ch
Christina von Grünigen	christina.vongruenigen@students.unibe.ch
Cris Schenk	cesche@students.unibe.ch
David Jost	jooscht@gmx.net
Eva Witschi	evawitschi@bluemail.ch
Eveline Gfeller	smileeveline@hotmail.com
Jérôme Strübi	jerome.struebi@gmail.com
Lilli Kruth	lilli.kruth@students.unibe.ch
Manuela Röösl	manuela_roeoesli@students.unibe.ch
Martin Ritzmann	m.ritzmann@students.unibe.ch
Pascal Do	pascalduyduc.do@students.unibe.ch
Susi Scheurer	susi.scheurer@students.unibe.ch

Check our website regularly!

UNIVERSITY OF BERNE, ENGLISH DEPARTMENT: ADDRESS LIST

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

NAME	EMAIL	TEL. DEPT.	OFFICE
Secretaries' Office	iseli@ens.unibe.ch/sharp@ens.unibe.ch	031 631 82 45	B 269
Andres Morrissey, Franz	fandres@ens.unibe.ch	031 631 37 59	VW 10
Bieder, Patricia	bieder@ens.unibe.ch	031 631 37 63	B 283
Breidenbach, Verena	verena.breidenbach@ub.unibe.ch	031 631 83 72	B 271
Britain, David	britain@ens.unibe.ch	031 631 83 81	B 265
Chevalier, Sarah	chevalier@ens.unibe.ch	031 631 37 56	B 272
Claviez, Thomas	claviez@ens.unibe.ch	031 631 83 67	B 274
Cottier, Annie	cottier@ens.unibe.ch	031 631 56 43	B 268
Denger-Kähler, Marijke	kaehler@ens.unibe.ch	031 631 33 95	B 263
Escherle, Nora	escherle@ens.unibe.ch	031 631 56 43	B 268
Etter, Lukas	etter@ens.unibe.ch	031 631 54 81	Falkenplatz 16
Gonçalves, Kellie	goncalves@ens.unibe.ch	031 631 37 57	B 266
Grädel, Eva	graedel@ens.unibe.ch	031 631 37 56	B 272
Hoppeler, Stephanie	hoppeler@ens.unibe.ch	031 631 83 18	B 262
Huber, Irmtraud	huber@ens.unibe.ch	031 631 33 95	B 263
Iseli-Felder, Monika	iseli@ens.unibe.ch	031 631 82 45	B 269
Kern-Stähler, Annette	kern-staehler@ens.unibe.ch	031 631 82 47	B 285
Kluwick, Ursula	kluwick@ens.unibe.ch	031 631 36 60	B 263
Langenbach, Juliane	langenbach@ens.unibe.ch	031 631 37 59	VW 10
Ljungberg, Christina	ljungberg@ens.unibe.ch	031 631 37 59	VW 10
Lytra, Vally	lytra@ens.unibe.ch	031 631 37 59	VW 10
Mace-Tessler, Margaret	mace-tessler@ens.unibe.ch	031 631 37 59	VW 10
Marchi, Viola	marchi@ens.unibe.ch	031 631 56 43	B 268
Mettler, Melanie	mettler@ens.unibe.ch	031 631 56 43	B 268
Nyffenegger, Nicole	nyffenegger@ens.unibe.ch	031 631 36 37	B 267
Reist, Kathrin	reist@ens.unibe.ch	031 631 36 37	B 267
Richter, Virginia	richter@ens.unibe.ch	031 631 83 68	B 264
Rippl, Gabriele	rippl@ens.unibe.ch	031 631 83 66	B 261
Sharp, Hilary	sharp@ens.unibe.ch	031 631 82 45	B 269
Steffen, Christina	christina.steffen@ens.unibe.ch	031 631 36 60	B 263
Steffen, Therese	therese.steffen@ens.unibe.ch	031 631 37 59	VW 10
Strässler, Jürg	strassler@ens.unibe.ch	031 631 37 59	VW 10
Straub, Julia	straub@ens.unibe.ch	031 631 83 61	B 262
Studer-Joho, Nicole	studer@ens.unibe.ch	031 631 37 59	VW 10

B: Offices in the Länggassstrasse 49 VW: Offices in the Vereinsweg 23

TIMETABLE AUTUMN SEMESTER 2012

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08-10		Morrissey: Modern English Grammar I (Language Foundation Module)	Morrissey: Introduction to Linguistics (Core Curriculum Ling. Lecture)	Britain: PhD Forum	
10-12	Britain: Bachelor Colloquium Linguistics Reist/Grädel: Unearthing the Dark Ages - Dragons, Dungeons and Dainty Maidens (BA Workshop)	Mace-Tessler/Morrissey: Writing Skills I (Language Foundation Module) Rippl/Studer: Facts and Fiction: The Novel and Historiography (MA Seminar)	Morrissey: Story-telling: Language and Performance (FM Language and Social Practice, Seminar) Britain: Sociolinguistic Fieldwork (MA Seminar)	Mace-Tessler/Morrissey: Writing Skills I (Language Foundation Module) Richter/Rippl: Bachelor Colloquium Literature (fortnightly) Britain: Foundations of Sociolinguistics and Language Change (Foundation Lecture) Richter/Rippl: Master Forum (fortnightly) Steffen: Borders, Boundaries in Fiction (fortnightly) (FM Auto-/Biographical Writing, Seminar) 10-14	Strässler: Forensic Linguistics (MA Seminar)
12-14	<i>Langenbach: Dashed Hopes and Good Intentions: Drama in 20th-Century America (FM American Culture, Seminar)</i> Chevalier: Attitudes to Language (MA Seminar)	Studer-Joho: Early Middle English: Linguistic Gems in Literary Treasures (MA Lit. and Ling. Seminar) Chevalier: First Language Acquisition (FM Child Language Acquisition, Seminar)	Straub: Introduction to Literature (Core Curriculum Lit. Seminar) Claviez: Literary Theory (Foundation Lecture) Chevalier: Bilingual Language Acquisition (FM Child Language Acquisition, Seminar)	Steffen: ditto (double session) Morrissey: Creative Writing (Workshop) Lytra: Language, Ethnography and Social Life (FM Language and Social Practice, Lecture/ MA Lecture)	
14-16	Huber: Introduction to Literature (Core Curriculum Lit. Lecture) Reist: Writing Saints (FM Auto-/Biographical Writing, Seminar) Britain: Master Forum	Mace-Tessler: Introduction to Literature (Core Curriculum Lit. Seminar) Claviez: The American Century (FM American Culture, Lecture/ MA Lecture)	Steffen: Introduction to Literature (Core Curriculum Lit. Seminar) Escherle: US American Poetry of the 20th and 21st Centuries (FM American Culture, Seminar) Richter: God Save the Queen! The conservative turn in contemporary fiction, film and TV (MA Seminar)	Rippl/Göttler: The Art of Portraying: Literary and Artistic Negotiations (FM Auto-/Biographical Writing, Lecture/ MA Lecture) Lytra: Multilingualism in Society (FM Language and Social Practice, Seminar)	
16-18	Chevalier: Language Socialisation (FM Child Language Acquisition, Lecture/ MA Lecture)	Studer-Joho: Earlier Englishes (Core Curriculum Ling. Seminar) Richter: Capitalism, Culture and Crisis (BA & MA Workshop) Rippl: PhD Colloquium	Straub: American Autobiographies (FM Auto-/Biographical Writing Seminar) Claviez: The African American Experience from the Blues to Postmodernism (MA Seminar)	Morrissey: Text and Performance (Workshop) Reisigl/Vorweg: Neuere Tendenzen in der Soziolinguistik. Ergänzungskurs (MA Workshop/ Lecture) Ljungberg: Displacement, Resistance and Representation: Postcolonial Literatures and Cultures (MA Seminar) 17.15-18.45: BMZ: Gelehrte und Experten (Expertenkulturen - Expertenwissen - Expertenkritik) (BA Lecture/Wahlbereich Lecture/ MA Lecture)	
18-20			Collegium Generale: Die Care-Seiten des Lebens (Wahlbereich Lecture)		

Key: Classes in **BOLD** are for master students