

# DESCRIPTION DES COURS

(15 août 2022)

## DÉPARTEMENT DE LANGUE ET DE LITTÉRATURE ANGLAISES

### ANNÉE ACADÉMIQUE 2022-2023

(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 **2022-2023**

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 **2022-2023**

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

##### 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.

##### 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 online registration session at the Autumn 'Rentrée'.

**3E053****32E0271 - 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](mailto:polycopie@unige.ch); (2) Diana Hacker and Nancy Sommers, "Rules for Writers," 9th edition (Macmillan, 2019). Information on where to buy significantly discounted copies of this book will be communicated at the Autumn 'Rentrée'.

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

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](mailto:polycopie@unige.ch); (2) Douglas Biber et al., "Longman Student Grammar of Spoken and Written English" (Pearson, 2013): students will be able to order copies of this book, at a discount, via a link on the English Department website.

## BA3 : Linguistique anglaise

### E041

#### **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.

Þæs ymb iiiii 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**

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 inevitably leads to an increasingly wide range of variation within the language. **The question this class seeks to address is how and when variation leads to the development of what can be seen (and recognized) as a variety.** In order to consider a language a variety of English, we must first define the features of ENGLISH, as an abstract language, and identify where variation might occur. 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 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 <https://polycopie.unige.ch/fr/14-lettres>

#### **32E0327 - Seminar - 'Romancing the East': The Orient in Middle English Romances (Autumn) - L. Kaempfer**

Romances were an extremely popular genre of texts in medieval England and are fascinating texts to explore medieval cultural values, societal norms and their transgressions. In this seminar we will look at one common motif of romance: the hero's journeying into far-away lands: the mysterious and tempting East. In this seminar we will explore how different romances (love romance, fairy romance, Crusades romance, nationalistic romance) construct different Orients. We will see how the Orient is alternately represented as a magical, fairy-like place or a 'real' geographical place, a place of otherness and exoticism or a place of political and religious conquest. We will familiarize ourselves with critical theories such as Orientalism and place studies and read important scholarship on otherness and racism in medieval literature.

The texts and extracts for this class will be made available on Moodle.

**32E0302 - Seminar - Sir Gawain and the Green Knight (Spring) – C. Whitehead / S. Brazil**

The fourteenth-century narrative “Sir Gawain and the Green Knight” has survived in large part because of luck; in the form we know the text, plot and characters, there is only one manuscript, without which one of the most complex and celebrated medieval English texts would never have been known. Its story world and its principal characters, Gawain, Arthur, and Morgan le Fay, are, however, part of a sprawling European tradition of Arthurian narrative, with further connections to Irish and Norse literatures through its supernatural beheading game, the figure of Morgan, giants, and pertinent linguistic resonances. This seminar will allow students to gain a greater familiarity with the Middle English text through the practice of close reading, though we will move between a recent translation and the medieval text. We will also investigate the critical field and the material history of the manuscript, held at present in the British Library.

A reader with all relevant primary readings will be made available to purchase at [polycopie.unige.ch](https://polycopie.unige.ch).

**32E0277 - Seminar - Chaucer’s Canterbury Tales (Spring) - G. Bolens**

Geoffrey Chaucer lived in 14<sup>th</sup>-century England. He was the son of a merchant and worked as a civil servant all his life. He did not belong to the clergy or the aristocracy, which were associated with education and literacy. Yet he became one of the most influential writers in the history of English literature. Through a close analysis of several tales in his last work, The Canterbury Tales, we will study how his art and intelligence made a lasting difference. We will see how he transformed well-established genres (such as dream visions, fabliaux, animal fables, and romances), and offered new perspectives on human interactions and traditional forms of thinking.

The texts for this seminar will be available in a reader to be ordered at

<https://polycopie.unige.ch/fr/14-lettres>

**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.”

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

**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 - Eliza Haywood: Gender, Authority and the Print Market (Autumn) - E. Kukorelly**

Eliza Haywood published her first novel, “Love in Excess,” in 1719, the same year that Daniel Defoe published “Robinson Crusoe.” Like her better-known male counterpart, Haywood was a prolific writer, active in many genres, both under her own name and anonymously. She wrote novels and novellas, plays and farces, conduct books and periodicals, satires and fairy tales; she also translated texts from French and invented new and hybrid genres. In her writing practice, she

spanned the fictional and the factual, the masculine and the feminine (and points in between), following the fluctuations of the eighteenth-century market for print with ease, grace, and commercial acumen.

During this seminar, we will read a selection Haywood's texts, as we explore her playful attitude to genre, gender and various forms of authority. As well as reading them closely, we will also be looking at Haywood's texts from a book-historical perspective, as we look at her interactions with the print-market, and at the layout and typography of original eighteenth-century editions of her work.

Texts will be made available on Moodle.

### **32E0304 - Seminar - Metaphysical Poetry (Autumn) - L. Erne**

The late sixteenth and early seventeenth century saw the emergence of a new and bold poetic idiom which later generations came to refer to as "metaphysical." It was practiced by a wide range of poets of vastly different backgrounds and convictions, including John Donne, George Herbert, Richard Crashaw, Henry Vaughan, and Andrew Marvell. The aim of this seminar is to study English metaphysical poetry and to reflect on the controversial position it has occupied in the history of English canon formation. Alongside the primary texts, students will read a selection of important critical writings related to the specific issues under discussion.

Course book: "Metaphysical Poetry", ed. Colin Burrow (London: Penguin Classics, 2006), ISBN 978-0-14-042444-7.

### **32E0279 - Seminar - Shakespeare's 'Problem Plays' (Autumn) - E. Smith**

William Shakespeare famously wrote tragedies, comedies, and histories – or, at least, he did so most of the time. This seminar shall examine the three plays which, due to the complex moral dilemmas which they explore and the generic ambiguity which results from representing these difficulties, have troubled the critical tradition surrounding Shakespeare's works: "Measure for Measure", "All's Well That Ends Well", and "Troilus and Cressida". The course will introduce theories surrounding dramatic genre from antiquity to modernity. By the end of the semester, students will have acquired thorough familiarity with three of Shakespeare's most intriguing plays and will be able to reflect upon the implications of applying generic labels to literary texts and to debate their importance (or perhaps lack thereof) to a play's reception.

#### **Reading List (texts to be purchased)**

William Shakespeare, "All's Well That Ends Well", ed. Suzanne Gossett and Helen Wilcox. Bloomsbury, 2018. The Arden Shakespeare edition. ISBN: 978-1-904271-20-8

William Shakespeare, "Measure for Measure", ed. A.R. Braunmuller and Robert N. Watson. Bloomsbury, 2020. The Arden Shakespeare edition. ISBN: 978-1-904271-43-7

William Shakespeare, "Troilus and Cressida", ed. David Bevington. Bloomsbury, 2015 (revised edition). The Arden Shakespeare edition. ISBN: 978-1-4725-8474-8

### **32E0182 - Seminar - Sarah Fielding's Utopias (Spring) - E. Kukorelly**

A utopia is no-place, but as a construct of the imagination it points to a place in which perfect harmony prevails. In most of her novels, Sarah Fielding portrays places and people that strive to achieve such harmony; she often ends up showing the futility of such an enterprise. In this striving, her protagonists describe a field of ideal and generous behaviour that needs to be upheld in the face of an encroaching and corrupt world. As ideal behaviour meets corrupt world, the novels' discursive force is deployed to help readers negotiate possible happiness in the real world.

Fielding was an experimental novelist: she wrote the first school story ever ("The Little Academy"), she developed strategies of revisionary sequels ("David Simple"), and together with Jane Collier took the idea of fictional narrative to the limits of the readable ("The Cry"). During this seminar we will read these novels (in full, but with extracts from "The Cry"), as well as Sarah Scott's "A Description of Millenium Hall," a truly utopian novel, in which harmony is achieved and preserved.

The texts, with the exception of "A Description of Millenium Hall," for which you are asked to buy the Broadview Edition, will be made available on Moodle.

### **32E0318 - Seminar - Shakespeare's Sonnets (Spring) - 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.

**32E0343 - Seminar - The Poetry of Isabella Whitney and Aemilia Lanyer (Spring) - E. Smith**

This seminar will examine the poems of Isabella Whitney and Aemilia Lanyer, two English female writers working in the late sixteenth to early seventeenth centuries, alongside early modern English translations of Greco-Roman texts published within this period. Exploring Whitney's and Lanyer's engagement with such sources and inspirations, this seminar will suggest, allows us to recognise their creative and original transformation of prior works. Throughout the semester, we shall engage critically with the concept of intertextuality in early modern England, and consider the implications of adaptation in texts both past and present.

Reading List (texts to be purchased)

Paul Salzman, ed., "Early Modern Women's Writing: An Anthology, 1560-1700". Oxford University Press, 2008 [2000]. Oxford World Classics edition. ISBN: 978-0199549672

**32E0328 - Seminar - Religious Controversy in Early Modern Drama (Spring) - G. Fulton**

This seminar focuses on three fascinating sixteenth- and seventeenth-century plays ("Sir Thomas More" by Anthony Munday, Henry Chettle, William Shakespeare et al., "King Henry VIII", by William Shakespeare and John Fletcher, and "The Cardinal", by James Shirley) to examine the representation of religious controversy in Early Modern drama. These plays are particularly useful for investigating the role of theatre in debating polemical ideas, due to their inclusion of contemporary historical events and figures. We will assess how religious controversy is presented in these plays through their structure and plot, language, thematic focus, and dramaturgy. By the end of the seminar, students should also have an awareness of how the rise of commercial drama under Queen Elizabeth I affected staging plays with controversial religious content. The seminar hopes to explore how Early Modern drama creates a uniquely rich space for discussing sensitive, controversial aspects of religious debate.

Course books: "Sir Thomas More", The Arden Shakespeare, ed. John Jowett, ISBN 9781904271482. "Henry VIII", The Arden Shakespeare, ed. Gordon McMullan, ISBN: 9781903436257. Extracts from other relevant literature and critical material will be provided on Moodle.

**BA6: Littérature moderne et contemporaine des 19e, 20e, et 21e siècles****3E045****32E0128- Lecture course - Literatures of the Contemporary English-Speaking World (Autumn) - M. Leer**

English is an official language of more than 50 member states of the United Nations and the lingua franca of so-called "globalisation". This course examines how this is reflected in literature from the high point of empire in c.1900 to the present: the great geographical and environmental and cultural differences that literatures in English represent and shape; but also the temporal aspect of literature that is "modern" and "contemporary", colonial and postcolonial and global, as well as the many different varieties of English in which literature is written. Among texts studied will be Joseph Conrad's *Heart of Darkness* (1899), Jane Campion's *The Piano* (1993), Amitav Ghosh's *The Calcutta Chromosome* and Patricia Grace's *Baby No-Eyes* from the 1990s, Caribbean poetry and Jennifer Nansibugu Makumbi's *Manchester Happened* (2019).

**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 at Payot, Rue de la Confédération.

**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.

### **32E0338 - Seminar - His Dark Materials (Autumn) - S. Swift**

Often classed, like the 'Harry Potter' series, as "young adult" or "kidult" fiction, 'His Dark Materials' names a trilogy of novels that features two central characters, Lyra Belacqua and Will Parry, coming of age as they pursue a quest for knowledge that sees them journeying between different worlds. They are pursued by the forces of the Geneva-based Magisterium, a religious and temporal power that has John Calvin as its Pope and that seeks to control and repress human knowledge of the nature of the dark matter that makes up the universe. These are novels that investigate topics including parent-child bonds and the child's imagination, the nature of selfhood, knowledge, love, freedom and friendship, intimacy, loyalty, and the nature of death. Ultimately, they take their place in the rich tradition of radical enlightenment that has long fought for the right to explore the liveliness of matter. We will read them against the background of some of their equally heretical sources; their author draws heavily on John Milton's 'Paradise Lost,' the poetry of William Blake, as well as ancient atomism, and classical epic poetry and its forms.

Texts for Purchase: Philip Pullman, 'Northern Lights,' 'The Subtle Knife,' 'The Amber Spyglass,' all published by Scholastic Books. Copies will be made available at Payot, Rue de la Confédération.

### **32E0315 - Seminar - Literature and Life (Autumn) - P. Jones**

What is the relationship between literature and life? As the oeuvres of Marcel Proust and Virginia Woolf readily attest, this question haunted some of modern literature's most well-known authors. But of all of them, no one responded to it as insistently and with the same depth of philosophical attention as Henry James. In this seminar we will explore some of these responses through close readings of a selection of his essays and short stories. What will emerge is a portrait of James that is quite different from that normally painted by critics, who have tended to exaggerate his commitment to the formalist idea that "art makes life, makes interest, makes importance". Instead, we will meet a more ambivalent James who is profoundly interested in how we make sense of and give form to our lives, and the ways in which literature can both enrich, and disturb, this process.

All texts will be made available via Moodle.

### **32E0341 - Seminar - Literature and the Environment (Autumn) – M. Leer**

This seminar will attempt to give an overview of major approaches to the relationship between literature and the environment from the *ecocriticism* of Lawrence Buell and Jonathan Bate, the critique of ecocriticism by Tim Morton to French *géopoétique* and environmental history. It will then consider literary texts as well as some photography and film under the headings of ecosystems, animals and climate: fiction by Amitav Ghosh, *The Hungry Tide* (2004) and Alexis Wright, *The Swan Book* (2013), poetry by Alice Oswald, Kathleen Jamie and John Kinsella; essays by Henry David Thoreau, Edward Abbey, Annie Dillard, John Berger, Tim Winton and Helen Macdonald; photography by Edward Burtynsky and the recent film by Viktor Kossakovsky, *Gunda* (2020) about a day in the life of a pig.

### **32E0342 - Seminar - South African Writers (Autumn) – E. M. Peters**

In this seminar we will explore a selection of texts by South African contemporary writers from the apartheid period to the post-apartheid transition years. We will reflect on how writers have responded to, shed light upon, and critically engaged with the complexities of the South African socio-political context from the 1970s to early 2000s. We will pay special attention to questions of an individual's psychological experiences in relation to their society; freedom from social norms; pain and grief; identity building and exile. Readings will include texts by Bessie Head, J.M. Coetzee, Zakes Mda and Zoë Wicomb.

Documents and references of books to purchase will be provided on Moodle (<https://moodle.unige.ch/>) in advance of the beginning of the semester. Copies of books to purchase will be made available at Payot, Rue de la Confédération.

### **32E0337 - Seminar - Three Dickens Novels (Spring) - S. Swift**

In this seminar we will read three novels by one of the most popular novelists of Victorian England, Charles Dickens. Issues that we will examine include growing up and Dickens's place in the 'Bildungsroman' tradition, social transformation, the nature of plot and its temporalities, character and caricature, crime, poverty, race and otherness and the social rôle of fiction. At a time when some versions of the novel were becoming increasingly intellectualized, Dickens was resolutely

popular, attention-grabbing, and a stylist of dazzling singularity and peculiarity. We will think on the way about Dickens's contemporary and modern reception, and his place in the English literary tradition.

Texts for Purchase: 'Oliver Twist,' 'David Copperfield,' 'Great Expectations,' all published by Penguin Classics. Copies will be made available at Payot, Rue de la Confédération.

### **32E0290 - Seminar - Caribbean Childhoods (Spring) - M. Leer**

Childhood and the *Bildungsroman* play a very important role in postcolonial literatures, as a means of rediscovering an initial difference in place, culture and privilege that will lead to a revision of colonial narratives. This seminar will focus on the Caribbean, beginning with what is often seen as the first major Caribbean novel in English, George Lamming's *In the Castle of My Skin* (1953) and follow its concerns with childhood, adolescence and education in later novels like Erna Brodber's *Myal* (1989) and Earl Lovelace's *Salt* (1996) along with short stories by Pauline Melville, Dionne Brand and Paule Marshall, among others, and poetry by the Mighty Spider, Derek Walcott and Kamau Brathwaite.

## **BA7 : Littérature et civilisation américaines des 16<sup>e</sup> – 21<sup>e</sup> siècles**

### **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**

#### **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.

#### **32E0334 & 32E0295 & 32E0296 & 32E0335 & 32E0297 - Seminar - American Literary Counter-Voices (Autumn or Spring) - K. Frohreich / C. Martin / A. Zurbruegg**

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 & 3E030

#### **34E0309 - Seminar - Early Modern English Lyric Poetry (Autumn) - L. Erne**

In this seminar, we will study some of the most thought-provoking early modern English lyric poetry. In terms of period, the poetry covered will range from the early sixteenth to at least the mid-seventeenth century. The poets we will pay close attention to include Sir Thomas Wyatt, the Earl of Surrey (Henry Howard), Philip Sidney, Edmund Spenser, William Shakespeare, John Donne, George Herbert, Henry Vaughan, Thomas Traherne, Richard Crawshaw, and Andrew Marvell. The poetic idioms to which we will pay close attention include Petrarchism and metaphysical poetry. Alongside the primary texts, students will read a selection of important critical writings related to the specific issues under discussion. The chief aim of the seminar is to come to a thorough understanding of the form and content of some of the most memorable early modern English lyric poetry.

Recommended course book:

“The Norton Anthology of English Literature”, 10th ed. (2018), vol. B (“The Sixteenth Century; The Early Seventeenth Century”), ISBN 978-0-393-60303-3.

#### **34E0339 - Seminar - An Introduction to Queer Theory (Autumn) - S. Swift**

In this seminar we will trace the evolution of queer theory from the “gay studies” of the 1970s and ‘80s to the contemporary theorisation of trans identity. On the way we will consider the impact of Michel Foucault and affirmative politics on ideas of sexual identity, as well as the effect of the AIDS crisis, cultural studies, cinema and identity politics on queer modes of being. Paying particular attention to queer aesthetics, and understanding the aesthetic itself as queer, we’ll think about performativity and melodrama, intimacy, secrecy and paranoia, narrative and its discontents, loss, time, mourning and beauty. As well as engaging a range of theories and theorists, we’ll often read the stories and watch the movies that they discuss in order to come to our own conclusions about queer reading practices. Our aim throughout will be to get to grips with the decisive impact that queer theory has had on literary study.

All texts will be made available on Moodle.

#### **34E0263 – Seminar - Air as a Literary Element (Autumn) - M. Leer**

Last of a series of seminars that explore the different elements (water, fire, earth and air) as clues to a “material imagination” balancing the “formal imagination”, as suggested by Gaston Bachelard in a series of “psychoanalyses” of the elements. Air, the least material of elements according to Bachelard, will be studied in a wide range of texts from Emily Brontë’s *Wuthering Heights* (1847) through Randolph Stow’s *Tourmaline* (1963) and Tim Winton’s *Breath* (2008) to I. Alan Seely’s *The Everest Hotel* (1998). Wind, atmosphere, light, breath, surfing, the seasons and kite-flying will be among the air-borne topics encountered in this attempt to grasp air materially.

#### **34E0316 – Seminar - Kinesic Intelligence I: K-Drama (Autumn) - G. Bolens**

Kinesic intelligence enables humans to understand physical movements and produce complex meanings out of them and by means of them. It is a specific type of competence that allows humans to experience intersubjectivity through sensorimotor interactions within their human, animal, and ecological environment. Defined in this way, kinesic intelligence is foundational to most forms of human communication, whether communication takes place in presence through gesture, action, and speech or via the mediation of writing, artworks, and artefacts, including digital artefacts.

The year-long seminar Kinesic intelligence is in two parts, the first part taking place in the Autumn semester and the second part in the Spring semester. Students are free to take either one of them or both.

The Autumn semester is devoted to theories of kinesic intelligence and the study of K-Drama (South-Korean TV series). The Korean Wave, or hallyu, is a fascinating cultural phenomenon which provides rich material to test theories of kinesic intelligence. We will analyse several dramas, using film analysis together with kinesic analysis. We will study the series in Korean with English subtitles. A knowledge of Korean is not necessary to take this seminar.

**34E0264 - Seminar - Literary Research Methodologies (Spring) - 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 aspects of research methodology that will be emphasized in the seminar are: the identification, management, and use of a wide range of diverse scholarly sources; and the writing of extended research projects, in particular the *mémoire*. 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.

All 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 - Reading, Wordsworth, "The Prelude" (Spring) - S. Swift**

In this seminar we will take the time to read one long, unfinished autobiographical poem of the early nineteenth century: William Wordsworth's 'The Prelude.' Published posthumously, and revised across his poetic career, this poem was innovative in the way that it focussed on the development of the self in relation to its affective, natural and cultural attachments. It ranges widely over experiences of the countryside and the city, politics (including Wordsworth's traumatic experience of the French Revolution), the nature of love and friendship, journeying, social injustice, death, memory and hope. We will focus our attention on how Wordsworth thinks through both familiar pathways and experiences of the strange and the uncanny – most of all in situations that seem ordinary and everyday,- as well as his processing of the literary tradition. Ultimately, this is a poem that repays careful close reading, as what seems obvious, even mundane about human experience comes to take on a dazzling strangeness.

Text for Purchase: 'The Prelude, 1799, 1805, 1850,' edited by Jonathan Wordsworth, M.H. Abrams, and Stephen Gill (Norton, 1979). Copies will be made available at Payot, Rue de la Confédération.

**34E0317 - Seminar - Kinesic Intelligence II: Chaucer's Canterbury Tales (Spring) - G. Bolens & S. Brazil**

Kinesic intelligence enables humans to understand physical movements and produce complex meanings out of them and by means of them. It is a specific type of competence that allows humans to experience intersubjectivity through sensorimotor interactions within their human, animal, and ecological environment. Defined in this way, kinesic intelligence is foundational to most forms of human communication, whether communication takes place in presence through gesture, action, and speech or via the mediation of writing, artworks, and artefacts, including digital artefacts.

The year-long seminar Kinesic intelligence is in two parts, the first part taking place in the Autumn semester and the second part in the Spring semester. Students are free to take either one of them or both.

The Spring semester is devoted to theories of kinesic intelligence and the study of Chaucer's Canterbury Tales. Chaucer's last work is a remarkable source of information regarding the art of communicating about kinesis in literature. The freedom with which Chaucer used prior material, creating novel forms of expression and a new status for literary authors writing in Middle English had a lasting cultural impact and turned him into the so-called "Father of English poetry."

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

**34E0265 - Seminar - Australian Literary Geographies (Spring) - M. Leer**

Australia, more than any other continent colonized by Europeans, has been faced with a complex coming to terms with its geography. First conceived as the Antipodes before it had even been “discovered” by Europeans, it was declared a *terra nullius* on colonization, despite the existence of one of the most intricately place-bound senses of “Country” among Indigenous Australians over 60,000 years or more. This seminar will look at this coming to terms through poetry, fiction, painting and film, but with special attention to the work of David Malouf (1934-), Randolph Stow (1935-2010) and Les Murray (1938-2019).

## Séminaire de langue et littérature anglaises : linguistique

### 3E049 & 3E051 & 3E030

#### **34E0236 - Seminar - English Historical Syntax: Old and Early Middle English (Autumn) - E. Haerberli**

In this seminar, we will examine some aspects of the syntax of early English and the syntactic changes occurring in the transition from Old to Middle English. The historical period covered will be from the beginnings of the history of English to around 1300. We will start by analysing a few Old and early Middle English text samples in order to identify the main characteristic syntactic properties of early English. The second part of the seminar will focus on the syntax of the earliest attested period in the history of English, i.e. Old English. Old English had many word order patterns that would be ungrammatical in Present-Day English. In particular the verbal syntax of Old English was fundamentally different, but also the nominal syntax has changed considerably since the Old English period. We will explore the ways in which Old English differed from Present-Day English both in the verbal and in the nominal domains and we will examine how these differences can be captured theoretically. In the final part, we will consider how the syntax of English developed in the early Middle English period. The main issues to be examined are: the order of objects, verbs and auxiliaries, subject-verb inversion, and negation.

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

#### **34E0237 - Seminar - Current Trends in Syntactic Theory (Autumn) - G. Puskas**

The objective of this seminar is to encourage participants to explore different theoretical approaches to the scientific study of human language. Students will be expected to learn about various theories, but also to think critically about the different approaches, assessing what they contribute to our knowledge of the human linguistic abilities and how. The seminar will thus explore linguistic theories which emerged within the last 50 years and have developed into (competing) current theories. After a short introduction to the notion of Linguistic Theory, we launch into a general overview of (standard) generative grammar and its recent evolution (N. Chomsky). We then examine “varieties” of generative grammar, such as Lexical Functional Grammar (LFG) (J. Bresnan), HPSG (Pollard and Sag). We briefly turn to Optimality Theory (a Connectionist theory, Prince and Smolensky) which is also viewed as a development of generative grammar. We then explore the realm of Dependency Grammars (Tesnière) and of different Functional Grammars such as the Danish School, Role and Reference Grammar RRG (Van Vallin). Finally, we explore various facets of Cognitive linguistics and its position w.r.t generative grammars (Fauconnier, Tomasello).

The class does not presuppose any specific theoretical knowledge of linguistics, but it relies on an important bulk of readings in the different frameworks.

All documents will be provided on Moodle.

#### **34E0325 - Seminar - The Syntax of Negation (Autumn) - G. Puskas**

The seminar proposes to explore approaches to the syntax of negation in natural languages. The objectives are to:

- (i) acquire empirical knowledge of how the expression of negation varies across languages
- (ii) acquire theoretical knowledge about how negation has been analyzed
- (iii) acquire competencies in collecting, organizing, analyzing data
- (iv) acquire competencies on how to handle and analyze data within a theoretical framework

The starting point is the empirical observation that negation, a relatively straightforward semantic component of language, actually finds many different expressions across languages:

- (1) John does **not** sleep (English)
- (2) Jean **ne** dort **pas** (French)
- (3) János **nem** alszik (Hungarian)
- (4) John **uyumuyor** (Turkish)

Starting from these observations, we will explore the expression of sentential negation cross-linguistically and then extend our study to more complex cases of negation:

- (5) he likes **no one**/ does **not** like anyone
- (6) il n'aime (**\*pas**) **personne**

(7) ő **nem** szeret **senkit** (Hungarian)

(8) ew ji **kesî** hez **nake** (Kurdish)

All documents will be provided on Moodle during the semester.

### 34E0267 - Second Language Acquisition (Spring) - E. Haeberli

This seminar will address a range of issues related to the acquisition of a second language. We will start by examining 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 (comprehension, discourse, sociolinguistic aspects), the role of the input in second language learning (exposure, instruction, correction), or the effect of the starting age on learning second languages.

Students are asked to purchase the following textbook:

Hawkins, Roger. 2019. 'How Second Languages are Learned. An Introduction'. Cambridge: Cambridge University Press.

### 34E0312 - Seminar - English Historical Syntax: Late Middle English and Early Modern English (Spring) - E. Haeberli

In this seminar, we will investigate the development of the syntax and morphosyntax of English during the Late Middle and Early Modern English periods, i.e. the time roughly between 1300 and 1700. In the first part of the seminar, we will identify the main syntactic properties of Late Middle and Early Modern English by examining short text samples from these periods. We will then concentrate on specific aspects of the syntax and morphosyntax that undergo change and we will explore certain issues that these developments raise from the point of view of different approaches to studying language change (in particular syntactic theory and variationist sociolinguistics). Topics to be covered include the development of 3rd person singular agreement, the decline of negative concord, the loss of verb movement, the rise of periphrastic *do* as found in negative and interrogative clauses in modern English, and the development of the category of auxiliaries.

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

N.B. This seminar is a chronological continuation of the seminar 'English Historical Syntax: Old and Early Middle English' in autumn, but it does not presuppose the content of that seminar. Students can attend this seminar without having followed the autumn semester seminar.

### 34E0241 - Seminar - Case Marking (Spring) - G. Puskas

The course explores the patterns of case marking on nominal constituents across languages, as questions the role of this morphological feature. While some languages, like English, exhibit no case marking (except on pronouns), other languages have very rich case systems. On the other hand, in some languages the role of case markers appears to be taken up by prepositions, as the English translation of the Hungarian sentence shows:

(1) János bement a könyvtár**ba** és letette a könyv**et** az asztal**ra** (Hungarian)

John-**case** in-went the library-**case** and put the book-**case** the table-**case**.

(2) John went **into** the library and put the book **on** the table. (English)

The objectives of the class are

on the one hand to learn about case marking systems across languages by:

- (i) identifying these different case markings
- (ii) drawing a parallel with (co-)existing prepositional systems
- (iii) identifying the role and contribution of these case markers to the morpho-syntax and interpretation of the expressions they are associated with and, time permitting,
- (iv) exploring how case marking can go beyond nominal domains

And on the other hand to learn how to:

- (i) examine, describe and compare linguistic data
- (ii) apply a theory to the relevant data
- (iii) explore the theoretical implications of an approach which integrates novel data beyond the standard framework (i.e. nominal domain).

All documents will be provided on Moodle 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.