

DESCRIPTION DES COURS

(18 décembre 2025)

DÉPARTEMENT DE LANGUE ET DE LITTÉRATURE ANGLAISES

ANNÉE ACADÉMIQUE 2025-2026

(sous réserve de modification)

Afin de vous renseigner sur l'horaire des cours indiqués dans cette description, ainsi que d'éventuelles modifications ou annulations de cours, vous êtes invité-e-s à contrôler [le programme des cours en ligne](#) avant le début de chaque semestre.

To consult the days and times of the courses listed below, as well as any last-minute changes or cancellation of courses, please check [the official version of the timetable](#) before each semester begins.

A = semestre d'automne / Autumn	CR = cours / lecture course	TP = travaux pratiques / practical work
P = semestre de printemps / Spring	CS = cours-séminaire	CP = complément d'enseignement
AN = toute l'année / Year-long	SE = séminaire / seminar	RE = séminaire de recherche

Baccalauréat universitaire (Bachelor of Arts, BA)

BA1 : Littérature anglaise

Module Learning Outcomes

By attaining a passing grade in BA1, you will have shown yourself to be able to:

- demonstrate knowledge of a variety of literary forms in oral presentation and written assessment,
- analyse texts from different literary genres through close reading,
- think creatively about how to compare different literary texts, and reflect critically on your own involvement in this activity,
- evaluate and assess different secondary sources and integrate these analyses effectively into oral presentation and written assessment.

3E040

32E0108 - Lecture course - Introduction to the Study of Literature (year-long) – S. Swift/ K. Hallemeier

The BA1 lecture course introduces students to the reading of English literature and the writing about it. It is divided into four parts over two semesters. One semester engages poetry and the essay; the other focuses on drama and narrative. Each weekly lecture is supported by an analysis of texts class where issues raised in the lecture can be discussed by students with their tutor. Students will also have regular classes dedicated to academic writing skills. Across the year, we will begin to think about what is at stake in the reading of a poem in English through close examination of a range of poetic examples. We will also consider the essay as a form that has a history, ask what essays are trying to do, and what reading them can teach us about how to write them and how to think critically. Some of the essential features of drama will be introduced through a close reading of William Shakespeare's "Hamlet," and narrative will be studied through a close reading of Toni Morrison's "Beloved." We will read literary criticism that may explain, obscure, or enliven these primary texts, and students will work toward engaging such criticism in their own analyses.

3E052

32E0270 - Travaux pratiques - Analysis of Texts (year-long) - Enseignants Lettres

The Analysis of Texts classes are devoted to close study of the literary texts listed in the programme for the Introduction to Literature lecture course. Each class is taught each semester by a single instructor, who assigns written work and administers written examinations. The class provides a forum for discussion and addresses questions of textual analysis for a two-hour period each week.

The Analysis of Texts classes take place every week. Students taking module BA1 must sign up to a class during the English department's online registration session at the Autumn 'Rentrée'.

3E053

32E0352 - Travaux pratiques - Composition (Academic and Critical Writing Skills) (year-long) – Ens. Lettres

The Composition travaux pratiques will deal with the following language skills: grammar, spelling, punctuation, style, expression, and accurate command of technical and critical terms. Students will be taught to refer and adhere to the rules set out in their textbooks, which will be made available for purchase in Week 1; they will also be encouraged to attend the Writing Lab (the individual tutorial service of the English department).

The four hour-long travaux pratiques of Composition take place every week. Students taking module BA1 must sign up for one of these four travaux pratiques during the English department's online registration session at the Autumn 'Rentrée'.

Course material: (1) a reader, to be purchased at polycopie@unige.ch; (2) Diana Hacker and Nancy Sommers, "Rules for Writers," 10th edition (Macmillan, 2022). Copies of this book will be sold in class in Week 1; price: around CHF 35.-

BA2 : Linguistique et langue anglaises

Module Learning Outcomes

By attaining a passing grade in **BA2**, you will have shown yourself to be able to:

- identify and describe language phenomena,
- account for them using the tools of analysis, classification, comparison and contrast,
- ultimately apply the above skills to the analysis of a range of texts and language situations.

3E003

32E0019 - Lecture course - Introduction to English Linguistics (year-long) - E. Haeberli

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.

Material for the lecture course and the TPs in English linguistics will be made available on the course website (<https://moodle.unige.ch/>)

3E004

32E0020 - Travaux pratiques - English Linguistics (year-long) - Enseignants Lettres

The TPs are "hands-on" sessions designed to reinforce and practise 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.

Material for the lecture course and the TPs in English linguistics will be made available on the course website (<https://moodle.unige.ch/>)

The sections of English Linguistics take place every week. Students taking module BA2 must sign up to a section during the English department's online registration session at the Autumn 'Rentrée'.

3E054

32E0272 - Travaux pratiques - Practical Language (year-long) - Enseignants Lettres

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.

The three travaux pratiques of Practical Language take place every week. Students taking module BA2 must sign up for one of these travaux pratiques during the English department's online registration session at the Autumn 'Rentrée'.

Course material: (1) a reader, to be purchased at polycopie@unige.ch; (2) Douglas Biber et al., "Longman Student Grammar of Spoken and Written English" (Pearson, 2013). Copies of this book will be available for purchase at Payot – Rive Gauche (rue de la Confédération 7, 1204 Geneva); price: CHF 38.30 with student discount. DO NOT BUY a copy of this book before the first class.

BA3 : Linguistique anglaise

Module Learning Outcomes

In passing the **BA3** module, you will be able to:

- identify and describe ways in which the English language varies across time and space,
- apply the basic linguistic concepts introduced in BA2 to the analysis of a new range of phenomena,
- effectively communicate a linguistic analysis orally or in writing.

3E041

32E0110 - Lecture course/seminar - The History of English (Autumn) - E. Haeberli

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. *Ʒæs ymb iiii niht ƷeƷered cyning & Ʒelfred his broþur Ʒær 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.') 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.

32E0324 - Lecture course/seminar - Varieties of English (Spring) - T. Ihsane

English has by now attained a status of 'world language', functioning often as a *Lingua Franca* in areas where it is the native language of none of the inhabitants. This international status leads to an increasingly wide range of variation within the language. In this class, we explore how and when variation leads to what can be considered (and recognized) as a *variety*. We will see that, beyond the lexicon, many aspects of the phonology (sounds) the morpho-syntax (structure) and the discourse markers of a language make it a variety of English. Our exploration will take us to a world trip with a selection of varieties from the British Isles to South-East Asia.

All documents will be provided on Moodle during the semester.

BA4 : Littérature et civilisation anglo-saxonnes et médiévales

Module Learning Outcomes

In passing the **BA4** module, you will be able to:

- compare, discuss and interpret writings and artworks from the medieval period,

- grasp the importance of historical and cultural contextualization when reading literature,
- understand the etymological meanings of English words and the historical evolution of cultural concepts that are still in use today.

3E055

32E0347 & 32E0274 - Lecture course - Medieval England (Autumn / Spring) - G. Bolens

This course is an introduction to major texts of medieval English literature, such as the epic poem *Beowulf*, Chaucer's *Canterbury Tales*, the anonymous *Sir Gawain and the Green Knight*, and Thomas Malory's *Le Morte Darthur*. These remarkable texts played an important role in the history of English literature and culture.

Students may take the course during either the Autumn semester or the Spring semester. However, students must take the BA4 lecture course *Medieval England* and the BA4 seminar *Reading Medieval Texts* during the same semester. In other words, if you take the lecture course in the Autumn semester, you must take the seminar in the Autumn semester as well, and if you take the lecture course in the Spring semester, you must take the seminar in the Spring semester.

The texts for the BA4 lecture course will be available in a reader to be ordered at <https://polycopie.unige.ch/fr/14-lettres>

3E056

32E0327, 32E0368 & 32E0369 - Seminar - Reading Medieval Texts (Autumn or Spring) - G. Bolens / H. Lavergne

All BA4 seminars are titled *Reading Medieval Texts*. The purpose of the BA4 seminar is to help students prepare for the written exam based on the BA4 lecture course *Medieval England* (Friday 10-12). Therefore, it is necessary to take the BA4 seminar and lecture course during the same semester. If you take the lecture course in the Autumn semester, you must take the BA4 seminar in the same Autumn semester. If you take the lecture course in the Spring semester, you must take the BA4 seminar in the same Spring semester.

The texts for the BA4 seminar will be available in the BA4 lecture course reader, and all other materials will be made available on Moodle.

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

Module Learning Outcomes

In passing the **BA5** module, you will be able to:

- navigate, establish and engage with context-related analysis (keyword: History),
- synthesise and communicate analysis and argumentation in different registers, both orally and in writing (keyword: Communication),
- create a persuasive and positioned argument through synthesis and analysis of complex texts (keyword: Argument).

3E043

32E0115 & 32E0116 - Lecture course - An Introduction to English Literature, 1500-1800 (Autumn / Spring) - L. Erne / E. Kukorelly

This compulsory lecture course, which may be followed in either the autumn or 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. Against a backdrop of political and social unrest, the second part will examine Restoration drama, the poetry of the Augustan or neo-classical period, the periodical essay and conduct literature, satire, and the development of prose fiction towards what is commonly known as "the novel."

Scans of the required reading will be made available on Moodle. Recommended course book: "The Norton Anthology of English Literature", 9th edn (2012), vol. 1 ("Middle Ages Through the Restoration and the Eighteenth Century"), ISBN 978-0393912470, or 10th (2018) or 11th (2024) edn, vol. B ("The Sixteenth Century; The Early Seventeenth Century"), ISBN 978-0-393-60303-3 / 978-1-324-06263-9.

3E044

32E0322 - Seminar - Henry Fielding's Writings on Crime (Autumn) - E. Kukorelly

During this seminar we will read two texts by Henry Fielding: "The Life and The Death of the Late Mr. Jonathan Wild," the Great, a satirical fiction that purports to be about Wild, a thief-taker and receiver of stolen goods, but in which Fielding also targets the corrupt prime minister of the day, with the lowlife scum standing in for the most powerful man in the realm; and "Amelia," a sentimental, realist novel about a married couple who become impoverished when the husband is imprisoned. The wife must struggle to keep the family fed and safe, as she is dragged down into London's seedy underworld. Fielding, who was a magistrate as well as being one of the founders of the modern English novel, was fascinated with crime, corruption, and its reform. As a judge, he encountered criminals and their victims, becoming convinced that the border between the two was porous, mainly on account of the poverty and precarity of society's most vulnerable members. As we read the two texts, we will explore how Fielding's fictional method evolved in line with his growing social conscience, as he moved from satirical denunciation of corruption to sentimental representation of suffering.

Note that there will be a lot of reading for this seminar—the eighteenth was a prolix century.

Please purchase the following editions, and make sure to order them early, as they are not readily available in Switzerland: *Jonathan Wild*, Oxford World's Classics; *Amelia*, Broadview.

32E0348 - Seminar - Paradox in Early Modern English Literature (Autumn) - G. Fulton

This seminar focuses on a range of Early Modern texts (prose, poetry and drama) which centre on paradox. We will examine what, formally, comprises paradox, and how these formal features differ between types of text (prose, drama, and poetry). After establishing familiarity with the paradox as a form, we will consider the treatment of key themes which emerge across the Renaissance. We will consider how genre shapes the expression of paradoxical themes by looking, for example, at how satirical prose resists and invites serious engagement, or how religious literature adapts biblical paradox for productive ambiguity. By the end of the seminar students should be able to analyse, contextualise and compare features of Early Modern paradoxical literature and discuss in detail different types of paradoxical writing found in Early Modern England.

Course books:

Erasmus in English 1523-1584, Volume I, *The Praise of Folly and Other Writings*, ed. by Alex Davis, Gordon Kendal and Neil Rhodes (Cambridge: MHRA, 2022), ISBN: 9781781889466;

William Shakespeare, *The Merchant of Venice*, Arden 3rd Series, ed. by John Drakakis (London: Bloomsbury, 2011), ISBN: 9781903436813;

A selection of poems by John Donne and Robert Southwell (scans provided on Moodle).

Extracts from other relevant literature and critical material will be provided on Moodle.

32E0304 - Seminar - Shakespeare's Sonnets (Autumn) - L. Erne

The collection of poems published in 1609 under the title "Shakespeare's Sonnets" is arguably the most famous as well as the most accomplished collection of English lyric poetry. The purpose of this seminar will be to study this collection in some depth by means of a detailed investigation of individual poems as well as a sustained consideration of the sonnet sequence as a whole. We will also examine the multi-faceted reception history of "Shakespeare's Sonnets".

Course book: "Shakespeare's Sonnets", revised edition, ed. Katherine Duncan-Jones, The Arden Shakespeare (London: Methuen, 2010), ISBN 978-1-4080-1797-5.

32E0182 - Seminar - John Lyly: Prose and Drama (Autumn) - E. Smith

John Lyly was often viewed as the most consequential writer of his age by his contemporaries, but today has faded into the background of the English Renaissance. In this seminar, we will resituate John Lyly at the centre of the rise of vernacular and popular literature in early modern England and ask why he may have fallen by the wayside. We will examine arguably the first novels in the English language, both centred around the witty figure Euphues, and the comedy

“Galatea” (a play revisited in recent years by scholars of queer theory). Students who succeed in this course will have demonstrated their ability to engage analytically with historical context, to successfully communicate in both oral and written forms, and to craft persuasive and positioned arguments which draw upon their independent reading and research.

Compulsory course books:

John Lyly, “Galatea”, ed. Leah Scragg. Revels Student Editions (Manchester University Press), 2012. ISBN: 9780719088056

John Lyly, “Euphues: The Anatomy of Wit’ and ‘Euphues and his England’”, ed. Leah Scragg. Revels Student Editions (Manchester University Press), 2009. ISBN: 9780719064593

Both required course books are available on Blackwells (blackwells.co.uk) with free shipping to Switzerland, or via the Manchester University Press website (which does not offer free shipping but often has sales or discounts available).

32E0182 - Seminar - Pirates, Thieves, Sex Workers: Writing Marginal Subjects in Eighteenth-Century Britain (Spring) - E. Kukorelly

Bawdy Baskets, Bleaters and Filching Coves; Sawney Cunningham, Old Mobb and the German Princess: the eighteenth-century reading public was fascinated with criminal types and particular criminals. According to Philip Rawlings, “during the late seventeenth century and throughout the eighteenth century crime provided one of the principal subjects for popular literature.” Productions in a number of different genres from the period treat of criminals: biographies and autobiographies, periodical articles, novels, plays, ballads, reform programmes, and legal writing. Over the course of this seminar, we will read a selection of such texts, looking at how different genres construct criminal identities and marginal subjects, trying to identify how discursive strategies position the marginal subject, the narrator and readers. Do such strategies work towards the construction of middling, ‘bourgeois’ prurience, or do they permit the idealization of lives of crime? Is crime a form of radical individualism or is it only ever pathological and deviant? For that matter, is radical individualism itself only ever pathological and deviant?

Texts will be made available on Moodle, and may include hard-to-read facsimile versions.

32E0367 - Seminar - Late Plays by Shakespeare (Spring) - G. Fulton

This seminar focuses on three of Shakespeare’s last plays which were single-authored: *Cymbeline*; *The Winter’s Tale*, and *The Tempest*. We will examine what comprises Shakespeare’s ‘late style’, and how these features differ between each play. We will consider the generic categorisation of these three plays, and how Shakespeare adapts tragicomic tropes and themes. After getting to grips with the basic constituents of Jacobean tragicomedies, students will examine, in detail, the deviations which Shakespeare makes from expected tragicomic plot arc, register, and character role. The seminar aim is to introduce students to Shakespeare’s style through the lens of genre, and to develop students’ abilities to close read comparatively. Students should also gain a deeper understanding of Early Modern theatre.

Course books:

William Shakespeare, *Cymbeline*, ed. by Valerie Wayne, Arden 3rd Series (London: Bloomsbury, 2017), ISBN 9781904271307;

William Shakespeare, *The Winter’s Tale*, ed. by John Pitcher, Arden 3rd Series (London: Bloomsbury, Arden 3rd Series (London: Bloomsbury, 2014), ISBN 9781472539090;

William Shakespeare, *The Tempest*, ed. by Alden T. Vaughan and Virginia Mason Vaughan, Arden 3rd Series (London: Bloomsbury, 2011), ISBN 9781408133477.

Extracts from other relevant literature and critical material will be provided on Moodle.

32E0377 - Seminar - Early Modern Crime Fiction (Spring) - E. Smith

The popularity of crime fiction is not only a contemporary phenomenon. This seminar will examine how the technological affordances of the early modern period – the printing press and the commercial stage – were quickly turned to feed popular fascination with those who found themselves on the wrong side of the law. We will examine a selection of broadside ballads which reported upon crime and punishment, prose texts engaging with witchcraft and its persecution, and the anonymous play “Arden of Faversham” based on a real murder. Students who succeed in this course will have demonstrated their ability to engage analytically with historical context, to successfully communicate in both oral and written forms, and to craft persuasive and positioned arguments which draw upon their independent reading and research.

Required course texts:

“Arden of Faversham”, ed. Martin White (2nd ed.). Bloomsbury (New Mermaids), 2007. ISBN: 9780713677652 (recommended supplier: Blackwells)

Other material will be made available via Moodle and polycopie.

32E0318 - Seminar - Roman Tragedies from Shakespeare to Addison (Spring) – L. Erne/A. Reilly

Ancient Rome was a source of fascination in the early modern period and eighteenth century and, as now, many authors drew inspiration from historical figures and events of the Roman Republic and Empire. Not only did Roman history provide abundant subject matter for the exploration of themes such as ambition, hubris, and revolt, but it also offered historical models for understanding the present. While Ancient Rome was present in many textual genres, it was strongly associated with drama and, in particular, tragedies, many of which were concerned with leaders such as Julius Caesar and Marc Antony and the events of the late Republic and early Empire. In this course, we will study three tragedies set in Ancient Rome: William Shakespeare's *Julius Caesar* (1599), Philip Massinger's *The Roman Actor* (1629), and Joseph Addison's *Cato* (1713). In studying these plays, we will engage with themes such as power, loyalty, and the revolt against tyranny, analyse the roles of theatre and tragedy in exploring these ideas, and examine the different literary approaches taken by these three important dramatists. Over the course of this seminar, participants will gain greater insight into early modern and eighteenth-century drama and will continue to develop their skills of textual analysis and academic writing.

Reading list:

William Shakespeare, *Julius Caesar*, ed. David Daniell, Arden Shakespeare (London: Bloomsbury, 1998). ISBN: 978-1-903436-21-9

Philip Massinger, *The Roman Actor: A Tragedy*, ed. Martin White, Revels Plays (Manchester: Manchester University Press, 2007). ISBN: 978-0-7190-8781-3

Joseph Addison, *Cato: A Tragedy, and Selected Essays*, ed. Christine Dunn Henderson and Mark E. Yellin (Indianapolis: Liberty Fund, 2004). ISBN: 0-86597-443-8

Extracts from other relevant literature and critical material will be provided on Moodle.

BA6 : Littérature moderne et contemporaine des 19e, 20e, et 21e siècles

Module Learning Outcomes

In passing the BA6 module, you will be able to:

- compare, discuss and interpret writings from modern and contemporary texts,
- make and use ideas about modernity from these writings as well as critique and synthesize them,
- design, develop and produce original research work supported by secondary literary sources.

3E045

32E0321 - Lecture course - Postcolonial Literatures in English (Autumn) - K. Hallemeier

This lecture course offers an introduction to literatures in English that respond to ongoing colonial and imperial histories following the anti-colonial nationalist movements of the mid-20th century. Readings will span genres (novels, nonfiction, poetry, and short stories), as well as nations and peoples (India, Kenya, Zimbabwe, Martu, Mississauga Nishnaabeg, Trinidad, South Africa). These literary works will be linked, however, insofar as they provide the opportunity to consider the relation between colonialism, educational institutions, and decolonization. The course will include an introduction to key terms in postcolonial studies and discussion of the global politics of writing in English in the late 20th- and early 21st-centuries.

Texts for purchase: Ngũgĩ wa Thiong'o, "The River Between" (Penguin, 2015, ISBN 9780143107491), Tsitsi Dangarembga "Nervous Conditions" (Faber & Faber, 2021, ISBN 9780571368129), Doris Pilkington/Nugi Garimara, "Follow the Rabbit-Proof Fence," (Reclam, 2019, ISBN 9783150199565), J.M. Coetzee, "Disgrace" (Vintage, 1999, ISBN 9780099289524). All will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

32E0379 - Lecture course - Modernist Literature (Spring) - S. MacDuff

These lectures provide a broad introduction to Modernist Literature. Rather than taking its subject as a given, however, the course will explore how 'Modernist Literature' can be defined. Does the term refer to a particular literary period, to a recognisable form of literary production, or to a specific group of texts? We will begin by considering some of the ways Modernism and Modernist literature have been defined previously: as a historical period, usually situated in the first half of the twentieth century, although it has been stretched backwards and forwards; as an artistic movement—encapsulated by the maxim 'Make it New'—which seeks to break with traditional forms of knowledge and representation; as an aesthetic

response to the conditions of modernity, including globalisation, urbanisation, capitalism, alienation, fragmentation, and loss of faith; or as a set of canonical texts, such as James Joyce's *Ulysses* (1922), T.S. Eliot's *The Waste Land* (1922), and Virginia Woolf's *To the Lighthouse* (1927), which are often taken to exemplify Modernist literature. Reading these works alongside a variety of contemporary texts, including Imagist and Vorticist poetry, Surrealist literature, free verse, experimental fiction, and *avant garde* drama, as well as 'late' Modernist works which overlap with postmodern and postcolonial literature, we will explore what, if anything, allows such diverse works to be characterised as 'Modernist'. In doing so, we will explore the field from several perspectives: a vertical, historical axis (as a literary period, in Modernist writers' attitudes to their own history, and the temporality of their works); a horizontal, synchronous axis, which draws on 'New Modernist Studies' to enlarge the traditional focus on Anglo-American literature (the infamous 'men of 1914') to consider historically marginalised voices from fresh critical perspectives (e.g., feminist, queer, postcolonial, and ecocritical modernisms); and formal dimensions of the works one might or might not wish to call 'Modernist Literature'.

The **course texts** will be available to download from Moodle.

32E0128 - Lecture course - Romantic Writing (Spring) - S. Swift

This lecture course will offer you an introduction to the literature of the Romantic period (c.1770-1832). We will examine a range of writings - poetry in various forms, the novel, letters, political discourse - in order to get to grips with a key period in the development of modern literature and society. We will understand much of the literature of the age as a response to the dramatic events of the French Revolution from 1789 onward, which inspired both awe and revulsion in Britain. Topics examined will include: experimentation with form in poetry and prose; ideas of the sublime and the beautiful (including key responses to the Swiss landscape); self-consciousness in writing; memory and nostalgia; relations to landscape and responses to war; gender and mobility; relationships to time and history; ideas of sympathy and the imagination. Texts that we study will include Wordsworth and Coleridge's "Lyrical Ballads," Jane Austen's "Sense and Sensibility," and the odes and letters of John Keats.

Please note that this is an advanced-level lecture course: students joining from comparative literature need to have already passed BA1 in their own discipline.

Course Texts:

Jane Austen, "Sense and Sensibility", edited by John Mullan (OUP, 2012) ISBN: 9780198793359;

Mary Wollstonecraft, "Letters Written in Sweden, Norway and Denmark", edited by Jon Mee (OUP, 2009) ISBN: 9780199230631;

Duncan Wu, ed., *Romanticism: An Anthology*, 4th Ed. (Oxford: Wiley Blackwell, 2012) ISBN: 978-1-405-19075-6. These texts will be available for purchase at Payot, Rue de la Confédération.

3E058

32E0376 - Seminar - Black radical thinking (Autumn) - N. Zufferey

In his 2003 book *In the Break*, Fred Moten states "the animative materiality—the aesthetic, political, sexual, and racial force—of the ensemble of objects that we might call black performances, black history, blackness, is a real problem and a real chance for the philosophy of human being". Using the black radical tradition as a point of departure, we will journey through its diasporic expressions from the 1920s to this day through four main geographical centers: the US, the Caribbean, the UK and West as well as South Africa. Our journey will take us through the poets, essayists, novelists, musicians, performers and thinkers who have sought to challenge and explore the structures of racial capitalism, white supremacy and institutional power while understanding Blackness as a site of resistance, creation, mysticism, the sacred, beauty and transformation. We will also question the radical attribute itself, finding in its very heart perhaps a certain softness. Among others, artists and thinkers who inform this seminar are Amiri Baraka, Cedric Robinson, C. L. R. James, Mũmbi W Ngũgĩ, Nduduzo Makhathini, Fred Moten, Charles Mingus, Aja Monet, Audre Lorde, Kodwo Eshun, Gloria E. Anzaldúa.

32E0370 - Seminar - The Contemporary Global Novel (Autumn) - K. Hallemeier

This seminar will examine how contemporary novels in English of the late 20th and early 21st centuries invite us to imagine a contemporary moment often characterized in terms of distinct formations of global connection and crisis. We will read fictions that span continents and address transnational histories of ecological catastrophe, mass migration, and imperial violence. Secondary criticism will offer us ways to situate this fiction in a global literary marketplace and to think about the affordances of literary forms for writing the world.

Texts for purchase: Karen Tei Yamashita, "Through the Arc of the Rain Forest" (Coffee House Press, 2017, ISBN 9781566894852), NoViolet Bulawayo, "We Need New Names" (Back Bay Books, 2013, ISBN 9780316230810), Mohsin

Hamid, "Exit West" (Riverhead Books, 2017, ISBN 9780525535065). All will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

32E0371 - Seminar - Fiction and Other Minds (Autumn) - P. Jones

In this seminar we will explore the representation of fictional consciousness in two classic novels: Jane Austen's *Sense and Sensibility* (1811) and Virginia Woolf's *To the Lighthouse* (1927). We will examine in detail how Austen and Woolf depict the inner lives of their characters through techniques like free indirect discourse. In dialogue with philosophers like Stanley Cavell and Candace Vogler, as well as recent work in cognitive literary studies, we will also grapple with the rich questions about "other minds" that preoccupy Austen and Woolf: what can we know for certain about the thoughts and feelings of others? Does reading narrative fiction make us finer and more empathetic "mind readers" who are better attuned to the mental states of others? Or does it fuel fantasies about the transparency of other minds that are not only unrealistic but ethically troubling?

Texts for purchase:

Jane Austen, *Sense and Sensibility* (Oxford World's Classics, 2019) [ISBN: 9780198793359]

Virginia Woolf, *To the Lighthouse* (Penguin Classics, 2019) [ISBN: 9780241371954].

All other texts will be scanned and made available on Moodle.

32E0363 - Seminar - Byron's Scenes of Departure (Autumn) - M. Riishojgaard

In this seminar, we will read a selection of Byron's work and consider the paradoxical nature of the continuous departures that characterize it. We will begin with Byron's first volume of verse, "Fugitive Pieces," before embarking on the long narrative poem "Childe Harold's Pilgrimage," which catapulted Byron into fame upon the publication of its first two cantos in 1812. We will also read two shorter narrative poems: "Beppo: A Venetian Story" and "Mazeppa." Topics we will explore during the seminar include the journey, the cosmopolitan, memory, digression, play, performance and the theatrical, as we consider scenes made out of – and also by – departures.

Text for purchase: "Lord Byron: The Major Works," edited by Jerome McGann, Oxford University Press 2008, ISBN 978-0199537334.

"Fugitive Pieces" will be made available via Moodle.

32E0378 - Seminar - James Joyce's Epiphanies (Spring) - S. MacDuff

James Joyce's first major literary compositions were a series of short texts he called epiphanies (c.1901-1904). In *Stephen Hero* (1904-07), Joyce defines epiphany as "a sudden spiritual manifestation, whether in the vulgarity of speech or of gesture, or in a memorable phase of the mind itself." This definition is often taken to distinguish between two types of epiphany: dramatic and lyrical, which, according to A. Walton Litz, constitute "the twin poles of Joyce's art." In this seminar, we will explore Litz's claim in relation to Joyce's ground-breaking short story collection, *Dubliners* (1914) and his great autobiographical novel, *A Portrait of the Artist as a Young Man* (1916), where twelve of the epiphanies are reused.

Course Texts:

[Collected Epiphanies of James Joyce: A Critical Edition](https://ufdcimages.uflib.ufl.edu/AA/00/09/69/78/00001/9780813070674_OA.pdf), ed. Sangam MacDuff, Angus McFadzean, and Morris Beja. Florida James Joyce Series. Gainesville: The University Press of Florida, 2024. (Freely available here: https://ufdcimages.uflib.ufl.edu/AA/00/09/69/78/00001/9780813070674_OA.pdf)

Joyce, James. *Dubliners* (Penguin Modern Classics edition, ed. Terence Brown). ISBN 978-0-14-118245-2

Joyce, James. *A Portrait of the Artist as a Young Man* (Penguin Modern Classics edition, ed. Seamus Deane). ISBN 978-0-14-118266-7

Please make sure you buy these editions so that we are all on the same page (literally!)

32E0373 - Seminar - Literature and Psychoanalysis (Spring) - P. Jones

This seminar has two goals: 1) to introduce students to some key psychoanalytic concepts through readings of essays by Sigmund Freud, Melanie Klein, Jacques Lacan, Donald Winnicott, and Marion Milner; 2) to give students a sense of how these concepts – and psychoanalytic theory more generally – can be used to illuminate literary texts. Charlotte Brontë's novel *Villette* (1853) will serve as a test-case through which we will explore the possibilities of psychoanalytically attuned literary criticism.

No prior knowledge of psychoanalysis is required to follow the seminar. Some curiosity about psychoanalysis and its bearing on literature is nevertheless strongly recommended!

Text for purchase:

Charlotte Brontë, *Villette* (Penguin, 2012) [ISBN: 9780141199887]

All other texts will be scanned and made available on Moodle.

32E0372 - Seminar - D.H. Lawrence (Spring) - S. Swift

Derided as a pornographic deviant and possible traitor during his lifetime in the early Twentieth Century, D.H. Lawrence was recognized by many of his fellow writers as one of the most important modern writers in English –and still is. His work offers a brutally direct and passionate attack on English civilization, which Lawrence thought in terminal decline, and a dense and powerful representation of what he understood to be its causes: the problem of social class (of which he knew well, coming from a working class background), industrialization, and sexual repression. Much of Lawrence's work was banned for obscenity during his lifetime, and he spent a good portion of his adult life in exile, on what he called a "savage pilgrimage" in search of a different, more primitive and more vital form of life. We'll read three of his most important novels, plus some of his short stories and poems; readers should be ready for a frank representation of sex, passionate descriptions of the natural world, a curiosity about homosexual attraction, and about the libidinal dynamics of the family.

Course Texts:

D.H. Lawrence, "Sons and Lovers" (OUP, 2009) ISBN 9780199538881, "Women in Love" (OUP, 2008) ISBN: 9780199555239; "Lady Chatterley's Lover" (Penguin, 2022), ISBN: 9780141441498. Copies of all three novels will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

32E0374 - Seminar - Nigerian Speculative Fiction (Spring) - K. Hallemeier

This seminar offers an introduction to Nigerian fiction in English that is not realist. Our fictions will span the famous tale of "a full-bodied gentleman reduced to a head" (Tutuola), a national epic replete with "spirit companions" (Okri), and an alien invasion adventure set in Lagos (Okorafor). We will think about how to best describe the genres of these works, which will mean reckoning with the ways African literature has often been subjected to an anthropological gaze; contemplating the limits of magical realism as a global category; and understanding the formal implications of the term Africanfuturism. Fictions will be situated in relation to Nigerian colonial and postcolonial histories and literary critical scholarship that considers the relation between speculative forms and material exploitation.

Texts for purchase: Amos Tutuola, "The Palm-Wine Drinkard" (Faber & Faber, 2014, ISBN 9780571311538), Ben Okri, "The Famished Road" (Random House, 2021, ISBN 9781529114911), Nnedi Okorafor "Lagoon" (Harper Collins, 2024, ISBN 9781481440882). All will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

32E0365 - Seminar - J.M. Coetzee's Jesus Trilogy (Spring) - E. M. Peters

In this seminar, we will study a trilogy of novels by the Nobel laureate, J.M. Coetzee: The Childhood of Jesus (2013), The Schooldays of Jesus (2016), and The Death of Jesus (2019). The seminar will combine close textual analysis with critical and theoretical approaches to the trilogy, including engagement with Coetzee's own theoretical writing. Key topics of discussion will include displacement and the figure of the refugee; philosophy of education; the role of music and dance; the trilogy's philosophical underpinnings; the role of Jesus and faith; and the tension between imagination, creativity and conformity.

Please purchase the following:

J.M. Coetzee, The Childhood of Jesus (Vintage, 2021). ISBN: 978-1529112696

J.M. Coetzee, The Schooldays of Jesus (Vintage, 2021). ISBN: 978-1529112689

J.M. Coetzee, The Death of Jesus (Vintage, 2021). ISBN: 978-1529112566

Copies will be made available at Payot, Rue de la Confédération. Other texts will be made available via Moodle.

BA7 : Littérature et civilisation américaines des 16^e – 21^e siècles

Module Learning Outcomes

In passing the BA7 module, you will be able to:

- identify the formal and thematic complexities of American literary history,
- identify and analyze the diverse discourses that inform American literary texts,

- apply to literary texts the "CRIT method" of close reading

3E059

32E0292 & 32E0293 - Lecture Course - American Literature Since 1497 (Spring) - D. Madsen

This lecture course offers a survey of literature written about, and in, what later became known as the United States of America: from the discovery period to the present. We will look to the influence of Elizabethan Protestant nationalism on colonial Puritanism to formulate a distinctive form of American literary expression, and trace this legacy through three centuries of canonical American Literature. Lectures will deal with the literatures of the discovery and colonial periods, the early national period of the eighteenth century, the "American Renaissance" of the nineteenth century, Modernism of the early twentieth century and its successor, Postmodernism.

The lecture course is complemented by the seminar "American Literary Counter-Voices," which completes the BA7 module. Students are advised to follow both the course and the seminar in parallel; if this is not possible, then the course should be completed before beginning the seminar.

All TEXTS for the lecture course are included in the seminar reader (polycopié), which can be ordered from La Centrale des photocopies de l'Université and downloaded from Moodle.

3E060

32E0294, 32E0295, 32E0296, 32E0334 & 32E0355 - Seminar - American Literary Counter-Voices (Autumn or Spring) - A. Bouchelaghem / C. Martin / M. Zeitz

This seminar complements and supports the lecture course "American Literature Since 1497" and it is strongly recommended that students follow both the course and the seminar in the same semester. The seminar puts into question the cultural, political, and social work performed by the canonical texts of the American literary tradition by attending to significant "minority" voices: notably, gendered, regional, and racialized voices. Issues that will be discussed include: Native responses to English colonization and the westward expansion of the United States, African-American accounts of slavery, Chicano/a and Asian literary interventions concerning immigration, and women's writing and feminism. These counter-voices question and critique the foundational values of the US Republic, while challenging the dominant narrative of national formation promoted by the canonical American literary tradition.

All TEXTS for the seminar are included in the seminar reader (polycopié), which can be ordered from La Centrale des photocopies de l'Université and downloaded from Moodle.

Maîtrise universitaire (Master of Arts, MA)

MA1 – MA5 : Langue et littérature anglaises

Séminaire de langue et littérature anglaises : littérature

3E048 & 3E050

34E0222 - Seminar - Literary Research Methodologies (Autumn) - D. Madsen

This seminar offers an advanced introduction to the study of literature and is highly recommended for students who took their BA degree at a university other than Geneva as well as students beginning their work on the mémoire. The seminar is organized in two parts. First, we explore research tools for the identification, management, and use of scholarly sources in an extended research project like the mémoire. In the second part of the seminar, we apply to Nathaniel Hawthorne's novel, "The Scarlet Letter" (1850), a range of theoretical methodologies that include Reader-Response theory, New Historicism, Psychoanalysis, Feminism and Gender theory, and Post-Structuralism and Deconstruction.

Please note that this seminar can ONLY be assessed by means of an attestation; thus, the seminar can be taken in partial fulfilment of the requirements of modules MA1, MA2, MA4 or MA5.

TEXT for purchase: Nathaniel Hawthorne, "The Scarlet Letter." Ed. Brian Harding & Cindy Weinstein. 1850. Oxford World's Classics, 2007. ISBN: 9780199537808. All other texts are available for download from Moodle.

3E048 & 3E050 & 3E030

34E0309 - Seminar - The Faerie Queene (Autumn) – L. Erne/C. Potter

In this seminar we will study Edmund Spenser's epic allegorical poem, 'The Faerie Queene'. Focusing mainly on the first three books – the version published in 1590 – the seminar will explore the poem from a range of perspectives: literary form, historical contexts, and critical approaches. We will think about how the poem engages with various poetic traditions, Spenser's idiosyncratic style, and the richness of his allegorical project. The poem will be understood through various historical lenses, including religion, Spenser's involvement in Ireland, and the figure of Elizabeth I, the poem's dedicatee. The seminar will also invite students to adopt a range of critical approaches to reading 'The Faerie Queene', exploring issues such as gender and race.

Compulsory course book:

Edmund Spenser, 'The Faerie Queene', ed. by A. C. Hamilton, Revised Second Edition (Abingdon: Routledge, 2007)

34E0358 - Seminar - The Neutral (Autumn) - P. Jones

This seminar is designed as an introduction to the late writings of a thinker who continues to exert a profound influence on Anglophone literary criticism and theory: Roland Barthes. We will focus our attention in particular on his 1978 lecture course *The Neutral* [*Le Neutre*], in which Barthes attempts to give voice to that which "would defeat, annul, or contradict the implacable binarism" that characterizes Western thought and discourse. We will reflect upon the ethical, political, and aesthetic implications of Barthes's thinking about "the neutral" through close readings of a range of literary and theoretical texts by Sophocles, Herman Melville, Rachel Cusk, and Lauren Berlant, amongst others.

Text for purchase:

Rachel Cusk, *Outline* (Faber, 2018) (ISBN: 9780571346769).

All other texts will be scanned and made available on Moodle.

34E0339 - Seminar - Ted and Sylvia (Autumn) - S. Swift

This seminar will offer an in-depth study of the poetry of two of the most important and influential poets of the later Twentieth Century, Sylvia Plath and Ted Hughes, who were married to one another at the time of Plath's suicide in 1963. We will read a wide range of the work of each, including Hughes's elegies for Plath published at the end of his life in the

collection *Birthday Letters* (1998), and we will also consider the critical controversy surrounding the question of Hughes's responsibility for his wife's death. Topics to be considered will include lyric form, confessional poetry, the natural world and animals, the legacy of Romanticism, the burden of history (especially the holocaust, the Bible and the ancient world), and gender and writing.

Texts for Purchase:

Sylvia Plath, "The Collected Poems", ed. by Ted Hughes (Harper Perennial, 2018) ISBN 006214460X; "Collected Poems of Ted Hughes," ed. by Paul Keegan (Faber & Faber, 2005), ISBN 0571227902.

NB Payot's suppliers have not been able to source these texts. Payot have editions of the *Selected Poems* of each poet available, which will be adequate, but owning the collected poems of each poet would be ideal. It is more important to have a complete version of Plath than of Hughes. Other material will be made available via Moodle.

34E0263 - Seminar - Postcolonial Literature and Psychoanalysis (Autumn) - K. Hallemeier

Psychoanalysis, Ania Loomba succinctly notes, has been "molded by the histories of colonialism and imperialism." Is it possible, then, to "use psychoanalysis to think productively about colonial relations"? In order to try to think productively about colonial and postcolonial relations, we will read classic works of psychoanalysis by anticolonial thinkers such as Frantz Fanon, as well as more recent interventions in the field. We will consider how postcolonial literature can draw on and trouble psychoanalytic concepts through discussions of fiction by J.M. Coetzee and Teju Cole.

Texts for purchase: J.M. Coetzee, "Dusklands" (Random House, UK, 1998, ISBN 9780099268338), Teju Cole "Open City" (Faber & Faber, 2012, ISBN 9780571279432). All will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

34E0316 - Seminar - Film Analysis I (Autumn) - G. Bolens

The purpose of this seminar is to help you develop your ability to write analytically about films and series. Also called "moving image narratives," films and series are cultural artefacts that entail an elaborate craft of storytelling. This craft taps directly into the human ability to understand physical movements and to draw complex multimodal meanings from them. While learning about film terminology, we will discuss and analyse selections of "moving image narratives" produced in different historical periods (from silent films in the early 20th century to contemporary productions). We will study cinematographic features linked to the multifaceted significance of nonverbal communication, paying close attention to the connection between camera movements and actors' choreographed gestures, for example in scenes of dance or complex social interactions.

Film Analysis I (in the Autumn semester) and Film Analysis II (in the Spring semester) are complementary, but students are free to take both seminars or just one of them.

34E0264 - Seminar - Geoffrey Chaucer's Troilus and Criseyde (Spring) - D. Singh

'Go, litel boke', wrote Chaucer near the end of 'Troilus and Criseyde' (c. 1386). This fourteenth-century masterpiece would become his best known, most adapted, and most frequently cited work until the eighteenth century. Today, 'Troilus and Criseyde' often appears strikingly modern, with its explorations of love and its loss, free will and fortune, the experience of suffering, and the consolations of poetry.

In the course of our reading, the seminar will discuss these and other philosophical matters raised by Chaucer's long and lyrical narrative poem, while also attending to its historical contexts and to its formal and stylistic innovations. We will situate Chaucer's poem in relation to sources including Boccaccio's 'Il Filostrato' and Boethius's 'Consolation of Philosophy,' and will consider the fifteenth-century manuscripts in which the text survives. The seminar will also examine Chaucer's distinctive use of the rhyme royal stanza, his stunning development of his characters' interiority, and the uneasy place of 'Troilus and Criseyde' within the genres of epic, romance, and tragedy.

Textbooks (available at Payot):

- Geoffrey Chaucer, 'Troilus and Criseyde with facing-page Il Filostrato: A Norton Critical Edition', ed. Stephen A. Barney (Norton, 2006). ISBN 9780393927559.

- Geoffrey Chaucer, 'Troilus and Criseyde: A New Translation', ed. and trans. Barry Windeatt (Oxford, 2008). ISBN 9780199555079.

34E0364 - Seminar - 250 Years of US Christian Zionism, 1776-2026 (Spring) - D. Madsen

2026 marks the 250th anniversary of the "Declaration of Independence" (1776) and the Quarter Millennium of the USA. In this seminar, we trace the historic parallel between Christian and Jewish Zionism in the US narrative of national origin. In a 2018 address to the Israeli Knesset, Vice President Pence declared: "In the story of the Jews, we've always seen

the story of America. It is the story of an exodus, a journey from persecution to freedom, a story that shows the power of faith and the promise of hope. My country's very first settlers also saw themselves as pilgrims, sent by Providence, to build a new Promised Land. The songs and stories of the people of Israel were their anthems, and they faithfully taught them to their children, and do to this day." From these "pilgrims," to historic Indigenous appropriations of the Zionist narrative, to Margaret Atwood's imagining of North American theocracy, we will explore the work of discourses like the Exodus myth, the trope of the "Vanishing Indian," the settler-colonial binary of Zionist modernity versus Indigenous barbarity, the millennialist vision of apocalyptic Holy War, and the US as a "redeemer nation."

TEXT for purchase: Margaret Atwood, "The Testaments" (2019) ISBN: 9781784742324 or 9780525562627. All other texts are available for download from Moodle.

34E0233 - Seminar - Early Modern English Literature and the Material Text (Spring) – L. Erne

This seminar proposes to study early modern English literature in the context of the material text and, more generally, the early modern book trade. While we will pay attention to some of the leading early modern English writers such as Shakespeare, Marlowe, Spenser, and Milton, our aim will not be to study their texts in their own right, but to do so from a book-historical perspective. Topics we will devote attention to include paratext, the bibliographical construction of authorship, kinds of early modern books, and the workings of the early modern book trade. We will also be interested in how the mass of forgotten or little-remembered writers and texts relate to and can throw light on the masterpieces which have made it to the top of the literary canon. You will be asked to familiarize yourself with some of the exciting research tools modern scholarship puts at our disposal, including EEBO (Early English Books Online) and the ESTC (English Short-Title Catalogue). Equipped with the necessary knowledge of how to handle these research tools, you will be assigned (or partly choose yourself) specific individual assignments that will allow you to do original research on aspects of early modern English literature.

Texts: the course material will be made available on Moodle.

34E0231 - Seminar - Planetary Aesthetics (Spring) - S. Swift

Writing in 1958 about the successful launch of a Soviet satellite into space one year earlier, Hannah Arendt asked whether the secular modern age might end in a "fateful repudiation of an Earth who was the Mother of all living creatures under the sky?" The development of space exploration in the post-War period, as Arendt also noted, would have been a source of joy if it were not for "the uncomfortable military and political circumstances attending it" and the threats of planetary destruction that they entailed. In this seminar, we will examine the impact of a capacity to see our planet from the outside on philosophy and literature. If space exploration led to the development of a militarized world-systems theory, it also led to the birth of ecology through James Lovelock's Gaia thesis. We will examine the aesthetic practices that these developments entailed, and what they mean for our understanding of art's relation to technology. We will ask whether the planetary offers a way of thinking beyond nation-states that is different from globalization and colonialism, and how "planetary aesthetics" might provide a new, non-eurocentric way of conceptualizing world literature. As well as reading longer ecological and planetary texts by female authors, we'll also read I.A. Richards on Neo-Confucian ideas of nature, Anna Tsing on mushrooms and forests, Gayatri Spivak on planetary alterity, and examine two films that think the planetary both in sublime and in intentionally bland ways (*Gravity* and *Normadland*).

Texts for purchase

Rachel Carson, *Under the Sea Wind* (Penguin, 2007) ISBN 978-0143104964

Samantha Harvey, *Orbital* (Grove, 2023) ISBN 978-0802161543

Han Kang, *The Vegetarian* (Granta, 2015) ISBN 9781846275630

All other texts will be uploaded to Moodle

34E0317 - Seminar - Film Analysis II (Spring) - G. Bolens

The purpose of this seminar is to help you develop your ability to write analytically about films and series. The 'digital turn' has led to multiple developments in cinematic creation. For instance, the use of VFX (Visual Effects) and CGI (Computer-Generated Imagery) is spreading beyond such genres as Sci-Fi and Fantasy, affording novel forms of visual storytelling. Another notable development is the transnational production and circulation of series and films on streaming platforms, increasing international access to 'glocalized' (global / local) productions through complex cultural flows and contra-flows (e.g., South-Korean series and Indian movies watched by millions of viewers around the world). Within this recent and fast-evolving context, academic research is developing in interesting ways. This seminar will raise the question of methodology in film analysis when it comes to this contemporary type of visual artefacts and their various and multicultural forms of kinesic storytelling and cinematographic expression.

Film Analysis I (in the Autumn semester) and Film Analysis II (in the Spring semester) are complementary, but students are free to take both seminars or just one of them.

34E0362 - Seminar - Environmental Crisis in Literature of the Global South (Spring) - K. Hallemeier

This seminar will focus on contemporary fiction in English that centers environmental crises in the global South that are borne of industrialization, neoliberal developmentalist policy, and global warming. We will attend to how this fiction stages the complexity of pursuing environmental and social justice in locales subject to imperial domination. We will ask how this literature conceptualizes the violence of environmental catastrophe and how it self-reflexively meditates on literature and the arts as means of reckoning with such violence.

Texts for purchase: Zakes Mda, "The Heart of Redness" (MacMillan, 2003, ISBN 9780312421748), Indra Sinha, "Animal's People" (Simon & Schuster, 2008, ISBN 9781416526278), Amitav Ghosh, "Gun Island" (MacMillan, 2019, ISBN 9780374167394). All will be made available at Payot, Rue de la Confédération. Other texts will be made available on Moodle.

Séminaire de langue et littérature anglaises : linguistique

3E049, 3E030 & 3E051

34E0236 - Seminar - Syntax (Autumn) - T. Ihsane

An essential objective of linguistics is to make explicit and model the knowledge that native speakers have of their language. For instance, native speakers of Standard English know that the sentences in (1)-(4) below are not possible (hence the asterisks) although they can generally not explain why:

- (1) *David_i's mother hurt himself_i. (vs. David_i hurt himself_i / David_i's mother hurt him_i).
- (2) *What has who bought? (vs. Who has bought what?)
- (3) *Who does Sally think that likes linguistics? (vs. Who does Sally think likes linguistics?)
- (4) *It is likely Tom to dance. (vs. Tom is likely to dance. / It is likely that Tom dances.)

In this seminar, we will see that the above data can be accounted for in syntactic terms. More precisely, we will look into how a syntactic model/theory like the Minimalist program developed by Chomsky (1995 and subsequent work) explains the contrasts between the ungrammatical sentences in (1)-(4) and their grammatical counterparts in parenthesis. This will lead us to examine, among other things, specific hierarchical relations (e.g., c-command), different types of movements, such as *wh*-movement, and null constituents like the non-overt pronoun *PRO* found in non-finite sentences. The seminar presupposes basic knowledge of syntax (e.g., the introduction to syntax of module BA2).

The course material will be provided on Moodle during the semester.

34E0237 - Seminar - Linguistics and language teaching (Autumn) - T. Ihsane

In this seminar, we will look at how language teaching methods have changed over the last decades. We will identify two opposed views and see how (most of) the coursebooks used nowadays to teach English in the schools of Romandie (i.e., the French speaking part of Switzerland) fit into this picture. This will lead us to discuss the importance of explicit language teaching in the learning process and to think about how learners could benefit from linguistics (as a science). More generally, we will argue that linguistics should have a more prominent role in language teaching, including in the teaching of L1. We will rely on different articles that demonstrate how explicit teaching and explicit knowledge of the L2, but also of the learner's first language, play a positive role in the learning of L2.

The course material will be provided on Moodle during the semester.

34E0325 - Seminar - Historical Linguistics (Autumn) - E. Haeberli

One of the characteristic properties of languages is that they all undergo change over time. In this seminar, we will examine different aspects of this phenomenon of linguistic change. Drawing on evidence from a typologically diverse range of languages, we will discuss the nature of the changes that can be observed at different levels of linguistic structure: sound change, morphological change, semantic change, syntactic change, and lexical change. We will also

take a closer look at the most prominent aspects of traditional historical linguistics, that is, the reconstruction of earlier stages of languages based on the comparative method and internal reconstruction, and the classification of languages into language families. Finally, some further aspects of historical linguistics will be explored, such as explanations of language change, language contact, the methods for extracting historical linguistic information from written sources, the use of historical linguistic findings for cultural and historical inferences, and quantitative approaches to historical linguistics.

Students are asked to purchase the following textbook: Campbell, Lyle. 2020. *Historical Linguistics: An Introduction*. 4th edition. Edinburgh: Edinburgh University Press.

34E0267 - Syntax of the DP (Spring) – T. Ihsane

In generative syntax, nominal expressions are traditionally analyzed as DPs (Determiner Phrases; cf. Abney 1987, a.o.), implying that the lexical layer (Noun Phrase) is dominated by a functional layer, DP. In this seminar, we will see that the structure of nominal expressions is in fact much more complex in that it comprises a whole sequence of functional projections between DP and NP. Evidence for this observation comes, for instance, from the study of nominal modifiers – such as numerals (e.g., *three*) and adjectives (e.g., *big, red...*) – which shows that these elements cannot simply be adjoined to the noun. Zooming in on the inventory of functional projections in the structure of nominals will allow us to highlight the basics of Cartography (e.g., Rizzi & Cinque 2016; Cinque 2024) and to examine some aspects of the CP-DP parallelism, that is, the view that the syntax of nominal expressions (DPs) strongly parallels the one of clauses (CPs) (following seminal work by Szabolcsi 1981, 1987 and Abney 1987). The approach will be cross-linguistic and remain rather descriptive although some formal/theoretical aspects will be considered as well.

The seminar presupposes basic knowledge of syntax (e.g., the introduction to syntax of module BA2).

The course material will be provided on Moodle during the semester.

34E0312 - Seminar - English Auxiliaries: History and Variation (Spring) - E. Haeberli

A characteristic feature of the grammar of present-day English (PDE) is its formally distinctive class of auxiliaries, which includes as its core members the modal auxiliaries (*can, could, may, might, must, shall, should, will, would*) and the non-modal auxiliaries *be, have* and *do*. This feature is characteristic of PDE because a strong formal distinction between auxiliaries and other verbs is quite rare cross-linguistically. Thus, as we will see, it cannot be found, for example, elsewhere in the Germanic language family, among the Romance languages like French, or even in the early stages of the history of English (Old and Middle English). Given the contrast between PDE and early English, the aim of this seminar is to examine how and why a distinctive class of auxiliaries emerged over the history of English. As a starting point, we will identify the range of properties that distinguish auxiliaries from main verbs in PDE, and we will compare PDE with various other languages and Old English. Having established the situation in Old English, we will then be able to explore how auxiliaries changed over the course of the history of English and how these changes led to a clearly distinct auxiliary class. A full account of the development of auxiliaries will also require a closer look at the emergence of another cross-linguistically very unusual property of PDE, i.e., the use of auxiliary *do* in negative and interrogative clauses. In the final part of the seminar, we will turn to variation with respect to the properties of auxiliaries that can be found in present-day varieties of English (e.g., the occurrence of double modals, auxiliary contraction).

34E0241 - Seminar - Bilingualism (Spring) - E. Haeberli

The topic of bilingualism can be studied either as a societal phenomenon (e.g. aspects of a bilingual speech community, bilingualism and language policy etc.) or as a phenomenon characterizing an individual's cognitive make-up. Although the separation between these two perspectives is not always clear-cut, our focus will mainly be on the second one. The first part of the seminar will provide general overviews of some central topics in bilingualism such as bilingual child language acquisition, bilingualism and second language acquisition, the critical period hypothesis, the consequences of the contact of two linguistic systems in an individual speaker (interference; code switching and the constraints thereon), bilingual language processing, the bilingual brain, and general cognitive consequences of bilingualism. In the second part of the seminar, we will examine some specific case studies taken from the recent research literature.

Hors module

3E047

34E0166 - CUSO Doctoral Workshop in Medieval and Early Modern English Studies - G. Bolens & L. Erne
Workshop open to doctoral students in medieval and early modern English studies only.

34E0190 - CUSO Doctoral Workshop in Modern and Contemporary English Studies - P. Jones & S. Swift
Workshop open to doctoral students in modern and contemporary English studies only.