

DESCRIPTION DES COURS

(4 août 2020)

DÉPARTEMENT DE LANGUE ET DE LITTÉRATURE ANGLAISES

ANNÉE ACADÉMIQUE 2020-2021 (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: <http://www.unige.ch/lettres> > Enseignements > Programme des cours > Programme des cours en ligne 2020-2021

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 on the following link before each semester begins: <http://www.unige.ch/lettres> > Enseignements > Programme des cours > Programme des cours en ligne 2020-2021

A = semestre d'automne / Autumn

P = semestre de printemps / Spring

AN = toute l'année / Year-long

CR = cours / lecture course

CS = cours-séminaire

SE = séminaire / seminar

TP = travaux pratiques / practical work

CP = complément d'enseignement

RE = séminaire de recherche

Baccalauréat universitaire (Bachelor of Arts, BA) – Anglais

BA1 : Littérature anglaise

3E040

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

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: the first on poetry and the essay taught by Simon Swift; the second on drama and narrative taught by Martin Leer. 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.

In the first semester 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 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.

In the second semester some of the essential features of drama will be introduced through a close reading of William Shakespeare's *Hamlet*. Narrative will be studied through a range of texts from the Middle Ages to the contemporary world.

32E0109 - Film Club related to Introduction to the Study of Literature (year-long) – Enseignants Lettres

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.

Organised by an assistant teaching in 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.

Films are screened 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 by the Library. We hope you will enjoy the screenings and feel inspired to pursue your discussion of the interpretations of texts with your fellow students afterwards.

3E052**32E0270 - Travaux pratiques - Analysis of Texts (year-long) - Enseignants Lettres**

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 each 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.

The sections of Analysis of Texts take place every week. Students taking module BA1 must sign up to a section during the English department's 'permanence' at the Autumn 'Rentrée'.

3E053**32E0271 - Travaux pratiques - Composition (Academic and Critical Writing Skills) (year-long) – Ens. Lettres**

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

The hour-long sections of Critical Writing take place every week. Students taking module BA1 must sign up to a section during the English department's 'permanence' at the Autumn 'Rentrée'.

BA2 : Linguistique et langue anglaises**3E003****32E0019 - Lecture course - Introduction to English Linguistics (year-long) – E. Haerberli**

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 'permanence' 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 sections of Practical Language take place every week. Students taking module BA2 must sign up to a section during the English department's 'permanence' at the Autumn 'Rentrée'.

BA3 : Linguistique anglaise

E041

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

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.

Þæs ymb iiii niht Æþered cyning & Ælfred 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.')

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.

Students are asked to purchase the following textbook: Johnson, Keith. 2016. "The History of Early English". London: Routledge.

32E0324 - Lecture course/seminar - Varieties of English (Spring) – G. Puskas

This class discusses different varieties of English spoken around the world. In order to consider a language a "variety" of English, we must first define the features of a language, and identify those which may vary. We will see that beyond the lexicon, many aspects of both the phonology (sounds) and the morpho-syntax (structure) of a language make it a variety of English. Our world trip will take us from the British Isles (selection from Southern British English, Northern British English, Irish English, Scottish English), through the American Continent Canadian English, Chicano English, African-American Vernacular English) and Australia & New Zealand to Africa (selection from South-African English, Liberian English, Nigerian English), India (Indian English) and Singapore (Singlish).

All documents will be provided on Moodle during the semester.

BA4 : Littérature et civilisation anglo-saxonnes et médiévales

3E055

32E0273 & 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, but all students must attend the first lecture of the autumn semester, which is an introduction to both the lecture course and the accompanying BA4 seminars.

The texts for this course will be available in a reader to be ordered at polycopie@unige.ch

3E056

32E0327 - Seminar – Multicultural Middle Ages (Autumn) – S. Brazil, E. Skuthorpe

The term multicultural recognises the fluid nature of historical, cultural and linguistic aspects of medieval societies. The continual movement of peoples via migration, invasion, trade and conversion has given rise to cultural practices and narratives that are interconnected, and need to be understood in relation to these wider contexts. Nevertheless, the histories and specificities of a given culture must be taken into account when considering the complex nexus of interchange that resulted in the kinds of stories and characters that we find in the literature of the European Middle Ages. This seminar is concerned with the construction of heroic characters in Norse, Irish and English narratives. We will read "Grettir's saga", the "Táin Bó Cuailnge" (Cattle Raid of Cooley), and "Beowulf".

Text for purchase: "Beowulf", trans. by Michael Alexander (Penguin, 2003) ISBN: 9780140449310; "The Táin", trans. by Ciaran Carson (Penguin, 2007), ISBN: 0140455302; "Grettir's Saga", trans. by Jesse Byock (Penguin, 2009), ISBN: 10 019280152X. These texts will be available at Librairie Payot, Rue de la Confédération 7, 1204 Genève, but you can also order them online.

32E0276 - Seminar –Supernatural Encounters in the Medieval North (Autumn) – E. Skuthorpe

Old Norse-Icelandic literature abounds with supernatural events and individuals – witches, the undead, gods and monsters – despite the realism that otherwise permeates these narratives. This seminar will explore the relationships between medieval Icelandic society and the supernatural spaces that existed in and around those communities. It will examine how paranormal realms, acts and occurrences are portrayed in different genres of Old Norse-Icelandic literature and how these elements provide a framework with which to analyse the medieval worldview. We will discuss who was able to experience the supernatural and engage with it. How might they be changed in turn? Students will be introduced to a range of Old Norse-Icelandic sagas, poems and short tales from the 13th and 14th centuries in Modern English translation.

Required texts for purchase:

"Gisli Surrsson's saga and the Saga of the People of Eyri" ed. Vésteinn Ólason (London : Penguin Classics, 2004) ISBN: 9780140447729. This text will be available at Librairie Payot, Rue de la Confédération 7, 1204 Genève, but you can also order it online. All other materials will be made available via Moodle.

32E0302 - Seminar – Multicultural Middle Ages (Spring) – S. Brazil, E. Skuthorpe

The term multicultural recognises the fluid nature of historical, cultural and linguistic aspects of medieval societies. The continual movement of peoples via migration, invasion, trade and conversion has given rise to cultural practices and narratives that are interconnected, and need to be understood in relation to these wider contexts. Nevertheless, the histories and specificities of a given culture must be taken into account when considering the complex nexus of interchange that resulted in the kinds of stories and characters that we find in the literature of the European Middle Ages. In this seminar we will investigate narratives concerned with supernatural individuals and experiences in the Norse, Irish, and English traditions. Texts will include saints' lives, "Sir Gawain and the Green Knight", "Bricriu's Feast" and "Órvar-Odds Saga". Students will be required to purchase a reader online containing required texts from polycopie.unige.ch.

32E0277 – Seminar – Arthurian Legends in Medieval England (Spring) – G. Bolens

Because of the Norman Conquest in 1066 and the power of the Plantagenet dynasty from 1154 until 1485, French and English cultures were intertwined for centuries in medieval Europe. A manifestation of this reciprocal influence is the development of Arthurian legends. First written in England by Geoffrey of Monmouth, who used Latin, Arthurian legends were soon translated into Norman French by Wace, and later into English by Layamon. They also developed into courtly romances and narrative cycles in France, and led to new English versions of the legends. Two such major English Arthurian narratives are the striking "Stanzaic Morte Arthur" and "Alliterative Morte Arthure". In the 15th century, Thomas Malory used both French and English texts to write his grand synthesis of Arthurian legends, which became the reference for future generations of readers and writers (e.g., Spencer and Milton). Malory's work, "Le Morte Darthur", is fascinating for its emphasis on action, and for a sense of adventure that remains captivating to this day. We will study some sections of his work and compare them to some of his French and English sources.

The texts for this course will be available in a reader to be ordered at polycopie@unige.ch

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

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.”

Recommended course book: “The Norton Anthology of English Literature”, 9th ed. (2012), vol. 1 (Middle Ages Through the Restoration and the Eighteenth Century), ISBN 978-0-393-91247-0.

3E044

32E0132 - Film Cycle Related to BA5, BA6 and BA7 Seminars (year-long) – Enseignants Lettres

This film cycle cannot be followed as a study option. Films will be announced as and when relevant, during seminars.

32E0322 – Seminar – The Atlantic Ocean in the Eighteenth Century (Autumn) – E. Kukorelly

The Atlantic Ocean was an important space in the eighteenth century. The watery main dividing Europe and Africa from the Americas enabled the transportation of people and commodities, of ideas and cultures. Articulated around a series of interrelated dichotomies – absolute freedom and total enslavement, naïve superstition and scientific rationality, unimaginable riches and abject poverty – the British imperial project was worked out in this space. London and sea ports, coastal colonies and unknown interiors, desert islands and ships; slavers and slaves, pirates and planters, wives and adventuresses: such will be the locations and people that we will read about during this seminar, as we try to understand how the Atlantic Ocean was key in helping the British to imagine themselves at the dawn of the industrial era.

Texts will be provided to students on Moodle, and will include:

Aphra Behn, “The Widow Ranter” (play); Daniel Defoe, “Captain Singleton” and “Colonel Jack” (novels); Anon, “The Female American, or the Adventures of Unca Eliza Winkfield” (novel); “The Interesting Narrative of the Life of Olaudah Equiano” (autobiography); Captain Charles Johnson, “A General History of the Pyrates”; “The ‘Atlas Maritimus et Commercialis’” (atlas with commentary by Daniel Defoe), as well as extracts from the periodical press and some poems by Swift and Pope.

32E0319 - Seminar – Coleridge’s Secret Ministry (Autumn) – S. Swift

In this seminar, we will engage in slow and careful close readings of Samuel Taylor Coleridge’s poetry of the 1790s, the decade that witnessed the French Revolution and the beginnings of what would turn out to be over twenty years of almost uninterrupted armed conflict between Britain and France. We will read Coleridge’s poetry in these political contexts, and also in relation to Coleridge’s religious beliefs, his views about the natural world, the imagination, and his critique of Britain’s emergent empire and participation in the slave trade. We will also consider his uses of the gothic and conversational forms, his uses of the ode, ballad and romance, while encountering some of the most dazzling poetry in English literary history.

Text for Purchase: “Coleridge’s Poetry and Prose”, ed. by Nicholas Halmi (Norton, 2003). Copies will be made available at Payot, Rue de la Confédération.

32E0304 – Seminar – The Plays of Christopher Marlowe (Autumn) – L. Erne

Accused of atheism, sodomy, and spying in his own time, Christopher Marlowe (1564-1593), in his short, colourful life, wrote a series of extraordinary plays that transformed the theatre of his time and paved the way for the drama of Shakespeare. In this seminar, we will closely engage with “Tamburlaine the Great, Part 1”, “The Jew of Malta”, “Doctor Faustus”, and “Edward II”. Among the subjects we will be interested in are the dramatization of power, the nature of the plays’ overreaching heroes, and the typically Marlovian tension between ethics and aesthetics.

Course book (can be ordered from Payot or online): Christopher Marlowe, “Doctor Faustus and Other Plays”, eds. David Bevington and Eric Rasmussen, Oxford World’s Classics (Oxford: Oxford University Press, 1995, reissued 2008), ISBN 978-0199537068.

32E0279 - Seminar – Edmund Spenser in Context (Autumn) – A. Auld

This seminar uses the works of Edmund Spenser as a gateway for exploring key issues of his time, including gender, eroticism, and marriage; literary influence and Spenserianism; and English colonization of Ireland. We will consider how the Earl of Surrey and Spenser innovatively produced poems that celebrated the female beloved as a partner in marriage, rather than as an unobtainable mistress to be relinquished in favour of the deity, in line with the Petrarchan tradition. In another part of the seminar, we will explore the distinctive characteristics of Spenser’s poetry, and the influence of ‘Spenserianism’ on writers like Michael Drayton and Phineas Fletcher. We will dedicate the third part of the seminar to the controversial issue of Spenser’s work and life in Ireland, and his advocacy for violent colonial rule. Our seminar on Spenser in context will thus ultimately allow us to think about literature in context, including the relationship of literature

to early modern society, the development of English literature over time, and the ethics of our engagement with writers who may have very different values than those that predominate in the present day.

The reader for this seminar is available for order online at <https://polycopie.unige.ch>. You may pick it up 48 hours later at 'Centrale des polycopiés' (Uni Mail).

32E0182 - Seminar – Pamela, Shamela, Anti-Pamela (Spring) – E. Kukorelly

When Samuel Richardson published his first novel, "Pamela, or Virtue Rewarded" (1740), he firmly directed the nascent novel genre towards formal realism and moral purity. The simple story of a feisty servant girl who refuses to let her handsome young master have his naughty way with her, arguing: "But, O sir! my soul is of equal importance with the soul of a 'princess'; though my quality is inferior to that of the meanest slave," is written in the form of heartfelt letters from the protagonist to her parents. Convinced that he was writing a story of virtue, Richardson was surprised to find that some of his readers felt that Pamela came across as a gold-digging social climber, intent on trapping her master in a lucrative marriage. In this seminar we will begin by reading the original novel, and then look at two reactions, Henry Fielding's parody spoof, "Shamela", and Eliza Haywood's more poignant yet more cutting "Anti-Pamela", as we explore the ideological (including cultural) implications of this print-market event.

Please purchase the following:

Samuel Richardson, "Pamela or Virtue Rewarded", Oxford World's Classics ed. It is imperative that you buy this edition; other editions don't publish the first edition, but the radically different posthumous edition. The other texts will be made available to students online.

32E0320 - Seminar – Wordsworth's Great Period Poems (Spring) – S. Swift

A companion to the autumn BA5 semester "Coleridge's Secret Ministry," in this seminar we will read the poetry of William Wordsworth's "Great Period," the 1790s, during which he moved from a commitment to revolutionary politics to a belief in the salvific power of poetry itself. We will read Wordsworth's poetry, slowly and in detail, in light of this critical context, while examining a range of topics including the natural world and animals, poetic form, ideas of the self, memory and the life of the body, Wordsworth's relation to literary precursors including Milton and Shakespeare, questions about human suffering and social change, war, landscape and violence.

Text for Purchase: "William Wordsworth: The Major Works, Including 'The Prelude,'" ed. by Stephen Gill (Oxford University Press, 2008). Copies will be made available at Payot, Rue de la Confédération.

32E0318 - Seminar – Restoration and 18th-Century Drama on Page and Stage (Spring) – E. Depledge

This seminar will introduce students to key examples of dramatic works and genres from the Restoration and eighteenth century by examining printed play-texts, contemporary commentary about performances, and recent productions. We will explore two full plays, a semi-opera, and three short pieces. The full plays we will study are Aphra Behn's "The Rover" (1677) and George Lillo's "The London Merchant" (1731); the semi-opera we will study is Henry Purcell's "The Fairy Queen" (1692), which is based on Shakespeare's "A Midsummer Night's Dream." We will also look at a droll – an abbreviated or short playlet designed to be performed surreptitiously during the ban on acting imposed between 1642 and 1659 – an afterpiece, and a play-ballad. These short theatrical entertainments will enable us to think about developments in drama over the course of the seventeenth and eighteenth century, about modern assumptions about what constitutes dramatic entertainment, and about changing audience demographics, particularly as the afterpiece – a short opera, pantomime or farce given after the performance of a play – was designed to appeal to merchants who could not attend the play performance because it started before their work day ended. Students may purchase any edition of "The Rover" and "The London Merchant," but copies of all set texts will also be made available via Moodle.

32E0328 - Seminar – Ben Jonson: Prose, Drama and Poetry (Spring) – E. Smith

Few writers have been as vocal about their authorial ambitions, ideals, and opponents as Shakespeare's contemporary Ben Jonson (1572-1637). Throughout the course of this seminar, we shall interrogate Jonson's varied representation of literary production and reception by reading extracts from his highly idiosyncratic miscellany "Discoveries Made Upon Men and Matter", a selection of his poetic works, and the satirical comedy "Volpone" – and reflect upon where and how Jonson can, or cannot, be situated within the literary field of his day.

Course book (can be ordered from Payot or online): Ben Jonson, "Volpone", ed. Robert N. Watson, revised edition, New Mermaids (London: Methuen, 2019), ISBN 978-1350007796. Other course material will be made available on Moodle.

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

3E045

32E0218 - Lecture course – Literatures of the Contemporary English-Speaking World (Autumn) – M. Leer

This course aims to give a historical and geographical introduction to the literatures of the contemporary English-speaking world outside of the United States. As the official language of 54 sovereign nations and a spoken and literary language in many more, English is the carrier of great cultural diversity. Beginning with the territorial expansion of the British Empire in the nineteenth century - as portrayed in Joseph Conrad's "Heart of Darkness" (1899) – this course will show some of the facets of postcolonial and world literature written in English through a series of historical ruptures and geographical dislocations: literary modernism in Ireland at the beginning of the twentieth century (W B Yeats, James Joyce); the nationalist literature of the independence movements of India and Africa in the 1930s-1960s; the radical experimentations of Caribbean literature in the 1960s and 70s; literary responses to the environment, multiculturalism and indigenous-settler relations in Canada, Australia and New Zealand; as well as transnational and migrant literature of recent decades. Prose fiction, poetry and drama or film will all be covered.

32E0321 - 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, the essay, 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 "Persuasion", and the Odes and letters of John Keats. Most texts will be made available via Moodle, while others will be available for purchase at Librairie Payot, 7 rue de la Confédération, 1204 Genève.

3E057 & 3E058

32E0132 - Film Cycle Related to BA5, BA6 and BA7 Seminars (year-long)

This film cycle cannot be followed as a study option. Films will be announced as and when relevant, during seminars.

32E0315 – Seminar – James Joyce's "Ulysses" (Autumn) – P. Jones

This seminar is designed as an introduction to James Joyce's "Ulysses" (1922), a landmark of literary modernism which reshaped how we think about the novel. "Ulysses" has a reputation for being formidably difficult due to the vicissitudes of its style, the density and range of its allusions (Homeric and otherwise), and its daunting length. The novel is undoubtedly demanding, but never pretentious, and is a great pleasure to read, think with, and discuss. Patiently working our way through each of the novel's eighteen episodes, we will pay close attention to both the mechanics of plot, character, and allusion, as well as to Joyce's often startlingly original use of the English language. In so doing, we will have the opportunity to explore the multitude of themes that the novel confronts us with, such as the city, the body, the nation, gender, love, death, and religion. Lyrical, bawdy, and boundlessly inventive, 'Ulysses' is nothing less than a profound meditation on the human condition in modernity.

Text for purchase:

James Joyce, "Ulysses" (Oxford: Oxford World's Classics, 2011) [ISBN: 9780199535675]. Copies will be made available at Librairie Payot, 7 rue de la Confédération, 1204 Genève. A number of useful secondary texts will also be uploaded onto Moodle.

32E0323 - Seminar – Industrial Fiction (Autumn) – L. Dessau

From the eighteenth and into the nineteenth century, Britain underwent a revolution. New technologies including the machine loom and steam engine transformed industry, and the country was reshaped as new cities grew out of factory towns, all while the British Empire expanded on a global scale. Looking at one definitive Industrial Novel, "North and South" (1855) by Elizabeth Gaskell, and another important novel of the period, George Eliot's "Mill on the Floss" (1860), we will explore the influence of industrialisation in shaping the development of the nineteenth-century novel. We will consider these novels in their social, economic and political contexts as well as with attention to their innovations in narrative and the importance of serialisation to form. There will be an emphasis on considering these texts through an

ecocritical framework, thinking through the reorganisation of labour and capital according to emerging extractive industries and new conceptions of 'energy' and 'power'.

Texts for purchase from Payot or online (you must have the edition listed below):

Elizabeth Gaskell, "North and South". Penguin Classics, 1996 (ISBN: 9780140434248)

George Eliot, "The Mill on the Floss". Oxford World's Classics, 2015 (ISBN: 9780198707530)

Additional materials will be made available via Moodle.

32E0326 – Seminar – The Poet's Essay (Autumn) – O. McKenzie

The relation between poetry and the essay has always been important and there is a long tradition of prose writing by poets on the subject of poetry in letters, prefaces, 'defences' and essays. In the twenty-first century, some poets have tried to push this relation further by breaching the boundaries between the two genres in various ways. In this seminar, we will first explore how a range of modern and contemporary poets use the form of the essay to reflect on the nature of their art, starting with the modernists and moving through various post-war poetries. We will then look at a few recent examples of experimentation with form at the crossroads between the poem and the essay.

Students are encouraged to follow Martin Leer's seminar 'The Essay as a Literary Genre' in parallel to this seminar in order to reflect on the wider history of the genre.

All texts will be made available on Moodle or in a brochure.

32E0286 – Seminar – The Essay as a Literary Genre (Autumn) – M. Leer

This seminar will attempt to survey the genre of the literary essay from its beginnings in the "Essais" of Michel de Montaigne till the present, but with an emphasis on the long twentieth century. The survey will also cover some of the major 'subgenres': the personal essay, the political essay, the critical essay and the descriptive essay. Among the writers dealt with after a short historical survey (Montaigne to Hazlitt) will be Walter Pater, Oscar Wilde, Virginia Woolf, George Orwell, James Baldwin, Gore Vidal, Susan Sontag, Annie Dillard, Barry Lopez, Teju Cole and Kathleen Jamie.

32E0289 – Seminar – Poetry, the Mind and the Dead (Spring) – O. McKenzie

'Our psyches are the graveyards of impressions, traumas, desires, and archetypes' of those who came before us, writes Robert Pogue Harrison in *The Dominion of the Dead* (2003), an investigation of the institutions through which the dead 'cohabit our worlds.' If language in general functions as such an institution ('Dead eytmons, latent meanings, and lateral connotations lie buried in the roots and phonemes of our living words, where they carry on an active afterlife'), so does poetic form, inherited and reimagined by each new generation of poets. In this seminar we will look at two very different poets, Wallace Stevens and Seamus Heaney, and analyse how their efforts to develop an individual voice out of the tradition through a work on form kept forcing them to reflect anew on the relation between the human mind and the dead. We will see how this question emerges at different phases of their writing but focus more specifically on their late poems.

All poems and essays will be made available on Moodle or in a brochure. Students are advised to get a copy of and start reading Harrison's *The Dominion of the Dead* (University of Chicago Press, 2003) before the beginning of the semester.

32E0290 - Seminar – The Black Atlantic and Afropolitanism (Spring) – M. Leer

'The Black Atlantic' and Afropolitanism are two paradigms for understanding the transatlantic connections of African and African-American and Afro-Caribbean culture and literature. The first derives from Paul Gilroy's book from 1993, which saw the Black Atlantic as a "counterculture of modernity" rising out of the slave trade, but triumphing in jazz and many other forms of culture. Afropolitanism is associated with African philosophers, critics and writers, who by the 21st century combine African roots and a cosmopolitan perspective. The seminar will try to exemplify both, by reference largely to Caribbean poetry and contemporary African novelists like Chimamanda Ngozi Adichie, Teju Cole, Titi Dangarembga and Jennifer Nansubugu Makumbi.

32E0329 – Seminar – Refugee Narratives (Spring) – E. Maria Peters

Today, while the world is facing the largest refugee crisis since the middle of the last century, the figure of "the refugee" is hyper-visible in discourses of governments and the media. The situation looks, however, different from the perspective of actual humans who transition through the transformative experience of migration. This seminar will give students the opportunity to reflect on the current refugee crisis by focusing on a range of contemporary literary narratives by and about refugees, alongside cinematic and theoretical representations, in order to understand what it means to live at the threshold of the nation-state. We will be looking at J.M. Coetzee's novel "The Childhood of Jesus", Mohsin Hamid's novel "Exit

West”, Behrouz Boochani’s autobiography “No Friend but the Mountains”, and a selection of tales from the collection “Refugee Tales” (2016; 2017; 2019), written by refugee and non-refugee writers, heard and rehearsed during annual walks in the UK.

Texts for purchase: J.M. Coetzee, “The Childhood of Jesus” (Vintage, 2013); Mohsin Hamid, “Exit West” (Penguin, 2017) and Behrouz Boochani, “No Friend but the Mountains” (Picador, 2018). These will be made available at Librairie Payot, 7 rue de la Confédération, 1204, Genève. Other texts will be made available on Moodle.

32E0291 - Seminar – Free Indirect Style (Spring) – P. Jones

This seminar is aimed at students who want to enrich their understanding of a form of narration that is synonymous with the modern novel: free indirect style. Over the course of the semester we will 1) learn to identify examples of free indirect style, and gain awareness of the difficulties that can arise in doing so; 2) gain insight into the development of free indirect style in the history of the novel by reading excerpts from Jane Austen, Gustave Flaubert, Leo Tolstoy, and Virginia Woolf; 3) confront some of the philosophical issues posed by free indirect style, such as the representation of consciousness. Structuring our exploration of these areas of inquiry will be a careful reading of Henry James’s “The Ambassadors” (1903), a novel that uses free indirect style to masterful effect.

Text for purchase:

Henry James, “The Ambassadors” (London: Penguin Classics, 2008) [ISBN: 9780141441320]. Copies will be made available at Librairie Payot, 7 rue de la Confédération, 1204 Genève. All other texts will be scanned and uploaded onto Moodle.

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

3E059

32E0292 & 32E0293 - Lecture Course – American Literature Since 1497 (Autumn or 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. It is strongly recommended that students follow both the course and the seminar in the same semester.

Texts: A course polycopié is available for purchase.

3E060

32E0132 - Film Cycle Related to BA5, BA6 and BA7 Seminars (year-long)

This film cycle cannot be followed as a study option. Films will be announced as and when relevant, during seminars.

32E0294 & 32E0295 & 32E0296 & 32E0297 - Seminar – American Literary Counter-Voices (Autumn or Spring) – C. Martin / P. Zanella (Autumn); D. Madsen / P. Zanella (Spring)

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.

Texts: A seminar polycopié is available for purchase.

Maîtrise universitaire (Master of Arts, MA) - Anglais

MA1 – MA5 : Langue et littérature anglaises

Séminaire de langue et littérature anglaises : littérature

3E048 & 3E050 & 3E030

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. There are three aspects of research methodology that will be emphasized in the seminar: the identification and use of scholarly sources; the formulation of appropriate analytical literary methodologies; and the writing of extended research projects, in particular the mémoire.

Texts: all material is available from Moodle.

34E0309 – Seminar – Marlowe and Shakespeare (Autumn) – L. Erne

Christopher Marlowe was Shakespeare's greatest early contemporary. Yet while Marlowe died as early as 1593, Shakespeare went on to write plays for another twenty years. In some of these plays, Shakespeare arguably revisits and rewrites Marlowe, and the aim of this seminar is to study in depth the nature of Shakespeare's dramatic engagement with his greatest contemporary. We will be studying paired plays, one by Marlowe along with one by Shakespeare: "Edward II" and "Richard II", "The Jew of Malta" and "The Merchant of Venice", and "Doctor Faustus" and "Macbeth". We will try to derive from this approach not only a sustained reflection on literary influence (cf. Harold Bloom's "Anxiety of Influence") but also a clear sense of the relative achievement of each of the two dramatists.

Texts (can be ordered from Payot or online):

Marlowe, "Doctor Faustus and other Plays", eds. David Bevington and Eric Rasmussen, Oxford World's Classics (Oxford: Oxford University Press, 1995, reissued 2008), ISBN 978-0199537068.

Shakespeare: "The Merchant of Venice", ed. M. M. Mahood, third edition, Cambridge UP, 2018, ISBN 978-1316506646; "King Richard II", ed. Charles R. Forker, Arden Shakespeare, 2002, ISBN 978-1903436332; "Macbeth", ed. A. R. Braunmuller, updated edition, CUP, 2009, ISBN 978-0521862400.

34E0298 - 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" (Harper Perennial, 2018); "Collected Poems of Ted Hughes," ed. by Paul Keeghan (Faber & Faber, 2005). Copies will be made available at Payot, Rue de la Confédération.

34E0314 - Seminar – Econarratology : Leslie Marmon Silko's *Almanac of the Dead* (Autumn) – D. Madsen

This seminar offers an advanced introduction to narratological theory and analysis through the lens of environmentalism. Focussing on the epic historical novel "Almanac of the Dead" (1991) by Laguna Pueblo writer Leslie Marmon Silko, we will analyze in detail the technical principles according to which narratives are constructed. Topics to be discussed include: the nature of narrative events and action, the structure of narrative plot and discontinuous narration, narrative points of view or perspectives, the treatment of time and space, techniques of characterization, Silko's distinctive use of focalization, and the role of recursive figurative language. Our close narratological analyses of Silko's novel will be contextualized by the question: how do these narrative strategies work to communicate Silko's environmental critique of extractivism, global commodity capitalism, militarism, settler-colonialism, speciesism, patriarchy, and toxic gender identifications? Please note that this novel contains scenes of violence that some students may find distressing.

Text for purchase: Leslie Marmon Silko, "Almanac of the Dead" (Viking Penguin, 1991). The text has not been pre-ordered; students are expected to have read the first section of the novel in advance of the first class.

34E0263 - Seminar – Irish Poetry from W.B. Yeats to Nuala ni Dhomhnaill (Autumn) – M. Leer

Among the richest poetic traditions in English in the twentieth century, Irish poetry is more than Yeats and Seamus Heaney. This seminar will explore some of that wealth, including Yeats and Heaney and a couple of the major poets in Irish Gaelic (in translation). Some names: Patrick Kavanagh, S an O Riordain, Richard Murphy, John Montague, Thomas Kinsella, Derek Mahon, Eil an ni Chuilleanain, Eavan Boland, Ciaran Carson, Medbh McGuckian, Paul Muldoon and Nuala ni Dhomhnaill.

34E0316 - Seminar – The Face in Culture, Literature and History I (Autumn) – G. Bolens, S. Brazil

The face is the cornerstone of the speaking, thinking, and emoting human. It encapsulates an individual’s sensory connection to the environment (through seeing, smelling, tasting, hearing, and touching), and is at the intersection of vital physiological processes and sociocultural practices. Through the face, its expressive capacity and the manner in which it is cared for, we attempt to understand what another person is thinking and feeling, and we succeed and fail at this effort to varying degrees and for a multiplicity of reasons. This seminar is dedicated to investigating the complexity of the human face and its extraordinary importance in the physiological, cultural and interactional life of humans. The practice of wearing masks, recently implemented because of the COVID-19 pandemic, intertwines all three parameters. Through paying attention to how literature (rhetorical manuals, narratives, and drama), visual arts (iconography and cinema) and critical fields of inquiry such as anthropology and sociology grapple with this subject, we will attempt in this seminar to gain a deeper understanding of the work the face performs in a variety of instances.

Autumn semester: Texts include Chaucer’s “Troilus & Criseyde”, the Middle English Romance “Havelok”, and Malory’s “Le Morte Darthur”, and will be made available on Moodle.

Students may take one or both seminars (autumn and/or spring).

34E0264 - Seminar – Ecofeminism and Vegan Literary Studies (Spring) – D. Madsen

In this seminar we will study a range of narratives through the theoretical convergences of Ecofeminism and the emergent field of Vegan literary studies. Both are highly intersectional modes of analysis: ecofeminism proposes that the fundamental oppression, from which all others arise, is the synergy between patriarchy and environmental exploitation; veganism identifies the nexus of speciesism and anthropocentrism or “human exceptionalism” as the basis of injustice and environmental crisis. Focusing on the discursive interplay of narrative rhetoric and other strategies of narration, we will consider such issues as the eco-politics of feminization, biopolitics, enslaved labor, and industrial farming, consumption and commodity fetishism, and environmental racism, classism, and speciesism. Please note that this is an analytical and not an advocacy seminar; however, some of the topics addressed may be distressing to some students.

Texts: A photocopy of theoretical and contextual material will be available; texts for purchase (note that copies have not been pre-ordered): Toni Morrison, “Beloved” (1987), Kazuo Ishiguro, “Never Let Me Go” (2005), and Margaret Atwood, “The Year of the Flood” (2009).

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), LION (Literature Online), and the ESTC (English Short-Title Catalogue). Equipped with the necessary knowledge 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 – Critical Theory: Enlightenment to Modernity (Spring) – S. Swift

This course will help you to understand the extremely difficult and dense body of writing known as “critical theory” by situating it in relation to the philosophy of the Enlightenment. Although the term “critical theory” originally referred to the Marxist philosophy of the Frankfurt school in the 1930s and 40s, it later came to encompass wider forms of cultural critique including feminism, postcolonialism and biopolitics. Under this guise, it has had a huge impact on how we read literary texts in relation to culture and society. We will proceed by reading a series of essays in relation to specific enlightenment precursors, on topics including history, the sublime, gender, terrorism, and ecology. The texts that we will study together,

often in translation, are dense and extremely demanding, but foundational to the ways in which we analyze literature now, offering key methodological tools for the development of longer research papers and 'mémoires'.

All texts will be made available via Moodle.

34E0317 – Seminar – The Face in Culture, Literature and History II (Spring) – G. Bolens, S. Brazil

The face is the cornerstone of the speaking, thinking, and emoting human. It encapsulates an individual's sensory connection to the environment (through seeing, smelling, tasting, hearing, and touching), and is at the intersection of vital physiological processes and sociocultural practices. Through the face, its expressive capacity and the manner in which it is cared for, we attempt to understand what another person is thinking and feeling, and we succeed and fail at this effort to varying degrees and for a multiplicity of reasons. This seminar is dedicated to investigating the complexity of the human face and its extraordinary importance in the physiological, cultural and interactional life of humans. The practice of wearing masks, recently implemented because of the COVID-19 pandemic, intertwines all three parameters. Through paying attention to how literature (rhetorical manuals, narratives, and drama), visual arts (iconography and cinema) and critical fields of inquiry such as anthropology and sociology grapple with this subject, we will attempt in this seminar to gain a deeper understanding of the work the face performs in a variety of instances.

Spring semester: Reading will include texts by Quintilian and Bede, and Adam & Eve narratives, and will be made available on Moodle.

Students may take one or both seminars (autumn and/or spring).

34E0265 - Seminar – Earth As a Literary Element (Spring) – M. Leer

The third in a series of seminars on the literary elements (that can be studied separately), loosely based on Gaston Bachelard's books about the elements, in this case "La terre et la rêverie de la volonté" and "La terre et la rêverie du repos" and supplemented with extracts from the geologist Richard Maubey's "The Earth: A Biography". The seminar begins with a classic nineteenth century novel, Thomas Hardy's "The Return of the Native" (1878) before moving to two major late twentieth century poets, Geoffrey Hill and Seamus Heaney, John Berger's narrative about a village in the Haute Savoie, "Pig Earth" (1979), Australian, Canadian and South African stories about mining and the Canadian novelist Jane Urquhart's "The Stone Carvers" (2001).

Séminaire de langue et littérature anglaises : linguistique

3E049 & 3E051 & 3E030

34E0236 - Seminar – Syntax (Autumn) – E. Haeberli

This seminar provides an overview of current syntactic theory within what is known as the Minimalist framework. We will start by discussing the core concepts used within this framework (categories, features, Merge, Theta Theory, Case, agreement, movement and ReMerge). The focus will be on the main linguistic insights that lie behind these concepts and on the way these concepts can be applied to account for a wide range of phenomena. We will then consider how the syntax interacts with other linguistic domains such as phonology, morphology and semantics. Finally, some further issues in generative syntax will be explored (syntactic variation, cartography, "third-factor" and functional explanations).

Students are asked to purchase the following textbook:

Koenen, Olaf and Hedde Zeijlstra. 2017. "Introducing Syntax". Cambridge: Cambridge University Press.

Further readings will be made available on the course website on Moodle. The seminars will consist of discussions of the readings and exercises that will be assigned on a weekly basis.

34E0237 - Seminar – Introduction to Semantics (Autumn) – G. Puskas

Semantics is the field of linguistics which deals with describing semantic knowledge, that is a speaker's knowledge of the 'meaning' of words and sentences (see Saeed 2009). Meaning is a complex notion, which will have to be decomposed into different aspects. It includes the domain of lexical semantics (which deals with the meaning of words), as well as truth-conditional semantics (which examines the meaning of sentences).

In the seminar, we will investigate both aspects of meaning, working with the idea that (formal) semantics is the elaboration/the study of a 'theory of meaning'. By theory, we mean a precise and coherent set of statements, definitions, etc. which tries to describe, explain and predict the largest possible set of individual facts. An approach in terms of semantic theory will thus help us understand how meanings are encoded in language and what a speaker knows when she knows the 'meaning' of linguistic items.

Handouts and reading references will be provided during the semester.

34E0325 - Seminar – The Syntax of Mood and Aspect (Autumn) – G. Puskas

The class focusses on the syntactic properties of modality and aspect. Languages have various expressions of modality, which enable a speaker to say things about situations, whether these situations are real ('realis') or hypothetical ('irrealis'). In other words, modality expresses the speaker's degree of commitment/attitude towards a proposition. Aspect characterizes, on the one hand, the speaker's perception of an event as expressed in a proposition and, on the other hand, the event's internal properties themselves. With the help of relevant linguistic data, we will explore the expression of modality/mood and aspect in English and identify how these expressions interact in the environment of complex event structures. We will then propose a syntactic approach which works on the assumption that individual properties of a linguistic expression are hierarchically organized and reflect their scope relations.

Handouts and reading references will be provided during the semester.

34E0267 – Historical Syntax (Spring) – E. Haeberli

Much work in syntactic theory over the last few decades has explored the way in which the syntax of different languages can vary and how this variation can be analyzed. The focus of comparative syntax has mainly been on variation among living languages with the goal of identifying common properties (principles) and areas of variation (parameters). However, the comparative approach is not only relevant for the purposes of studying synchronic variation, it can also be applied to variation with respect to different stages of the syntax of the same language. This diachronic perspective on syntactic variation will be the focus of this seminar. The first half of the seminar will introduce the main aspects of this field of investigation. We will consider methodological issues, the contribution that historical syntax can make to comparative syntax in general and the central questions that arise in historical syntax, i.e. how the syntax of a language changes and why it changes. In the second part of the seminar, we will look at some case studies in historical syntax, focusing in particular on verbal syntax in the history of English.

Readings will be made available on the course website on Moodle.

34E0312 - Seminar – Second Language Acquisition (Spring) – E. Haeberli

This seminar will address a range of issues related to the acquisition of a second language. In the first part of the seminar, we will examine the nature of the task by looking at how sound systems, words and word forms, sentence structure and the meaning of phrases and sentences are learned. We will then explore some further topics such as language use by language learners, the role of the input in second language learning, or the effect of the starting age on learning second languages. In the final part of the seminar, we will pursue some topics in more depth by reading recent work in second language acquisition research.

Students are asked to purchase the following textbook:

Hawkins, Roger. 2019. "How Second Languages are Learned. An Introduction". Cambridge: Cambridge University Press. Further readings will be made available on the course website on Moodle.

34E0241 – Seminar – Introduction to Pragmatics (Spring) – G. Puskas

Pragmatics studies language in context. In other words, its domain of investigation is the meaning of utterances in a context. Most approaches take the position that the meaning of an utterance in a context can be explained in terms of speaker's meaning, i.e. what the speaker intends to convey. The seminar discusses several major areas which have been explored in pragmatic studies, such as implicatures (1), presuppositions (2), indexicals (3), but also speech acts (4). We will explore what these phenomena have in common, how they differ and, crucially, whether it is possible to propose a unified account.

(1) A: is Ben still following Linguistics II?

B: Well, you know, the ski season started very early this year.

(2) Don't tell me Bill failed the exam *again*!

(3) I am seeing him today

(4) I hereby name you captain of the team!

Handouts and reading references will be provided during the semester.

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 – M. Leer & S. Swift

Workshop open to doctoral students in modern and contemporary English studies only.