

DESCRIPTION DES COURS

DÉPARTEMENT DE LANGUE ET DE LITTÉRATURE ANGLAISES

ANNÉE ACADÉMIQUE 2011-2012 (sous réserve de modification)

Comme il y a parfois des changements d'horaire ou de salles en cours d'année, vous êtes invité-e-s à contrôler régulièrement l'horaire et la salle pour les enseignements qui vous intéressent, ainsi que d'éventuelles annulations, en consultant la version officielle du programme des cours 2011-2012 sur le site de la Faculté (dès fin juillet 2011) :

<http://www.unige.ch/lettres> > Enseignements > Programme des cours > «Prog. des cours 2011-2012 (avec moteur de recherche)»

A = semestre d'automne
P = semestre de printemps
AN = toute l'année

CR = cours
CS = cours-séminaire
SE = séminaire
TP = travaux pratiques
CP = complément d'enseignement

Baccalauréat universitaire (Bachelor of Arts, BA)

BA1 : Littérature anglaise						
3E040 1-2h/Année de CR, Introduction aux études littéraires						
32E0108	CR	Introduction to the Study of Literature	L. Erne, po	A	Ma 10-12	B 111
32E0108	CR	Introduction to the Study of Literature	D. Madsen, po	P	Ma 10-12	B 111
<p>This course is designed to introduce students to the terminology and skills required for the study of literature at the university level. It is organised into four half-semester, each of which is devoted to the study of a genre: poetry and drama (taught by Professor Erne in the Autumn semester) and fiction and nonfiction prose (taught by Professor Madsen in the Spring semester). Among the texts we will study are Shakespeare's "Hamlet", a selection of poetry from the sixteenth century to the present, and Hawthorne's "The Scarlet Letter".</p> <p>Bibliography: It is important that students buy the following editions: William Shakespeare, "Hamlet", Folger Shakespeare Library (Washington Square Press, 1992). ISBN 0-7434-8278-6 (copies are available from OfftheShelf, 15 bvd Georges Favon). Nathaniel Hawthorne, "The Scarlet Letter: Case Studies in Contemporary Criticism". Ed. Ross C. Murfin, second edition (Palgrave Macmillan; Bedford/St Martins, 2006)</p>						
32E0109	CP	Film Club related to "Introduction to the Study of Literature"	A. Iatsenko, as	AN	Je 19-21	B 112
<p>The cinematic interpretation of a literary work provides for alternative or complementary readings of that work, and the transfer of narrative from page to screen can reveal important aspects of both media. For this reason, some seminars in the English Department include films as an integral part of their subject of study.</p> <p>Organised by Anna Iatsenko the English Department Film Club provides regular screenings at a time and place independent of the seminars. Open to all members of the English Department, the Film Club is also an informal meeting point for students outside the classroom. Students are free to attend any session they are interested in.</p> <p>Films are projected on Thursday evenings in B112 starting at 7.15 p.m. For an up-to-date schedule, please consult the Department website or the posters at the English Department and at the Bâtiment des Philosophes. We hope you will enjoy the screenings and feel inspired to pursue your discussion of the interpretations of texts with your fellow students afterwards.</p>						

3E002 3h/Année de TP, Analyse de textes & Composition anglaise						
32E0018	TP	Analysis of Texts and Composition – Group 1	Enseignants Lettres	AN AN	Ma 09-10 Ma 14-16	B 302 B 302
32E0018	TP	Analysis of Texts and Composition - Group 2	Enseignants Lettres	AN AN	Ma 12-14 Je 16-17	B 302 B 107
32E0018	TP	Analysis of Texts and Composition – Group 3	Enseignants Lettres	AN	Ma 16-19	B 307
32E0018	TP	Analysis of Texts and Composition – Group 4	Enseignants Lettres	AN	Ma 16-19	B 305
32E0018	TP	Analysis of Texts and Composition – Group 5	Enseignants Lettres	AN	Ma 16-19	SO 013
32E0018	TP	Analysis of Texts and Composition – Group 6	Enseignants Lettres	AN	Je 16-19	B 307
32E0018	TP	Analysis of Texts and Composition – Group 7	Enseignants Lettres	AN	Je 16-19	B 305

The sections of Analysis of Texts are devoted to close study of the literary texts listed in the programme for the Introduction to Literature lecture course. Each section is taught for one semester by a single instructor, who assigns written work and administers written examinations. The section provides a forum for discussion and addresses questions of textual analysis for a two-hour period each week; a third hour is devoted to the writing of critical prose on the literary texts studied in the course as a whole.

BA2 : Linguistique et langue anglaises						
3E003 1-2h/Année de CR, Introduction à la linguistique anglaise						
32E0019	CR	Introduction to English Linguistics	E. Haeberli, pas	AN	Je 12-14	B 101
<p>This course provides an introduction to linguistics as “the scientific study of language”. After a short introduction to general issues – the aims and methods of linguistics, a brief overview of the different fields in linguistics – the lectures will concentrate on the core areas of linguistics: semantics/pragmatics (meaning), phonetics/phonology (sounds and sound patterns), morphology (word formation), and syntax (sentence formation). This implies acquiring the descriptive tools and illustrating how these descriptive tools can be applied to the study of the English language. The final section of the course will focus on one area of the grammar of English, the auxiliary system, and we will study this topic against the general background outlined in the first part of the course.</p> <p>Material for the lecture course and the TPs in English linguistics will be made available on the course website (see https://dokeos.unige.ch)</p>						
3E004 2h/Année de TP, Linguistique anglaise						
32E0020	TP	English Linguistics – Group 1	Enseignants Lettres	AN	Lu 08-10	B 307
32E0020	TP	English Linguistics – Group 2	Enseignants Lettres	AN	Lu 10-12	B 307
32E0020	TP	English Linguistics – Group 3	Enseignants Lettres	AN	Lu 10-12	B 305
32E0020	TP	English Linguistics – Group 4	Enseignants Lettres	AN	Lu 12-14	B 307
32E0020	TP	English Linguistics – Group 5	Enseignants Lettres	AN	Ma 08-10	B 307
<p>The TPs are “hands-on” sessions designed to reinforce and practice the notions introduced in the lecture course “Introduction to English Linguistics”. They also focus on the acquisition of specific skills, such as examining linguistic data, identifying linguistic problems, solving the problems using linguistic tools, and writing short essays.</p> <p>Material for the lecture course and the TPs in English linguistics will be made available on the course website (see https://dokeos.unige.ch)</p>						

3E005 2h/Année de TP, Perfectionnement de langue						
32E0021	TP	Practical Language – Group 1	Enseignants Lettres	AN	Me 08-10	B 305
32E0021	TP	Practical Language – Group 2	Enseignants Lettres	AN	Me 10-12	B 305
32E0021	TP	Practical Language – Group 3	Enseignants Lettres	AN	Je 14-16	B 302
32E0021	TP	Practical Language – Group 4	Enseignants Lettres	AN	Je 16-18	B 214a
32E0021	TP	Practical Language – Group 5	Enseignants Lettres	AN	Ve 12-14	B 307

Practical Language classes are designed to help students consolidate and improve their proficiency in grammar, vocabulary and language use. In addition to language practice, the course aims to introduce a basic descriptive framework for the English language. This is designed to enable students to develop their own mastery of the language independently, and to be useful for those who aim to go on to teach.

BA3 : Linguistique anglaise						
3E041 2 x 2h/Semestre de CS, Enseignements de linguistique anglaise						
32E0110	CS	Varieties of English	G. Puskas Nerima, pas	A	Je 16-18	B 101
<p>This class discusses different varieties of English. In order to consider a language a "variety" of English, we must agree on what counts as the features of a language. We will see that beyond the lexicon, many aspects of both the phonology and the morphosyntax of a language make it a variety of what is referred to as "standard English". Our world trip will take us from the British Isles (Irish English, Welsh English, Scots), through the American Continent (Chicano English, African-American Vernacular English) and Australia to India (Indian English) and Africa (Nigerian English).</p>						
32E0111	CS	The History of English	E. Haeberli, pas	P	Ma 10-12	B 101
<p>Since the Anglo-Saxon period, the English language has undergone substantial changes, and Old English, as illustrated in the example below, has become nearly unintelligible to speakers of present-day English.</p> <p>Ʒæs ymb iiii niht Æþered cyning & Ælfréd his broþur þær micle fierd to Readingum gelæddon. (Anglo-Saxon Chronicle, year 871; 'About four days later, King Ethered and his brother Alfred led their main army to Reading.')</p> <p>The phonology, morphology, syntax and lexicon of English have changed considerably over the last thousand years. The aim of this course is to provide a brief overview of the main developments in these different domains and to identify the various traces that the English of the past has left in present-day English. Although the focus will be on the language, relevant aspects of the political, social and cultural context will also be discussed. Furthermore, the developments in the history of English will allow us to consider the more general question of how and why languages change.</p> <p>The recommended textbook is: Barber, C., J. Beal, and P. Shaw (eds.). 2009. <i>The English Language: A Historical Introduction</i>. Cambridge: Cambridge University Press. 2nd edition.</p>						

BA4 : Langues et littératures anglo-saxonnes et médiévales						
3E042 2h/Semestre de CR, Enseignement de langues et littératures anglo-saxonnes et médiévales						
32E0112	CR	Medieval England I	L. Perry, smer	A	Ve 10-12	B 112
<p>The aim of this course is to provide an overview of the literature of the British Isles during the medieval period from about 700 to 1500, which spans both the Old English (Anglo-Saxon) and Middle English periods. In order to inform your interpretation of the material, during the course you should develop an awareness of the variety and evolution of different genres (e.g. epic, chronicle, romance, lyric, and drama) and acquire knowledge of key landmarks in the historical, social and cultural contexts of medieval literary production. Students may take the course during either the autumn semester or spring semester, but all students must attend the first lecture of the autumn, which comprises an introduction to both the lecture course and the accompanying BA4 seminars.</p> <p>Required Textbook: "The Broadview Anthology of British Literature. Volume 1: The Medieval Period", 2nd edition (Broadview Press, 2009). Available from Off the Shelf.</p>						

32E0113	CR	Medieval England II	L. Perry, smer	P	Ve 10-12	B 112
<p>The aim of this course is to provide an overview of the literature of the British Isles during the medieval period from about 700 to 1500, which spans both the Old English (Anglo-Saxon) and Middle English periods. In order to inform your interpretation of the material, during the course you should develop an awareness of the variety and evolution of different genres (e.g. epic, chronicle, romance, lyric, and drama) and acquire knowledge of key landmarks in the historical, social and cultural contexts of medieval literary production. Students may take the course during either the autumn semester or spring semester, but all students must attend the first lecture of the autumn, which comprises an introduction to both the lecture course and the accompanying BA4 seminars.</p> <p>Required Textbook: "The Broadview Anthology of British Literature. Volume 1: The Medieval Period", 2nd edition (Broadview Press, 2009). Available from Off the Shelf.</p>						
3E009 2h/Semestre de SE, Séminaire de langues et littératures anglo-saxonnes et médiévales						
32E0007	SE	Folly and Fiction	I. Balgradean, ce	A	Lu 14-16	B 305
<p>This seminar will be looking at literary expressions of folly and at the intimate and intricate relationship this concept entertains with the fictional mode. How does folly come into being, what are its causes, its manifestations, the imaginary spaces related to it? Who is the fool and why? The texts we will be reading will enable us to think about the status of folly in relation to knowledge, ethical structures, and human identity.</p> <p>The seminar reader (the "Vita Merlini" by Geoffrey of Monmouth, "Sir Orfeo", Chaucer's "Merchant's Tale") will be available from Unicopy, Blvd. Carl-Vogt 99.</p>						
32E0152	SE	Words, Image, and Music: Secular and Devotional Lyrics and Their Contexts	L. Perry, smer	A	Ve 14-16	B 307
<p>The medieval lyric: religious or secular, lyrics as communal song or solitary contemplation, songs about love, longer narrative ballads, celebratory carols, songs of mourning and regret, the categories are numerous. As well as analysing the texts and their poetic form, this course will consider issues of words and music, performance, and manuscript context. Through the selected texts we will explore different aspects of medieval culture, for example, the theological and religious, attitudes towards love and sex, and attitudes to the male and female body. The corpus of medieval lyrics is largely anonymous but we will study also some short poems of Chaucer.</p> <p>Text book (available from Off the Shelf): Middle English Lyrics (Norton Critical Editions), selected and edited by Maxwell S. Luria and Richard L. Hoffman (1974).</p>						
32E0086	SE	Knighthood in Literature	S. Brazil, as	A	Ve 14-16	B 112
<p>This seminar will investigate the role of the knight in medieval England, exploring how the historical figure contributed to the expansive literary output during the medieval period, and vice-versa. We will focus especially on the function of armour, weapons and heraldry within literature and how they function semiotically in medieval warfare. We will also read handbooks directing knights on how to behave correctly according to the code of chivalry. A selection of texts such as the "Alliterative" and "Stanzaic Morte Arthur" and Malory's "Morte D'Arthur" will be analysed, and a reader will be made available from Uni-Copy, 99 rue Carl-Vogt.</p>						
32E0154	SE	Beyond Beowulf : Reading and Understanding Old English Poetry	F. Tolhurst, ma	P	Ma 14-16	B 105
<p>This course will give you the opportunity to discover the beauty, intricacy, and exciting interpretive possibilities of some of the most important works written in Old English: "Caedmon's Hymn," "The Wanderer," "The Wife's Lament," "The Husband's Message," and "The Dream of the Rood." By using Peter S. Baker's "Introduction to Old English," you will begin to read Old English texts right away and quickly develop the skills necessary to develop your own interpretations of these poems. Using these skills, you will be able to write papers in which you engage with literary critics specializing in Anglo-Saxon studies.</p> <p>Required text available at Off the Shelf: Peter S. Baker, "Introduction to Old English" (2nd edition, Blackwell Publishing 2007, ISBN 978-1-4051-5272-3).</p> <p>All required secondary material will be available on Dokeos.</p>						
32E0070	SE	Margery Kempe and Julian of Norwich : "Feminist" Lives, "Feminist" Theology	F. Tolhurst, ma	P	Me 12-14	B 305
<p>Because both Margery Kempe and Julian of Norwich gained entrance into the canon of English literature largely as a result of feminist scholarship, this seminar will focus on the issue of how "feminist" these two medieval women authors are. By examining Margery Kempe's buying her freedom from marital obligations in order to become both a bride of Christ and a pilgrim and Julian of Norwich's living as an anchoress, we will consider how "feminist" their lives were. By studying both "The Book of Margery Kempe" and the two extant versions of Julian's account of her theological visions, we will explore the possibility that a form of "feminist" theology existed in late-medieval England.</p>						

Required texts available at Off the Shelf: Julian of Norwich, “Revelations of Divine Love” (trans. Elizabeth Spearing, paperback, Penguin Classics 1998, ISBN 978-0-14-044673-9) and Margery Kempe, “The Book of Margery Kempe” (ed. B. A. Windeatt, paperback, Penguin Classics 1985 and 1994, ISBN 0-14-043251-5).

A **course reader** containing secondary material as well as excerpts from the primary texts in Middle English will be available from **Unicopy**.

32E0151	SE	The Logic of the Gap : Emotion and Transgression in the Tristanic Legend	I. Balgradean, ce	P	Je 12-14	B 214a
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In this seminar we will be thinking about the emotional body as privileged narrative space of transgression. We will be interrogating its narrative organization and expression, as well as its specific modes of operating within and beyond strictly regulated, often contradictory codes.

The seminar reader (Malory’s “Sir Tristram de Lyones” and a selection of source texts) will be available from Unicopy, Blvd. Carl-Vogt 99.

32E0155	SE	The “Canterbury Tales”	S. Brazil, as	P	Ve 8-10	A 210
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This seminar will be dedicated to reading a selection of Geoffrey Chaucer's “Canterbury Tales”. We will begin by reading the “General Prologue”, where readers encounter a detailed description of each pilgrim, before proceeding to analyse tales such as the “Squire's”, the “Man of Law's”, and the “Franklin's”. Issues covered will include the construction of character, contested narrative authority within and outside the tales, and the ethics of the oath. A reader with the relevant tales will be provided and made available from Uni Copy, 99 rue Carl Vogt.

32E0153	SE	Border Crossings : “Sir Gawain and the Green Knight” and “Pearl”	L. Perry, smer	P	Ve 14-16	B 307
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These two poems, a romance and a dream vision, are extant in one manuscript and probably composed by one poet. We will read about Sir Gawain’s quest into unknown territories, both civilized and wild. Not only is his physical strength tested but also his chivalric and ethical codes of conduct. The narrator of *Pearl* mourns the loss of someone beloved and precious. In a dream he is transported to a magical landscape where he meets a beautiful young maiden: a consolatory poem that explores matters philosophical and theological.

Text: “Poems Of The Pearl Manuscript Pearl, Cleanness, Patience, Sir Gawain and the Green Knight”, ed. by M. Andrew and R. Waldron (University of Exeter Press, 2007) - with DVD. Available from Off the Shelf.

BA5 : Littérature moderne des 16e, 17e et 18e siècles

3E043 2h/Semestre de CR, Enseignement de littérature moderne des 16e, 17e et 18e siècles

32E0115	CR	An Introduction to English Literature, 1500-1800	L. Erne, po E. Kukorelly- Leverington, ma	A	Ma 16-18	B 104
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This compulsory lecture course, taught in the autumn and the spring semester, provides an introduction to English literature written in the sixteenth, seventeenth, and eighteenth centuries. Students are strongly encouraged to attend it before, or at least at the same time as, but not after the seminars devoted to the period covered by module BA5. Indeed, one of the aims of this lecture course is to equip students with the knowledge of literary history upon which BA5 seminars rely. The lecture course is divided into two parts, the first devoted to the Renaissance (ca. 1500-1660), the second to the Restoration and the eighteenth century. Among the historical and intellectual developments that will be addressed in the first part are Humanism and the Reformation, early modern poetry (both lyric and epic), early modern drama, and English Renaissance literary theory. The second part will begin by historicizing Restoration literature and explore the poetry of the Augustan or neo-classical period. The main focus of the second part, however, will be on the development of prose fiction towards what is commonly known as “the novel”. We will explore different stages in this development as we try to understand how the cultural and social context of eighteenth-century England fostered the emergence of this genre.

Course book: for the first part, The Norton Anthology of English Literature, 8th ed. (2006), vol. B (The Sixteenth Century / The Early Seventeenth Century), 8th ed. (2006), ISBN 0-393-92718-0 (look for it on bookfinder.com or abebooks.com). It is important that you order this, the 8th edition and that you order it well BEFORE the beginning of the semester. For the second part, a reader will be provided.

32E0116	CR	An Introduction to English Literature, 1500-1800	E. Kukorelly- Leverington, ma	P	Me 14-16	B 104
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This compulsory lecture course, taught in the autumn and the spring semester, provides an introduction to English literature written in the sixteenth, seventeenth, and eighteenth centuries. Students are strongly encouraged to attend it before, or at least at the same time as, but not after the seminars devoted to the period covered by module BA5. Indeed, one of the aims of this lecture course is to equip students with the knowledge of literary history upon which BA5 seminars rely. The lecture course is divided

into two parts, the first devoted to the Renaissance (ca. 1500-1660), the second to the Restoration and the eighteenth century. Among the historical and intellectual developments that will be addressed in the first part are Humanism and the Reformation, early modern poetry (both lyric and epic), early modern drama, and English Renaissance literary theory. The second part will begin by historicizing Restoration literature and explore the poetry of the Augustan or neo-classical period. The main focus of the second part, however, will be on the development of prose fiction towards what is commonly known as “the novel”. We will explore different stages in this development as we try to understand how the cultural and social context of eighteenth-century England fostered the emergence of this genre.

Course book: for the first part, The Norton Anthology of English Literature, 8th ed. (2006), vol. B (The Sixteenth Century / The Early Seventeenth Century), 8th ed. (2006), ISBN 0-393-92718-0 (look for it on bookfinder.com or abebooks.com). It is important that you order this, the 8th edition and that you order it well BEFORE the beginning of the semester. For the second part, a reader will be provided.

3E044 2 x 2h/Semestre de SE, Enseignements de littérature moderne des 16e, 17^e et 18e siècles

32E0117	SE	On the Road in Eighteenth-Century Britain	E. Kukorelly- Leverington, ma	A	Lu 12-14	A 211
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Many eighteenth-century texts and studies focus on the primacy of London, and the capital was indeed central to economic and cultural life. However, there is an important sense in which the island of Great Britain was coming into being as an ideological entity during the eighteenth century. Simultaneously, road travel became easier, and people were very much on the move, not just towards London, but also all around the country. Focussing on two novels and an early “tourist guide”, this seminar will ask questions such as: who travelled? How did they travel? Why did they travel? How did they feel about travel? What feeling of nationhood did these travellers have (if any)? And did their travel help them to imagine being part of the nation?

Texts:

Extracts from Defoe’s “Tour Through the Whole Island of Great Britain” will be made available for photocopying in the library.

Please purchase the following:

Henry Fielding, “Joseph Andrews”. Oxford World’s Classics.

Tobias Smollet, “The Expedition of Humphry Clinker”. Oxford World’s Classics.

32E0118	SE	Native New England	D. Madsen, po	A	Ma 08-10	B 112
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This seminar places in dialogue colonial-settler representations of the Native peoples of New England with Native responses to the experience of colonization. The skills in narrative analysis introduced in BA1 will be developed through the close readings of a number of life writings, within a broadly New Historicist theoretical framework. We will consider the importance of such rhetorical forms as historical typology, the spiritual autobiography, the confession, and Puritan sermons by reading from the journals of William Bradford, the sermons of Increase and Cotton Mather, and the work of the “Apostle” John Eliot. These readings will outline the literary and historical contexts for Mary Rowlandson's narrative of her captivity among the Narragansett, Wampanoag and Nipmuc peoples during Metacom's War: the conflict known to settlers as King Philip's War (1675-76). Works of Native oratory and William Apess' “Eulogy on King Philip” will contextualize Rowlandson's narrative and later Native life writing. In the second part of the seminar, we will study two key works of early Native American autobiography: “A Short Narrative of My Life” by Samson Occum (Mohegan) and “A Son of the Forest” by William Apess (Pequot).

Texts:

All students must purchase a copy of Mary Rowlandson, “The Sovereignty and Goodness of God: A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson”, ed. Neal Salisbury (Bedford 1997), which will be available from Off the Shelf. All other texts will be included in a Reader for purchase from the English Library.

The following online editions of William Apess' work may be consulted in advance of the seminar but will NOT be used as the course texts: “Eulogy on King Philip” <http://www.archive.org/details/eulogyonkingphil00apes> and “A Son of the Forest” <http://www.archive.org/details/sonofforesexper00apes>

32E0132	CP	Film Cycle Related to BA5, BA6 and BA7 Seminars	Enseignants Lettres	AN	Ma 18-20	B 112
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This film cycle cannot be followed as a study option. Films will be announced, as and when relevant, during seminars.

32E0123	SE	How and Why to Die: Varieties of Shakespearean Tragedy	F. Tolhurst, ma	A	Me 14-16	A 214
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Although all Shakespearean tragedies end with the death of the protagonist, who else is dead at the end of the play and why depends upon the subgenre of tragedy to which the play belongs. In this course, we will study plays that represent three different subgenres of tragedy: “Titus Andronicus” (revenge tragedy), “Othello” (domestic tragedy), and “King Lear” (dynastic tragedy). Studying these plays will enable us to consider how the deaths of both the protagonists and other characters create or confound meaning.

Required texts available at Off the Shelf: “Titus Andronicus” (Arden Shakespeare, ed. Jonathan Bate, paperback, 1995, ISBN: 978-1-903436-05-9); “Othello” (The Oxford Shakespeare, ed. Michael Neill, paperback, reissue 2008, ISBN 978-0-19-953587-3); and “King Lear” (Arden Shakespeare, 3rd revised edition, ed. R.A. Foakes, paperback, 1997, ISBN 978-1-903436-59-2).

All required secondary material will be available on Dokeos.

32E0120	SE	Eighteenth-Century Female Adventurers	E. Kukorelly-Leverington, ma	A	Ve 12-14	A 306
<p>This course is also suitable for Gender Studies.</p> <p>Despite strict injunctions to restrict their activities to the private sphere, eighteenth-century women could read about plenty who strenuously refused to stay at home and toe the domestic line. Women such as these could expect to live in disguise, manipulate for survival, become incredibly rich and independent, have sex as often as they wanted and with whoever they wanted, be kidnapped, shipwrecked, idolized or tortured. These women demanded and often obtained an exceptional degree of autonomy, though at times at great personal cost.</p> <p>During this seminar, we will read a selection of texts that contain female adventurers (mainly fictional, but including one autobiography), focussing on issues such as genre, gender and exemplarity; public and private; masking and unmasking; poetic justice and textual rehabilitation of patriarchy.</p> <p>Texts: The following texts will be collated in a reader that will be made available to students at cost price: “The Narrative of the Life of Mrs. Charlotte Charke” (Charlotte Charke), “Fantomina” (Eliza Haywood), “The Strange Adventures of the Count de Vinevil” (Penelope Aubin). Please purchase the following: Daniel Defoe, “Roxana or the Fortunate Mistress”. Oxford World’s Classics.</p>						
32E0122	SE	John Dryden	E. Depledge, as	P	Ma 08-10	B 112
<p>This seminar will explore the career and works of John Dryden, a Restoration author who made invaluable contributions to the fields of poetry, drama, editing, translation, and literary criticism. Dryden is known as the first professional man of letters, having also enjoyed the important roles of Poet Laureate and Historiographer Royal. The seminar will examine Dryden’s literary achievements in the context of the political and religious negotiations he was forced to make as English rule switched from the austere Commonwealth Protectorate to the three (radically different) monarchical reigns of the late seventeenth century. The texts we will read include: ‘Religio Laici’, ‘Astrea Redux’, ‘Annus Mirabilis’ ‘Absalom and Achitophel’, “Aureng-Zebe”, “Troilus and Cressida”, and “An Essay of Dramatic Poesy”. Students may conduct (optional) preparatory reading via LION.</p> <p>A Course Reader will be available for purchase.</p>						
32E0156	SE	Early Modern Selfhoods	A. Bevan Zlatar, scc	P	Me 10-12	A 210
<p>‘I am not I, pity the tale of me’ (Sir Philip Sidney, “Astrophil and Stella”, sonnet 45). Selves were on the move in early modern England. As rigid class structures became more mobile, as the Reformation posed fundamental questions about truth and religious affiliation, identity formation—what Stephen Greenblatt has called ‘self-fashioning’—took on a new self-consciousness. This seminar will explore masculine self-fashioning in the sonnets of Wyatt and Sidney, gender in “Twelfth Night” and religious identity in “The Merchant of Venice”, and a 17th-century Royalist woman’s voice in the diaries (extracts) of Lady Anne Clifford.</p> <p>Texts: Shakespeare, “The Merchant of Venice”. Ed. M. M. Mahood. The New Cambridge Shakespeare. Shakespeare, “Twelfth Night”. Ed. Keir Elam. The Arden Shakespeare. Anne Clifford, “The Memoir of 1603 and The Diary of 1616-1619”. Ed. Katherine O. Acheson. Ontario: Broadview Press, 2007.</p>						
32E0157	SE	Rhetoric and Early Modern English Writing	O. Morgan, as	P	Je 10-12	A 210
<p>Early modern English educators placed a heavy emphasis on the importance of rhetoric. Schoolboys were expected to memorise the names, shapes and effects of dozens of rhetorical figures, to practise using them in written exercises, and to analyse texts in terms of the figures they contained.</p> <p>This seminar aims to explore how far this kind of rhetorical education informed the ways in which early modern writers produced, and early modern audiences consumed, a wide range of texts (including poetry, drama, sermons, and prose fiction). It will also examine both the value and the limitations of the rhetorical approach for contemporary critics of early modern writing.</p> <p>The majority of texts studied will be available in a course reader, but students will also need to purchase Shakespeare’s “Julius Caesar”, ed. David Daniell (Arden, 1998).</p>						

BA6 : Littérature moderne et contemporaine des 19e, 20e, et 21e siècles**3E045 2h/Semestre de CR, Enseignement de littérature moderne et contemporaine des 19e, 20e, et 21e siècles**

32E0125	CR	Modern Intellectual History	D. Madsen, po	A	Lu 10-12	B 101
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This lecture course offers a survey of important philosophical and aesthetic movements of the modern era. We will begin in the late eighteenth century with the philosophy of the Enlightenment and its influence on English cultures on both sides of the Atlantic. Lectures will deal with such movements as nineteenth-century Romanticism, Modernism of the early twentieth century and its successor, Postmodernism, as well as the emergence of “critical theory,” focusing upon relationships between theories of art and literature and changing aesthetic styles. A major theme of the lectures will be the concept of “modernity” and the ways in which the idea of the modern has been reinterpreted in a range of anglophone contexts.

Texts:

A Reader of texts will be available for purchase from the English Library.

32E0126	CR	Village India	M. Leer, mer	A	Me 12-14	B 108
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In classic Indian fictions from Raja Rao’s “Kanthapura” (1939) to Mehboob Khan’s national film epic “Mother India” (1957) village life has been seen as what enshrines the nation, though by no means in a simplistic way. This course will deal with classic statements of this, like Rao’s, Khan’s and Kamala Markandaya’s “Nectar in a Sieve” (1954), but also more recent ironic and subversive treatments of village life such as Upamanyu Chatterjee’s “English August” (1988), Mahaswati Devi’s short stories translated by Gayatri Spivak and Tabish Khair’s “The Bus Stopped” (2004).

32E0127	CR	Feminist Literary Theory: Performing Gender	D. Madsen, po	P	Lu 10-12	B 101
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The most recent emphasis in feminist literary theory has been the concept of “performativity,” used to analyse the processes of gender identity formation. We will discuss the notion of normativity or the “being performed by” gender discourses and how the performance of gender roles variously conforms to or challenges cultural pressures towards the norm. Theoretical reading will consist largely of the work of Judith Butler, complemented by other texts that address such issues as gender and cross-dressing, gender and sport, gender and beauty pageants, gender and queer theory. We will discuss a series of films as well as literary texts that engage the performance of gender. The focus of the course is Judith Butler’s seminal book, “Gender Trouble” (1990) and the various theoretical perspectives that she draws upon and revises. Chief among these is psychoanalysis and we will spend a significant amount of time working in this area; however, we will consider postmodernism, phenomenology, structuralism, and speech act theory as well.

Texts:

Texts will be available from Off the Shelf and the seminar shelf in the English Library. A Reader of additional texts will be available for purchase from the English Library.

Judith Butler, “Gender Trouble: Feminism and the Subversion of Identity” (Routledge 1990)

32E0128	CR	Multicultural Canada	M. Leer, mer	P	Me 12-14	B 112
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At a time when multiculturalism is roundly condemned by European leaders from Merkel to Cameron, this course takes a look at the world’s first officially multicultural society (since 1967): Canada. While discussing some of the specific historical, political and sociological underpinnings of Canadian multiculturalism, the course will deal largely with the rich artistic legacy of Canadian multiculturalism in literature and film. Texts studied will include (Mennonite) Rudy Wiebe’s “The Blue Mountains of China” (1970), (Japanese) Joy Kogawa’s “Obasan” (1981), (Sri Lankan) Michael Ondaatje’s “In the Skin of a Lion” (1987), (Cree) Tomson Highway’s play “The Rez Sisters” (1986), (Armenian) Atom Egoyan’s films “Exotica” (1994) and “Ararat” (2002) as well as short stories by immigrant and First Nations authors.

3E046 2 x 2h/Semestre de SE, Enseignements de littérature moderne et contemporaine des 19e, 20e, et 21e siècles

32E0136	SE	Posthumanism I	K. Gaydon, as	A	Ma 12-14	A 211
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Students may choose to follow only the first semester, but the first semester is a prerequisite for participation in the second semester.

The “human” and “human nature” are concepts that scholars have attempted to define for centuries, often through exclusionary discourses which limited the “human” to the white, male, and heterosexual subject. The objective of this year-long seminar will be to examine the ways in which posthumanism has questioned this definition of the “human” by destabilizing categories of gender, race, and sexuality. In the first semester, we will look at theory, literature, and media that have contributed to the development of posthumanist thought, primarily through the more traditional figures of the cyborg and the alien. In the second semester, we will consider how in more recent literature and media the figures of the vampire and the mutant, in addition to the cyborg and the alien, continue the posthumanist questioning of the “human” and other normative identity categories.

A reader will be available at Unicopy, 99 blvd. Carl-Vogt.

Texts, films, and television series may include (but are not limited to):
 William Gibson's "Neuromancer"
 Philip K. Dick's "Do Androids Dream of Electric Sheep?"
 "Bladerunner"
 "Battlestar Galactica"
 "X-Men"
 "True Blood"

32E0130	SE	Textual Spaces – Spatialised Texts	M. Rösli, ces	A	Ma 16-18	A 109
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Space is an intrinsic ingredient to any narrative, and yet the power it exerts on the way in which we read texts remains often unnoticed. This seminar ventures a typology of textual spaces in literary and visual narratives, exploring how the action can assign functionalities to space, how space can be gendered, brought to externalise a character's thinking, or be the very force that makes a narrative cohere. Texts include novels such as J. G. Ballard's novel "High Rise", films like David Cronenberg's "Spider" or Danny Boyle's "28 Days Later", and are examined through frameworks like Mikhail Bakhtin's chronotope and David Bordwell's cognitive approach to narratives. In a second part of the course, texts will be considered in terms of their own spatial configuration. What is at stake here is the collaboration of juxtaposed spaces, be it on the page or screen, intertextuality or hypertexts. No prior readings are required for this seminar.

32E0132	CP	Film Cycle Related to BA5, BA6 and BA7 Seminars	Enseignants Lettres	AN	Ma 18-20	B 112
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This film cycle cannot be followed as a study option. Films will be announced, as and when relevant, during seminars.

32E0133	SE	George Eliot's "Adam Bede"	V. Fehlbaum, ce	A	Me 12-14	A 113
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George Eliot's "Adam Bede" has been described as "the finest pastoral novel in English", yet, as Stephen Gill claims, "it is more than merely a charming pastoral". "It tells the story of tragically inter-locking human destinies", a theme Eliot would explore throughout her career with the declared intent of extending readers' sympathies. "The only effect I ardently long to produce by my writings," Eliot wrote, "is that those who read them should be better able to imagine and to feel the pains and joys of those who differ from themselves in everything but the broad fact of being struggling erring human creatures". Through a close reading of "Adam Bede" we shall examine the extent to which Eliot succeeds in developing the sympathies of modern-day readers.

Text: "Adam Bede", George Eliot. (Penguin edition, available from "Off the Shelf")

32E0158	SE	Counter-Historical Fictions	A. Iatsenko, as	A	Je 12-14	B 112
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Although we may be familiar with the concept of "Historical Fiction" where the narratives are structured by and around historical events which "really" happened, we are currently witnessing a rise in a literary genre which undermines this idea of history as a teleological succession of events. What if... colonisation and enslavement had happened in reverse? How would this simple reversal of historical events challenge our understanding of history and power relationships that the notion of history has presented to us so far? What if... John Brown had succeeded in his raid on Harper's Ferry? Which way would the American Revolution have gone? The ways in which "black" novels like these problematise our assumptions about history goes beyond simple identification of dates. What can fiction teach us about our preconceptions of history and how these preconceptions impact our understanding of the world will be the main framework of this seminar.

Please note that the references given below are ONLY INDICATIVE of the texts which will be studied in the seminar.

Terry Bisson "Fire on the Mountain"
 Toni Morrison "A Mercy"
 Bernardine Evaristo "Blonde Roots"
 Caryl Phillips "Cambridge"
 Fred D'Aguiar "The Longest Memory"

32E0134	SE	Two Pacific Writers: John Pule and Sia Figiel	S. Oettli, ce	A	Je 12-14	B 214a
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There are many contemporary writers from the vast regions of the Pacific Ocean. In this seminar we will examine two of them: John Pule and Sia Figiel. Both are novelists as well as poets, and both are painters. John Pule expresses the themes of life and loss which he experienced as a migrant arriving in New Zealand from his native island of Niue. These themes form part of the suffering caused by colonialism and constitute his identity. Their imagery is refracted in his paintings, thereby combining literature with art and resulting in a new art form: 'contemporary illuminated manuscripts' as Nicholas Thomas calls them. Sia Figiel, the first contemporary woman novelist from Samoa, examines problems of identity and questions Western perceptions of the Pacific. Both combine art with writing. Our aim, in analysing their work, will be to come to some understanding of the interface between literature and visual art.

Sia Figiel. "They Who Do Not Grieve". Auckland: Random House NZ, 1999.

Sia Figiel. "To A Young Artist in Contemplation". Suva: University of South Pacific, 1999.
 John Pule. "The Bond of Time: An Epic Poem". Suva: The University of the South Pacific, 1998.
 John Pule. "The SHARK that ATE the SUN". Auckland: Penguin Books, 1992.
 Hauaga. "The Art of John Pule". Ed. Nicholas Thomas. Dunedin: Otago University Press, 2010.
 The books can be obtained from Amazon or from Pacific Islands Books.

32E0135	SE	The Literature of Small Places	M. Leer, mer	A	Je 16-18	B 112
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Even in the age of globalization, the local is often the source of the great story or the grand perspective. As the Irish poet Patrick Kavanagh put it in a poem about a local quarrel over "half a rood of rock": "Homer's ghost came whispering to my mind./ He said: I made the Iliad from/ such a local row." This seminar will look at examples of extremely local writing, including G.B. Edwards' "The Book of Ebenezer Le Page", set in Guernsey, John Berger's "Pig Earth", set in a village in the French Alps, the poetry of Seamus Heaney and Les Murray, set in localities (Mossbawn, Ulster and Bunyah, New South Wales) only known beyond a 20 km radius because of the two poets, the short stories of Ken Saro-Wiwa, set in Ogoniland, Nigeria, and of Alistair McLeod, set on Cape Breton Island, Nova Scotia.

32E0137	SE	Dickens' "David Copperfield"	D. Spurr, po	P	Ma 10-12	B 105
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A close reading of "David Copperfield" or, "The Personal History, Adventures, Experience and Observation of David Copperfield the Younger of Blunderstone Rookery (which he never meant to publish on any account)", 1850: Charles Dickens' great novel of growing up in Victorian England. As an interweaving of autobiographical truth and often eccentric fiction, this is Dickens' most personal novel and also the most interesting psychologically. It includes some of his most memorable characters both comic and tragic, while it also explores fundamental questions about how to live, especially in the turbulent world of Victorian England. In addition to these aspects, we will look at the distinctive features of Dickens' narrative style and at his treatment of a number of subjects which remain relevant to our world today: homelessness, debt, madness, emigration, and changes in the composition of the family.

32E0159	SE	Posthumanism II	K. Gaydon, as	P	Ma 12-14	A 211
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Students may choose to follow only the first semester, but the first semester is a prerequisite for participation in the second semester.

The "human" and "human nature" are concepts that scholars have attempted to define for centuries, often through exclusionary discourses which limited the "human" to the white, male, and heterosexual subject. The objective of this year-long seminar will be to examine the ways in which posthumanism has questioned this definition of the "human" by destabilizing categories of gender, race, and sexuality. In the first semester, we will look at theory, literature, and media that have contributed to the development of posthumanist thought, primarily through the more traditional figures of the cyborg and the alien. In the second semester, we will consider how in more recent literature and media the figures of the vampire and the mutant, in addition to the cyborg and the alien, continue the posthumanist questioning of the "human" and other normative identity categories.

A reader will be available at Unicopy, 99 blvd. Carl-Vogt.

Texts, films, and television series may include (but are not limited to):

William Gibson's "Neuromancer"
 Philip K. Dick's "Do Androids Dream of Electric Sheep?"
 "Bladerunner"
 "Battlestar Galactica"
 "X-Men"
 "True Blood"

32E0138	SE	Victorian Poetry	V. Fehlbaum, ce	P	Me 08-10	A 113
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By means of introduction, students are also encouraged to read A. S. Byatt's "Possession".

The term "Victorian Poetry" will be used to refer to verse written in England and Ireland during Queen Victoria's reign (1837 – 1901). This period is more usually considered the golden age of prose, particularly the novel and, even if many of the great novelists also produced some fine poetry, the poetry of the era is often adversely compared to both its predecessors and its successors, the Romantics and the Moderns. Through close study of a selection of Victorian poetry I hope, however, to challenge such preconceptions and to prove that, as Christopher Ricks writes, 'the varied achievements of Victorian poetry are a wonder'.

Text: "The New Oxford Book of Victorian Verse", ed. Christopher Ricks (available from "Off the Shelf")

32E0139	SE	James Joyce's "Dubliners"	S. MacDuff, as	P	Me 10-12	B 302
<p>In 1906 James Joyce informed Grant Richards, his publisher, that his intention was to write a "moral history" of Ireland, but when Richards received the completed manuscript of <i>Dubliners</i> he considered it so shocking that publication was delayed until 1914. In this seminar we will examine the treatment of art, politics, religion and sexuality which so offended Joyce's contemporaries – as well as the formal innovations which heralded a revolution in modernist fiction. Through a close reading of the stories, focusing on detailed analysis of Joyce's poetic language and his theory of "epiphany" (a "sudden spiritual manifestation" or moment of revelation), we will consider the extent to which Joyce succeeded in his aim of writing "a series of 'epicleti'" to transmute "the bread of daily experience into the radiant body of everliving life."</p> <p>Text: "Dubliners", James Joyce (Penguin edition).</p>						
32E0140	SE	Exploration Narratives	A. Barras, as	P	Je 08-10	B 307
<p>Whatever the motivations behind exploration (the gain of new commodities and territories, the development of scientific knowledge, or the promotion of an ideology), exploration narratives are built around journeys of human organisms into unfamiliar environments. The goal of the seminar is to analyze the particular interactions that occur when the explorer faces the unexplored. To do so, we will read four exploration narratives that span the continents of Australia, South America and North America. Students should have read Patrick White's <i>Voss</i> by the second week of the semester.</p> <p>Bibliography: Patrick White's "Voss", Robert Kroetsch's "Badlands", Rudy Wiebe's "A Discovery of Strangers", Wilson Harris' "Palace of the Peacock".</p> <p>Students are asked to acquire the novels by their own means, for instance from OffTheShelf, Amazon or Bookfinder. Other documents will be available on Dokeos.</p>						
32E0142	SE	The City in South Asian Literature	M. Leer, mer	P	Je 16-18	B 112
<p>To mark the first time in history when a majority of the world's population lives in cities, this seminar will focus on four South Asian novels, which take some of the great cities of the subcontinent as their primary focus: Salman Rushdie, "Midnight's Children" (Bombay/ Mumbai), Amitav Ghosh, "The Shadow Lines" (Calcutta/ Kolkatha and Dhaka), I Allan Sealy, "The Brainfever Bird" (Delhi (and St Petersburg)) and Kamila Shamsie, "Kartography" (Karachi). The seminar will examine how the novels evoke and "tell the story of" cities of huge population and incredible diversity.</p>						
32E0131	SE	Unsettled Narratives	T. Simkin, as	P	Ve 10-12	B 305
<p>This seminar will provide students with an opportunity to explore issues of encounter and settlement in a number of texts from Aotearoa New Zealand, a colonial settler colony whose cultural heritage includes both Pakeha settlers and Maori inhabitants. In our exploration of novels such as Herman Melville's "Typee" and Keri Hulme's "The Bone People", we will pay attention to the anxious process of exchange which took place in the historical past, and think about how this has contributed to a sense of deferred cultural belonging. In our extensive readings of Katherine Mansfield and Frank Sargeson's short stories, we will also think about how such moments were recorded and received via narrative: we will focus in particular on issues such as memory and testimony, conceptions of time and space in the national imaginary, and the body and sexuality.</p> <p>Students should purchase their own copies of "Typee" and "The Bone People"; the other material will be circulated in class. I recommend www.amazon.de, www.abebooks.co.uk, or www.offtheshelf.ch.</p>						

BA7 : A option : Langue et littérature anglaises OU Module hors-discipline

BA7 : Langue et littérature anglaises						
Demi module BA7a et BA7b : Langue et littérature anglaises						
3E014 2h/Semestre de SE, Séminaire de langue et littérature anglaises						
32E0143	SE	Syntax I	E. Haerberli, pas	A	Ma 10-12	L 208
<p>This seminar, together with Syntax II, provides an introduction to the study of English grammar within the framework of recent generative syntactic theory. We will start with a brief general discussion of the aims, methods and basic hypotheses that characterize generative grammar and that distinguish it from traditional approaches to the study of grammar. We will then explore various issues in syntactic analysis:</p> <ul style="list-style-type: none"> - Syntactic structure - the way sentences and phrases are built up from words and morphemes. - The syntax of non-finite clauses. - Head movement - the syntax of verbs and auxiliaries. - Wh-movement - the syntax of question formation. 						

32E0144	SE	Syntax II	G. Puskas Nerima, pas	P	Lu 16-18	B 305
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As Syntax II is the second part of the one-year syntax seminar, it presupposes Syntax I. This seminar is divided into two main parts. In the first one, we will continue the investigation of what *movement* is in syntax. We will first look at constructions such as the ones in (1) and (2) below, which involve movement of a constituent into the subject position:

(1)a. It seems that **the students** like the linguistics class
b. **The students** seem to like the linguistics class

(2) **The paper** was written by two excellent students

We will then extend the analysis to subject movement in general.
The second part deals with an analysis of more complex data (3), (4) and will lead us to develop syntactic structures of a more complex type.

(3)a. Not a single paper did the student finish.
b. He could have been finishing the paper.

(4)a. John rolled the ball down the hill
b. The ball rolled down the hill

Finally, the last section will discuss recent theoretical issues in syntax.

BA7 : Langue et littérature anglaises						
Demi module BA7a et BA7b : Langue et littérature anglaises (<i>voir descriptifs sous BA4, BA5 et BA6</i>)						
+ ALL BA4, BA5 AND BA6 SEMINARS						

OU

BA7 : Module hors-discipline

Maîtrise universitaire (Master of Arts, MA) - Anglais

MA1-MA5 : Langue et littérature anglaises I-V (<i>voir Plan d'études pour modalités de chaque module</i>)						
3E016 2h/Semestre de SE, Séminaire de langue et littérature anglaises (dans un des domaines suivants : médiéval, moderne, contemporain, ou linguistique) : médiéval						
34E0160	SE	Gawain at the Borders : Regional Romances of the Late Medieval Period	L. Perry, smer	A	Me 14-16	A 210
<p>This seminar investigates the roles given to Gawain in Middle English romances of the late fourteenth century and early fifteenth century as a figure of knightly repute aspiring to moral and ethical ideals. The texts to be studied are “Sir Gawain and the Green Knight”, “The Alliterative Morte Arthure”, “Golagros and Gawayne”, and “The Awntyrs of Arthure”. We will explore how through accounts of Gawain’s quests and Arthur’s conquests these texts highlight the themes of chivalry, sovereignty, and lordship. The location of the textual production of “Golagros and Gawayne”, and “The Awntyrs of Arthure” in the borders of England and Scotland, a region that is associated historically with territorial disputes, makes the presentation of the struggle of local sovereignty against imperial authority all the more pertinent.</p> <p>Texts: “Poems Of The Pearl Manuscript: Pearl, Cleanness, Patience, Sir Gawain and the Green Knight”, ed. by M. Andrew and R. Waldron (University of Exeter Press, 2007) - with DVD. Available from Off the Shelf.</p> <p>Other texts are available online: http://www.lib.rochester.edu/camelot/teams/benson.htm http://www.lib.rochester.edu/camelot/teams/hahn.htm</p>						
34E0161	SE	Wars and Wonders: The Legendary Past of Britain in Chronicles and Romances	L. Perry, smer	P	Me 14-16	A 214
<p>In this seminar we will explore the cross fertilization between the genres of romance and history writings between 1130 and about 1450. The tradition of the writing of history is long yet our authors’ accounts are nuanced by the new and evolving romance genre, particularly in accounts of King Arthur. Likewise, romance has its roots in chronicle and epic. We will read extracts from Geoffrey of Monmouth’s “History of the Kings of Britain”, Wace’s “Roman de Brut”, Lawman’s “Brut”, Robert Mannyng’s “Chronicle”, and Castelford’s “Chronicle”. In addition, the study of extracts from romances will allow us to explore more fully the cross fertilization between the genres, as we focus on the theme of lordship and kingship, the representation of women, and the incorporation of religious learning and folklore in accounts of the matter of Britain.</p>						

Text: A reader will be available form Unicopy, Blvd. Carl-Vogt 99.

3E017 2h/Semestre de SE, Séminaire de langue et littérature anglaises (dans un des domaines suivants : médiéval, moderne, contemporain, ou linguistique) : **moderne**

34E0147	SE	The Pound Era	D. Spurr, po	A	Ma 14-16	A 214
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Virginia Woolf writes that “on or about December 1910, human character changed.” The years 1910-1930 constitute one of the most remarkable periods in the history of English-language literature as well as human character. Against the background of war and its aftermath, a group of poets, writers, and other artists set out to change radically the nature of art, its relation to human consciousness and to the world at large. At the center of this movement was a brilliant, flamboyant, and controversial figure: the poet and essayist Ezra Pound. With particular attention to Pound’s work, this seminar explores the artistic revolution he led, as well as its manifestations in the work of such figures as W.B. Yeats, T.S. Eliot, James Joyce, Wyndham Lewis, Hilda Doolittle, W.C. Williams, Constantin Brancusi, Henri Gaudier-Brzeska, and F.T. Marinetti.

34E0053	SE	Making and Breaking Images in John Milton	L. Erne, po A. Bevan Zlatar, scc	A	Je 10-12	B 112
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With its falling angels, Satan flying through the vast abyss or creeping through an exuberant Eden, John Milton’s great biblical epic “Paradise Lost” betrays a visuality reminiscent of the Italian baroque. Yet, as a puritan educated in a Protestant tradition of iconoclasm, images were inherently dangerous. This seminar will investigate the tension between Milton’s pictorial poetics and his vocation as sacred poet in Paradise Lost” and the drama “Samson Agonistes”. Are these texts inherently iconoclastic, or do they manage to celebrate and yet contain the pictorial?

Text: John Milton. “The Complete Poems”. Ed. John Leonard. Penguin Classics.

34E0148	SE	Le fragment	D. Spurr, po	A	Je 11-13	A 214
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Le fragment est la forme par excellence de l'esthétique moderne, ne serait-ce que parce qu'il met en question la notion même de forme. Si le fragment est un genre ancien, un discours moderne sur le fragment trouve ses origines au 18^e siècle autour de ruines archéologiques et d'autres fragments architecturaux. Au cours de son évolution dans l'art moderne, la notion du fragment qui s'attache à de tels objets, celle qui marque la trace ou le reste d'une totalité perdue, cèdera la place au fragment romantique qui évoque un tout métaphysique qui reste à être dévoilé. En revanche, le fragment contemporain est isolé, toujours en rupture avec un tout impossible et irrécupérable. Ce séminaire suivra les transformations du fragment sous ses diverses formes, ceci en relation avec la question plus générale de la forme artistique en tant qu'adéquation à l'expérience humaine. Lectures dans Diderot, F. Schlegel, Coleridge, Baudelaire, Valéry, Benjamin, Char, Blanchot, Barthes.

34E0055	SE	Ideology and Form in the Poetry of Alexander Pope	E. Kukorelly- Leverington, ma	P	Lu 12-14	A 211
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Alexander Pope was the greatest poet of the eighteenth century. A fervent defender of neo-classical values, he wrote poetry that is the epitome of harmonious order and patrician calm, yet is consistently energized by audacious and successful imaginative structures and figures. Pope’s use of the heroic couplet is subtle and complex, and a thorough understanding of this metrical unit will be central to the seminar. His poetic practice shows a conscious and persistent engagement with classical literature; not only did he translate Homer and others, but used classical genres over the course of his career (pastoral, georgic, epistle, epic).

His investment in the “culture wars” of his day was considerable, as he strove to keep English literature free from the corrupting influence (as he saw it) of Grub Street hacks. If Pope’s main ideological impact can be said to be cultural, his neo-classicism was informed by the conviction that England (later Britain) was a nation with an imperial destiny, another theme he frequently addresses. Although he was concerned with grand public issues, Pope did not neglect the minutiae of private life during his period, and we find him engaging with topics as diverse as friendship, dress and illness. This seminar hopes to offer an overview of Pope’s work, his significance in eighteenth-century culture, whilst paying close attention to certain poems.

Please purchase the following: Alexander Pope, “The Major Works”. Oxford World’s Classics.

34E0149	SE	The Irish Novel From Joyce to Banville	D. Spurr, po	P	Ma 14-16	A 214
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After four centuries of slumber under British political and cultural domination, a spirit of awakening and literary independence characterized Irish writing in the twentieth century. Modern Irish writing thus needs to be understood in terms of the historical conditions in which it has been written: the struggle for independence, the partition of Ireland in 1921, the socially repressive decades of the de Valera government, and the accession to membership in the European Union. Throughout this history, Irish writers have sought forms of expression in English that would liberate them from the weight of the English literary tradition, with profound consequences for modern literature in general. This seminar traces that history in four of the twentieth century’s great works of fiction: Joyce, “A Portrait of the Artist as a Young Man” (1914); Bowen, “The Last September” (1929); Beckett, “Molloy” (1951); Banville, “The Book of Evidence” (1989).

34E0150	SE	Lieux du sacré dans la littérature moderne	D. Spurr, po H.-C. Askani, po	P	Je 11-13	A 214
<p>Rien n'est-il sacré? L'expérience du sacré aurait le statut d'une altérité radicale dans l'Occident moderne. Si rien n'est plus étrange à la société de consommation postmoderne que l'idée du sacré, quelles sont les conséquences pour l'esprit humain de l'absence de ce qui lui avait été essentiel depuis l'aube des temps ? Une réponse à cette question pourrait se trouver dans la littérature moderne et dans son histoire riche du sacré. Le but de ce séminaire est donc d'explorer la nature du sacré et de poser les questions fondamentales concernant sa relation avec la foi (le croire), et avec le sens, l'expérience, et la fonction de la littérature. À côté des textes bibliques et théologiques nous mettrons des discussions anthropologiques et philosophiques du sacré (Heidegger, Foucault, Derrida) ensemble avec des lectures plus proprement littéraires, tels que chez Hölderlin, Baudelaire, T.S. Eliot, et Kafka. Une brochure photocopiée avec des traductions françaises sera mise à disposition.</p>						
34E0162	SE	Satire, Morality and Religion in Late 16th and Early 17th Century English Drama and Pamphlet Literature	I. Backus, po	P	Ve 12-14	A 210
<p>This seminar will be given in English, but students who are not in the English Department are fully entitled to make their oral and written contributions in French.</p> <p>British Society of the late 16th and 17th century as well as its religion were in a state of constant flux, and the uncertainty about what exactly is an "ordered" or a "disordered" universe permeates all literature of the period. With that underlying question in mind, we shall examine a selection of plays, setting them against "murder pamphlets", "godly pamphlets" and satirical pamphlets of the period to examine the way drama reflected, exaggerated and went beyond the Society, often criticising or mocking its preoccupations and what it perceived to be its vices. These range from greed through political ambition, sexual licentiousness to forced marriages and hypocrisy in general. However, what was vice to some authors was virtue to others. These plays are particularly significant here as they date from the period when drama itself was viewed by some as symptomatic of licentious and (therefore heretical) disorder and by others as a paradigm of godly orderliness. Primary texts: Drama: Thomas Lodge and Robert Greene, "Looking Glass for London and England" (1594), ed. Alan Clugston, New York, 1980, ISBN: 0824044827. William Shakespeare, "Measure for Measure" (ca. 1603/4), ed. Brian Gibbons, Cambridge, 2007; ISBN: 0521670782. Ben Jonson, "The Alchemist" (excerpts) (1610) and "Bartholomew Fair" (excerpts) (1614), in Ben Jonson, "Volpone, and other plays", ed. Gordon Campbell, Oxford, 1995, ISBN: 0192822527. Pamphlet literature: Philip Stubbes, "The Anatomie of Abuses" (excerpts) (1583), ed. M. J. Kidnie, Tempe, 2002, ISBN 0866982876; Thomas Heywood, "An Apology for Actors" (excerpts) (http://eebo.chadwyck.com/search/full_rec?SOURCE=pgimages, available to Geneva students via the University network or a VPN). Other (extracts from) pamphlets will be distributed in a course reader.</p>						
<p>3E018 2h/Semestre de SE, Séminaire de langue et littérature anglaises (dans un des domaines suivants : médiéval, moderne, contemporain, ou linguistique) : contemporain</p>						
34E0003	SE	Narrative Approaches to "Almanac of the Dead"	D. Madsen, po	A	Lu 14-16	B 307
<p>This seminar offers an advanced introduction to narratological theory, vocabulary, and practice. We will discuss in detail the technical principles according to which narratives are constructed. Our primary text will be the epic historical novel "Almanac of the Dead" (1991) by Laguna Pueblo writer Leslie Marmon Silko. Topics to be discussed, in the context of the close reading of Silko's text, include: the nature of narrative events and action; narrative plot and the the conventions of narrative genre; narrative points of view or perspectives, the treatment of time and space in narrative; techniques of characterization; and how to analyse the differences in style and language that mark diverse kinds of narrative. We will also consider a number of alternative theoretical approaches that have been brought to bear on Silko's narrative.</p> <p>Texts: Texts will be available from Off the Shelf and the seminar shelf in the English Library. A Reader of additional texts will be available for purchase from the English Library. Leslie Marmon Silko, "Almanac of the Dead" (Viking Penguin, 1991) H. Porter Abbott, "The Cambridge Introduction to Narrative", 2nd ed. (2008)</p>						
34E0057	SE	Wole Soyinka	M. Leer, mer	A	Me 16-18	B 108
<p>This seminar will attempt an in-depth study of probably the most ambitious and wide-ranging African writer, the first African to win the Nobel Prize for Literature (1986). Soyinka has written plays, poetry, novels, memoirs and political commentary, literary and cultural theory. Texts studied will include the first volume of Soyinka's autobiography, "Aké: The Years of Childhood", a selection of his poetry, the plays "The Road, Death and the King's Horseman, The Bacchae of Euripides, The Beatification of Area Boy", the novel "Season of Anomie" and the theoretical text "Myth, Literature and the African World".</p>						
34E0084	SE	Postmodern Simulacra	D. Madsen, po	P	Lu 14-16	B 111
<p>This seminar offers a cultural approach to Postmodernism, through the study of five key literary texts of the early postmodern period. Concepts developed by critical theorists during the same period complement our close readings, together with filmic texts that enhance the understanding of Postmodernism as an interpretation of contemporary culture as "spectacle." The seminar pursues the view of Postmodernism first offered by Guy Debord and elaborated by Jean Baudrillard: that contemporary culture is shaped in fundamental ways by modifications in the structure of the economic base (the move to transnational or "late" capitalism) and corresponding changes in the available forms of cultural representation (the shift to simulacra, hyperreality and</p>						

the spectacle). Issues we will discuss include: the emergence of postmodern literary forms such as metafiction, “black humor,” and cyberpunk; the changing status of the author; the writing of postmodern histories (both personal, through autobiography, and public, such as writing the history of war); globalization and multiculturalism.

Texts:

Texts will be available from Off the Shelf and the seminar shelf in the English Library. A Reader of additional texts will be available for purchase from the English Library.

Thomas Pynchon, “The Crying of Lot 49” (1966)

Kurt Vonnegut, “Slaughterhouse Five” (1969)

Hunter S. Thompson, “Fear and Loathing in Las Vegas” (1971)

William Gibson, “Neuromancer” (1984)

Maxine Hong Kingston, “The Woman Warrior” (1976)

34E0058	SE	Fire As a Literary Element	M. Leer, mer	P	Me 16-18	B 111
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The second of a series of seminars on the four elements in literature will take its inspiration from Gaston Bachelard’s “La psychanalyse du feu” as well as the environmental “fire histories” of Stephen J. Pyne and Tom Griffiths. Literary texts will include Michael Ondaatje, “The English Patient”, Les Murray, “Fredy Neptune”, Anne Carson, “Autobiography of Red” and Yvonne Vera, “Butterfly Burning”.

3E019 2h/Semestre de SE, Séminaire de langue et littérature anglaises (dans un des domaines suivants : médiéval, moderne, contemporain, ou linguistique) : **linguistique**

34E0060	SE	Semantics	G. Puskas Nerima, pas	A	Ma 08-10	B 105
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The objective of this class is the acquisition of the basic tools of semantics, as well as the methodology of semantic analysis. After a short introductory section which discusses general concepts such as 'meaning', 'sense', 'reference' and their articulation in a theory of semantic analysis, we will look at various approaches to ‘word meaning’ (lexical semantics). We will examine what kind of problems we might meet when dealing with the formalization of our intuitive knowledge about what a word's 'meaning'. A second part consists in an introduction to ‘logics’ and to the basic tools we need to handle the ‘meaning of sentences’. With these tools, we will be able to discuss the notion of 'compositionality of meaning', which is at the heart of semantic analysis.

34E0163	SE	Syntactic Variation and Change	E. Haeberli, pas	A	Ma 16-18	A 214
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Variation is an intrinsic property of language. We can observe variation across languages, variation across dialects of the same language, variation across speakers of the same dialect/language (inter-speaker variation), and variation within a single speaker (intra-speaker variation). The latter two types of variation raise a certain number of interesting theoretical issues, and our focus in this seminar will be on these types within the domain of syntax. A simple example of intra-speaker variation would be the word order alternation in English found with particles (e.g. “Chris turned the lights on”. vs. “Chris turned on the lights”). Cases of variation raise questions such as how two options can be derived syntactically, or what makes speakers choose one option rather than the other one. Furthermore, variation is closely related to linguistic change since all syntactic change is characterized by a period of variation. We will therefore also explore issues related to the interaction between variation and change.

34E0102	SE	The English Translations of Saussure’s “Cours de linguistique générale”	C. Forel, pas	A	Je 08-10	L 208
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It is often thought that English speaking linguistics showed little interest in Saussure’s major work. And yet, the “Cours de linguistique générale” has not only been translated by two different linguists: Wade Baskin, an American, and later Roy Harris, a British linguist (who disagreed with Baskin’s work) but Baskin’s translation has just been republished. In the seminar we shall become familiar with some of Saussure’s major ideas and we will discuss excerpts from both Baskin’s and Harris’ translation proposals. Hence, the seminar will deal with the history of linguistics and with problems that arise in the translation of linguistic concepts. Is the famous Saussurean dichotomy ‘langue-parole’ adequately rendered by ‘language-speech’ when one knows that the English word ‘language’ corresponds to French ‘le langage’ as well as to ‘la langue’ or that ‘speech’ is both ‘parole’ and ‘discours’ in French?

Bibliography: Saussure’s “Cours de linguistique générale, Edition critique par Tullio de Mauro, Payot (republished several times)”

34E0064	SE	Pragmatics	G. Puskas Nerima, pas	P	Ma 08-10	B 105
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Pragmatics deals with the study of language in context. Two kinds of contexts are relevant, linguistic context and situational context. In this seminar, we will define the two kinds of contexts, and we will show how they are relevant to the full interpretation of utterances. We will first briefly discuss the difference between meaning and interpretation, trying to draw the line between semantic and pragmatic contributions to the domain. Then we will consider different pragmatic approaches, and how they can contribute to a linguistic account of indirect speech acts (1), presuppositions (2), metaphor (3), irony (4).

- (1) It's cold in here (intended: 'could you please close the window')
- (2) When did you stop smoking ? (intended: 'you used to smoke')
- (3) This room is a pigsty (intended: 'this room is untidy')
- (4) Peter is quite well-read. He's even heard of Shakespeare. (intended: Peter is an ignoramus)

34E0164	SE	English Historical Syntax : Late Middle English and Early Modern English	E. Haeberli, pas	P	Ma 16-18	A 214
<p>In this seminar, we will investigate some of the changes that took place in the history of English syntax and morphosyntax, focussing in particular on the Late Middle English and Early Modern English periods, i.e. the time roughly between 1300 and 1700. In the first part of the seminar we will identify the main syntactic properties of Late Middle and Early Modern English by examining short text samples from these periods. We will then concentrate on specific aspects of the syntax and morphosyntax that undergo change in the Early Modern English period and we will explore certain issues that these developments raise from the point of view of different approaches to language change (in particular quantitative sociolinguistics and syntactic theory). Topics to be covered include the development of 3rd person singular agreement, objects and subjects of gerunds, negative concord, and the syntax of auxiliaries with a special focus on the rise of periphrastic do as found in negative and interrogative clauses in modern English.</p> <p>N.B. "English Historical Syntax: Old English and Middle English" is NOT a prerequisite for this seminar.</p>						
34E0165	SE	From Whitney to Chomsky	C. Forel, pas	P	Je 08-10	L 208
<p>As a first approach to the history of American linguistics we shall focus on those linguists who discussed ideas of F. de Saussure. Among these are Whitney, Bloomfield, Jakobson and Chomsky. We will also look at some aspects of the famous Sapir-Whorf hypothesis which seems to go the opposite way to Saussure's arbitrariness of the sign. The course will consist in examining the historical background and a discussion of rather large excerpts from these authors' major contributions to linguistics.</p> <p>Bibliography: J. Joseph: "From Whitney to Chomsky: Essays in the history of American linguistics", 2002, plus articles that will be posted on the seminar's dokeos platform.</p>						

3E020	2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: médiéval (à 3E016)					
3E021	2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: moderne (à 3E017)					
3E022	2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: contemp. (à 3E018)					
3E023	2h/Semestre de SE, Séminaire dans le même domaine que l'autre enseignement de ce module: linguist. (à 3E019)					

Hors module						
3E047 Hors module						
34E0166	RE	Doctoral Workshop: Medieval and Early Modern English Studies	L. Erne, po L. Perry, smer	AN	Me 16-19	B 220
Workshop open to doctoral students in medieval and early modern English studies only.						